

Columbia City Elementary School

7438 SW STATE ROAD 47, Lake City, FL 32024

<http://cce.columbiak12.com>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 11/28/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Columbia City Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Columbia City Elementary School strives to ensure that all students learn, and through learning we create the desire to learn more. Through our actions and words, we show each individual who comes to our school is welcomed, wanted and worthy.

b. Provide the school's vision statement.

Columbia City Elementary is a united school community where learning is recognized as a lifelong process and education is the key to the future. A nurturing atmosphere is provided which challenges individuals to take risks in order to realize their potential. Together we are committed to the development of curious, well-rounded responsible citizens.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Columbia City Elementary we strive to know our students on more than an academic level. We get to know families and their culture in a variety of ways. In the beginning of the school year, teachers initiate relationships by meeting parents during Meet the Teacher night. On this day they introduce themselves and make simple connections to families. To build on this, teachers communicate frequently with families through phone calls and emails. From this point, teachers hold conferences with students' parents often to address academic and social needs.

We have a variety of activities at school that foster relationships between schools and families including: Science Night, a night that allows parents to participate in hands-on science activities with their children; and Bingo for Books, a night where families play bingo in order to win free Accelerated Reading books. At CCE, we strive to have a healthy balance between academic work and fun activities in order to help families feel comfortable with our teachers and taking risks while learning.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Columbia City Elementary, adults and students alike are held to a firm set of procedures and expectations. By having procedures in place, students know how to behave and what to expect in all situations. When necessary, students are also provided with consequences for their behavior, good or bad.

Additionally, students and teachers are informed of, and held accountable to following the district bullying policy. CCE Faculty and Staff are trained yearly and reminded continuously to recognize the signs of bullying and how to report bullying whenever necessary.

We involve students in the process of creating a safe environment by allowing them to apply and participate in our school Safety Patrol program. Safety Patrol members assist in morning arrival and making sure that younger students and students with disabilities are able to get to class quickly and safely.

To add to safety, we have established specific rules for traffic flow on our school campus by creating barriers and including safety signage throughout campus so that anyone who enters knows the rules.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each grade level has a behavioral clip system that is customized to be age appropriate. The clip systems use colors that indicate graduating degrees of behavioral excellence. Teachers record and report student behavior each day to parents in student take-home folders or planners. At the beginning of this year, CCE administration established a School Behavior and Discipline Committee. The purpose of this committee was to create consistency in the behavior plans within each grade level. This provides a way for parents and students to know what to expect and reduces confusion within the school community in regards to behavioral expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of our students are being met in a variety of methods. At Columbia City, Yvette Hooper serves as our full-time School Counselor. We also receive services from Meridian Behavioral Counseling and other mental health counselors. At various times, we also have mentor and counseling services through the Partnership for Strong Families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Columbia City Elementary Early Warning System Indicators include the following:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 score on the statewide, standardized assessment in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	16	19	16	13	27	24	0	0	0	0	0	0	0	115
One or more suspensions	1	0	1	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	5	6	3	7	6	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	0	1	0	0	0	0	0	0	0	0	2

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Columbia City has the following intervention strategies in place to improve the academic performance of the students identified by the early warning systems:

- *Consistent communication through phone calls and conferences
- *MTTS System is available to provide academic intervention, in areas of need, if student has an Rti plan
- *Paraprofessional Support
- *Small Group Instruction
- *Tutors

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/467284>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

See 2017-2018 CCE PFEP

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jernigan, Hope	Principal
Christie, Michael	Assistant Principal
Cembruch, Malinda	Instructional Media
Odum, Dawn	Other
Jordan, Jennifer	Instructional Coach
Hooper, Yvette	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team is comprised of the principal, assistant principal, instructional coach, curriculum resource teacher, staffing specialist, school psychologist, speech/language pathologist, and the media specialist. The principal oversees the implementation and fidelity of instruction for all students, the acquisition of research-based resources, and the implementation of programs that enrich students' academic success. The assistant principal assists in this role and also helps to "brain-storm" and facilitate implementation and scheduling of activities, programs and interventionists. The instructional coach models effective instructional strategies for all teachers at each tier of MTSS, delivers professional development in identified areas of need and supports teachers in the implementation of common core standards and intervention, as needed. Our media specialist is part of our problem-solving team and assists us in creatively scheduling our master schedule to meet the need of all learners as well as support teachers by providing resources. The guidance counselor coordinates with the school-based leadership team and district-based MTSS support personnel in order to schedule tier transition meetings and problem solving meetings, as needed. The district staffing specialist and school psychologist are available to assist at any stage of the MTSS problem solving process. Lastly, the curriculum resource teacher assists in the acquisition of programs and resources. She works to monitor the use and effectiveness of these acquisitions as well as reporting on all Federal programs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our school's leadership team meet informally weekly during common, grade level planning in order to assess the needs of specific children and grade levels. We also participate in quarterly formal data meetings in which we analyze universal data and trends as well as specific classroom or student needs. Administrators closely monitor Tier 1 instruction as well as intensive intervention with frequent walk throughs, classroom observations and the monitoring of weekly lesson plans. We creatively schedule our interventionists in order to meet the needs of all students. Teachers feel that members of the MTSSLT are accessible and can be approached at any time to assist in problem solving and to help facilitate changes in interventions/schedules. Small group and individual needs are assessed both with research based measures as well as informally for effectiveness.

Our school currently serves two Migrant children. The MTSS/RtI system is where the students are identified and is also the vehicle through which they receive services at our school.

The lead team also meets weekly to discuss initiatives that directly impact student learning gains, as well as how to support teachers.

Title I, Part A

We receive funding that is allocated for the faculty and staff salaries, tutors, teacher in-service, educational materials and supplies, Professional Development and Parent Involvement activities which provide additional academic help in the classrooms.

Title I, Part C- Migrant

The Title I, Part C- Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve

as the liason between the student's family and school.

Title II

Professional development in accordance with the District plan.

Title V

Software that supports standards instruction, PD for collaborative learning through data analysis, Algebra Boot Camp, VPK supplemental instructional materials and programs

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Nutrition Programs-coordinated through CCSD School Food Service

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brian Crews	Parent
Kelli Crews	Parent
Hope Jernigan	Principal
Akil Tunsil	Parent
Jacqueline Dorris	Parent
Dawn Odum	Teacher
Jennifer Jordan	Teacher
Kim Holland	Parent
Flonketa Sheppard	Parent
Jorge Granados	Education Support Employee
Tocarra Gainer	Parent
Rosy Sparks	Parent
Allie Knight	Parent
Brooks Bailey	Parent
Zo Gonzalez	Teacher
Molly Allen	Parent
Tiffany Balster	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the October 2017 meeting, SAC members reviewed the school goal for the upcoming 2017-18 school year. At this time, SAC members provided input and edit were made where necessary. As the

year progresses, we will provide SAC with updates on progress made towards achieving the school's goals.

b. Development of this school improvement plan

The SAC will review and have input to targets and goals set for the 2017-18 School Improvement Plan.

c. Preparation of the school's annual budget and plan

The SAC has been provided with the amount of their allocation in the School Improvement area of the budget. The SAC has been advised of a few areas that CCE may need to have these funds spent in. We will consider these expenditures in future meetings during the school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Professional Development for teachers and other school needs that are brought to the attention of the SAC.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jernigan, Hope	Principal
Cembruch, Malinda	Instructional Media
Christie, Michael	Assistant Principal
Odum, Dawn	Other
Jordan, Jennifer	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Implementing Florida Standards with fidelity in K-2 and a blended curriculum 3-5. Support writing instruction in the classrooms. Works together to provide a network of resources for teachers. The LLT also provides input in decision making in promoting literacy and literacy activities within the school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We have Common Planning Time by grade level daily for all teachers. Every week teachers meet with our Instructional Coach to provide instructional support, feedback based on observations, and assists in gathering resources. Occasionally, we offer professional development that assists in vertically aligns all grade levels.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The principal is responsible for overseeing the recruiting/hiring process, in accordance with CCSD HRMD practices and guidelines. Teachers are retained and assisted in being effective through a focus on well designed, targeted professional development. When filling open positions, interviews are conducted by committees, with representation from the area being recruited for, so there is buy-in from fellow teachers in the support of the new teacher.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers are paired with a partner who is knowledgeable not only in the subject/grade level, but also in the culture of our school and the workings of our district. The program used is the CCSD approved new teacher training program. Teachers/mentors are encouraged to meet and/or communicate as often as possible.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

We strictly adopt resources that are research-based and correlate with the Florida Standards. Our Instructional Coach and other Lead Team members lead teachers to other rigorous, non-state adopted resources that are also aligned to the standards. Our teachers do an excellent job in sharing resources that have been vetted to other colleagues in both a formal and informal manner.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Formal data analysis sessions are held three times a year. Data is discussed at biweekly grade-level meetings. Teachers also frequently request time with lead team members to discuss MTSS next steps to assist struggling students. Historical as well as baseline data is collected and analyzed by teachers. Information derived is used to drive instruction, determine student need and form strategic and specific interventions for students. For example, iReady data collected this year coupled with 3rd grade FSA Reading data was used to determine which students would be given the research-based interventions. These interventions are designed to close the gap with 3rd grade students as well as our 4th grade students. Classroom instruction is modified in a variety of ways. Teachers use small group instruction where students are grouped based on ability.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 7,440

During the school year, we open up our technology lab in the mornings from 7:15-7:45. Students work on math foundation skills. We use Extra Math for remediation during this time. We also open up the media center every morning from 7:00-7:30. Students in grades 4 and 5 have additional opportunities to read, check out books, and take Accelerated Reader tests.

Strategy Rationale

We noticed that students were missing foundational skills and needed to be remediated. We opened up the lab and media center to accomplish this goal.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Odum, Dawn, odumd@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will be tracked based on district common assessments as well as iReady.

Strategy: Extended School Year

Minutes added to school year: 7,200

Students in the Communications ESE classroom are able to participate in the Extended School Year program. Students are able to work on a variety skills and strategies that will help them achieve their individual goals. It would be to these student's detriment to not participate in an Extended School Year program due to their academic and social needs. The students' day is customized according to the needs stated on the students' IEP.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jernigan, Hope, jerniganh@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom teachers monitor the students' IEP goals by conducting informal assessments and observations of the students. Teachers provide anecdotal records of student progress to parents and administration throughout the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

CCE provides both a Pre-K Handicapped and a Voluntary Pre-K (VPK) classroom. Students are taught academic and social/coping skills that will help them transition to and be successful in our, or other, elementary schools

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Columbia City Elementary will continue to provide meaningful parent engagement opportunities to enhance student achievement and build capacity.

- G2.** Columbia City Elementary will provide students with quality (rigorous, engaging, and relevant) instruction that will increase achievement for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Columbia City Elementary will continue to provide meaningful parent engagement opportunities to enhance student achievement and build capacity. 1a

G096412

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	75.0

Targeted Barriers to Achieving the Goal 3

- Parents lack of understanding of grade level expectations, progress, and bridging the gap between home and school
- Communication Gap between certain demographics of families. (English Language Learners, Migrant Population).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Resource Teacher
- Parent Resource Room and Materials for Check Out
- PTO
- Media Specialist (Reading Nights)
- Parent/ Student Incentives
- Materials and Foods for Parent Nights

Plan to Monitor Progress Toward G1. 8

An increase in parent attendance at school functions, conferences, and activities through the collections of attendance sheets and feedback.

Person Responsible

Dawn Odum

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign In Sheets, Surveys

G2. Columbia City Elementary will provide students with quality (rigorous, engaging, and relevant) instruction that will increase achievement for all students. 1a

G096413

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	65.0
Statewide Science Assessment Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Foundational Skills for Reading: Phonological Awareness, Phonics, Vocabulary Development
- Understanding of student engagement and rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- iReady assessments and materials
- Current adopted textbook resources
- Web-based instructional support
- Administrative Instructional Support
- Curriculum Resource Teacher
- Saxon Phonics
- Motivation ELA

Plan to Monitor Progress Toward G2. 8

Based on FSA scores students will show improvements as outlined in targets established in step 1b.

Person Responsible

Hope Jernigan

Schedule

Annually, from 6/4/2018 to 6/30/2018

Evidence of Completion

Student reports and school accountability reports

Plan to Monitor Progress Toward G2. 8

District progress monitoring through iReady and Performance Matters Reading, Math, and Science.

Person Responsible

Michael Christie

Schedule

Semiannually, from 8/14/2017 to 8/14/2017

Evidence of Completion

Diagnostic, summary, and data meeting agendas/minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Columbia City Elementary will continue to provide meaningful parent engagement opportunities to enhance student achievement and build capacity. **1**

 G096412

G1.B5 Parents lack of understanding of grade level expectations, progress, and bridging the gap between home and school **2**

 B259455

G1.B5.S1 Through use of Title 1 funds, opportunities will be provided for parents to learn about grade level expectations, child's results on state and local assessments, strategies to use at home in order to bridge the gap between home and school. **4**

 S274801

Strategy Rationale

Data from the 2017-2018 parent surveys reveal the need to increase parent understanding of grade level expectations, child's results on state and local assessments, and strategies to use at home in order to bridge the gap between home and school.

Action Step 1 **5**

Parent nights, utilization of parent resource materials, parent/teacher conferences will be implemented in order to help parents gain a better understanding of grade level expectations, child's results on local and state assessments, and strategies to use at home.

Person Responsible

Dawn Odum

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The evidence collected will be Parent/Teacher Compacts, signed and completed conference forms, sign in sheets from Parent Nights, flyers, Remind 101, and automated School Messenger logs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monthly documentation will be collected and uploaded to District Title I personnel.

Person Responsible

Dawn Odum

Schedule

On 6/1/2018

Evidence of Completion

Monthly documentation that includes number in attendance and evaluations of the Parent Nights.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Increased positive support as indicated through school surveys and parent attendance.

Person Responsible

Dawn Odum

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The parent surveys and attendance sheets will be collected.

G1.B6 Communication Gap between certain demographics of families. (English Language Learners, Migrant Population). 2

B259456

G1.B6.S1 Students who come from an ELL and Migrant background are not always represented in Parent Engagement activities. Title 1 funds will be used to support additional activities for ELL and Migrant families. 4

S274802

Strategy Rationale

We feel that families should be actively involved in Parent Engagement activities in order to better meet the educational needs of their children. At this time, we feel families within this demographic are not represented enough during Parent Engagement functions.

Action Step 1 5

ELL Plan and Connections Night

Person Responsible

Hope Jernigan

Schedule

Quarterly, from 11/2/2017 to 6/1/2018

Evidence of Completion

Sign in sheets to show parent, faculty and staff participation. Agendas and Invitations quoting the purpose of the event. As well as ELL plan documentation to show that parents were informed of their student progress at CCE for the current school year.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Review ELL Plans with School Counselor (Y.Hooper) and Planning for ELL Family Connection Night

Person Responsible

Hope Jernigan

Schedule

Quarterly, from 11/2/2017 to 6/1/2018

Evidence of Completion

Sign in sheets to show parent, faculty and staff participation. Agendas and Invitations quoting the purpose of the event. As well as ELL plan documentation to show that parents were informed of their student progress at CCE for the current school year.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Parents will be surveyed for Input at the end of each ELL Plan and Connection Night

Person Responsible

Hope Jernigan

Schedule

Quarterly, from 11/2/2017 to 6/1/2018

Evidence of Completion

Parent surveys, comments and parent conference notes.

G2. Columbia City Elementary will provide students with quality (rigorous, engaging, and relevant) instruction that will increase achievement for all students. 1

G096413

G2.B1 Foundational Skills for Reading: Phonological Awareness, Phonics, Vocabulary Development 2

B259457

G2.B1.S1 Saxon Phonics will provide instruction at the K-2 level. We will also utilize iReady materials at all level. Materials will target phonics issues. iReady will support vocabulary. Title 1 funds will be used to provide iReady and Title II will support professional development. 4

S274803

Strategy Rationale

After meeting with all grade levels, it was determined that students in all grades are deficient in foundational skills in reading and vocabulary.

Action Step 1 5

Saxon Phonics and iReady Instruction

Person Responsible

Jennifer Jordan

Schedule

Weekly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Lesson Plans, Walk throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Collect and Analyze data

Person Responsible

Michael Christie

Schedule

Monthly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Sign-in sheets, data sheets, meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student progress monitoring assessment data

Person Responsible

Jennifer Jordan

Schedule

Monthly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Sign-in sheets

G2.B1.S2 Title I will provide tutors and additional paraprofessionals to assist in providing academic support and intervention. 4

S274804

Strategy Rationale

Students continue to struggle and additional support will allow for additional students to receive intervention.

Action Step 1 5

Additional tutors and paraprofessionals will be hired to provide intervention.

Person Responsible

Michael Christie

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedules and students data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance logs and schedules will be monitored to ensure that students receive intervention with fidelity.

Person Responsible

Michael Christie

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance logs and schedules

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Collect and analyze iReady data to determine if student growth is adequate.

Person Responsible

Michael Christie

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

iReady diagnostic reports

G2.B4 Understanding of student engagement and rigor 2

 B259460

G2.B4.S1 Provide classroom support and resources (exemplars) that promote student engagement while incorporating rigorous material. 4

 S274807

Strategy Rationale

Quality instruction that leads to student achievement will occur when the classroom support and rigorous material are taking place.

Action Step 1 5

Rigorous Task Alignment and Pacing to Standards

Person Responsible

Michael Christie

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, agendas, or products

Action Step 2 5

Modeling of Kagan Engagement Strategies

Person Responsible

Dawn Odum

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher email requests and artifacts

Action Step 3 5

Provide PLC on effective reading and writing strategies. (Book study)

Person Responsible

Jennifer Jordan

Schedule

Weekly, from 10/25/2017 to 12/21/2017

Evidence of Completion

agendas

Action Step 4 5

Provide exposure to people in careers who tie mastery of standards to possible career choices (example: author visit, guest speakers/ scientists/doctors, etc.

Person Responsible

Dawn Odum

Schedule

Annually, from 11/1/2017 to 6/1/2018

Evidence of Completion

Schedules

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Observation and evaluation using the modified Copeland rubric

Person Responsible

Hope Jernigan

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence will be collected using the Copeland rubric and communicated to the teachers.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Pacing and Alignment to Standards

Person Responsible

Jennifer Jordan

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

PM Assessments, Lesson Plans, Review materials from teacher planning days.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

PLC on Writing and Reading

Person Responsible

Jennifer Jordan

Schedule

On 6/1/2018

Evidence of Completion

Meeting notes, artifacts generated from meeting

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Modeling Kagan strategies

Person Responsible

Dawn Odum

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

Teacher responses, artifacts

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Analysis of student data

Person Responsible

Jennifer Jordan

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

All student data will be reviewed, as well as teacher lesson plans

G2.B4.S2 Provide opportunities for teachers to observe best practices. 4

 S274808

Strategy Rationale

By observing best practices, teachers will have a better understanding of rigorous, high quality instruction as well as student engagement.

Action Step 1 5

Develop a schedule for teachers to rotate through classrooms and observe quality instruction

Person Responsible

Jennifer Jordan

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Lesson plans, student data

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Keep a detailed schedule of peer to peer observations

Person Responsible

Jennifer Jordan

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Observation schedules, lesson plans, reflections from observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

A detailed schedule will be kept to show when and where the observations are taking place.

Person Responsible

Michael Christie

Schedule

On 6/1/2018

Evidence of Completion

Student data will be collected and analyzed for effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA2 M396759	District progress monitoring through iReady and Performance Matters Reading, Math, and Science.	Christie, Michael	8/14/2017	Diagnostic, summary, and data meeting agendas/minutes	8/14/2017 semiannually
G2.B1.S1.MA1 M396743	Student progress monitoring assessment data	Jordan, Jennifer	8/14/2017	Sign-in sheets	8/14/2017 monthly
G2.B1.S1.MA1 M396744	Collect and Analyze data	Christie, Michael	8/14/2017	Sign-in sheets, data sheets, meeting notes	8/14/2017 monthly
G2.B1.S1.A1 A368923	Saxon Phonics and iReady Instruction	Jordan, Jennifer	8/14/2017	Lesson Plans, Walk throughs	8/14/2017 weekly
G2.B4.S1.A3 A368937	Provide PLC on effective reading and writing strategies. (Book study)	Jordan, Jennifer	10/25/2017	agendas	12/21/2017 weekly
G1.MA1 M396742	An increase in parent attendance at school functions, conferences, and activities through the...	Odum, Dawn	8/14/2017	Sign In Sheets, Surveys	6/1/2018 quarterly
G1.B5.S1.MA1 M396738	Increased positive support as indicated through school surveys and parent attendance.	Odum, Dawn	8/14/2017	The parent surveys and attendance sheets will be collected.	6/1/2018 quarterly
G1.B5.S1.MA1 M396739	Monthly documentation will be collected and uploaded to District Title I personnel.	Odum, Dawn	8/14/2017	Monthly documentation that includes number in attendance and evaluations of the Parent Nights.	6/1/2018 one-time
G1.B5.S1.A1 A368921	Parent nights, utilization of parent resource materials, parent/teacher conferences will be...	Odum, Dawn	8/14/2017	The evidence collected will be Parent/Teacher Compacts, signed and completed conference forms, sign in sheets from Parent Nights, flyers, Remind 101, and automated School Messenger logs.	6/1/2018 monthly
G1.B6.S1.MA1 M396740	Parents will be surveyed for Input at the end of each ELL Plan and Connection Night	Jernigan, Hope	11/2/2017	Parent surveys, comments and parent conference notes.	6/1/2018 quarterly
G1.B6.S1.MA1 M396741	Review ELL Plans with School Counselor (Y.Hooper) and Planning for ELL Family Connection Night	Jernigan, Hope	11/2/2017	Sign in sheets to show parent, faculty and staff participation. Agendas and Invitations quoting the purpose of the event. As well as ELL plan documentation to show that parents were informed of their student progress at CCE for the current school year.	6/1/2018 quarterly
G1.B6.S1.A1 A368922	ELL Plan and Connections Night	Jernigan, Hope	11/2/2017	Sign in sheets to show parent, faculty and staff participation. Agendas and Invitations quoting the purpose of the event. As well as ELL plan documentation to show that parents were informed of their student progress at CCE for the current school year.	6/1/2018 quarterly
G2.B4.S1.MA1 M396751	Analysis of student data	Jordan, Jennifer	8/14/2017	All student data will be reviewed, as well as teacher lesson plans	6/1/2018 annually
G2.B4.S1.MA1 M396752	Observation and evaluation using the modified Copeland rubric	Jernigan, Hope	8/14/2017	Evidence will be collected using the Copeland rubric and communicated to the teachers.	6/1/2018 annually
G2.B4.S1.MA3 M396753	Pacing and Alignment to Standards	Jordan, Jennifer	8/14/2017	PM Assessments, Lesson Plans, Review materials from teacher planning days.	6/1/2018 annually
G2.B4.S1.MA4 M396754	PLC on Writing and Reading	Jordan, Jennifer	8/14/2017	Meeting notes, artifacts generated from meeting	6/1/2018 one-time

Columbia - 0261 - Columbia City Elementary School - 2017-18 SIP
Columbia City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA5 M396755	Modeling Kagan strategies	Odum, Dawn	10/1/2017	Teacher responses, artifacts	6/1/2018 monthly
G2.B4.S1.A1 A368935	Rigorous Task Alignment and Pacing to Standards	Christie, Michael	8/14/2017	Sign-in sheets, agendas, or products	6/1/2018 monthly
G2.B4.S1.A2 A368936	Modeling of Kagan Engagement Strategies	Odum, Dawn	8/14/2017	Teacher email requests and artifacts	6/1/2018 monthly
G2.B4.S1.A4 A368938	Provide exposure to people in careers who tie mastery of standards to possible career choices...	Odum, Dawn	11/1/2017	Schedules	6/1/2018 annually
G2.B1.S2.MA1 M396745	Collect and analyze iReady data to determine if student growth is adequate.	Christie, Michael	8/14/2017	IReady diagnostic reports	6/1/2018 triannually
G2.B1.S2.MA1 M396746	Attendance logs and schedules will be monitored to ensure that students receive intervention with...	Christie, Michael	8/14/2017	Attendance logs and schedules	6/1/2018 weekly
G2.B1.S2.A1 A368924	Additional tutors and paraprofessionals will be hired to provide intervention.	Christie, Michael	8/14/2017	Schedules and students data	6/1/2018 daily
G2.B4.S2.MA1 M396756	A detailed schedule will be kept to show when and where the observations are taking place.	Christie, Michael	11/1/2017	Student data will be collected and analyzed for effectiveness.	6/1/2018 one-time
G2.B4.S2.MA1 M396757	Keep a detailed schedule of peer to peer observations	Jordan, Jennifer	11/1/2017	Observation schedules, lesson plans, reflections from observations	6/1/2018 weekly
G2.B4.S2.A1 A368939	Develop a schedule for teachers to rotate through classrooms and observe quality instruction	Jordan, Jennifer	11/1/2017	Lesson plans, student data	6/1/2018 weekly
G2.MA1 M396758	Based on FSA scores students will show improvements as outlined in targets established in step 1b.	Jernigan, Hope	6/4/2018	Student reports and school accountability reports	6/30/2018 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Columbia City Elementary will provide students with quality (rigorous, engaging, and relevant) instruction that will increase achievement for all students.

G2.B1 Foundational Skills for Reading: Phonological Awareness, Phonics, Vocabulary Development

G2.B1.S1 Saxon Phonics will provide instruction at the K-2 level. We will also utilize iReady materials at all level. Materials will target phonics issues. iReady will support vocabulary. Title 1 funds will be used to provide iReady and Title II will support professional development.

PD Opportunity 1

Saxon Phonics and iReady Instruction

Facilitator

Dawn Odum, Jennifer Jordan, Team Leaders, Hope Jernigan, and Michael Christie

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 8/14/2017

G2.B4 Understanding of student engagement and rigor

G2.B4.S1 Provide classroom support and resources (exemplars) that promote student engagement while incorporating rigorous material.

PD Opportunity 1

Rigorous Task Alignment and Pacing to Standards

Facilitator

Participants

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Modeling of Kagan Engagement Strategies

Facilitator

Dawn Odum and Jennifer Jordan

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Provide PLC on effective reading and writing strategies. (Book study)

Facilitator

Participants

Schedule

Weekly, from 10/25/2017 to 12/21/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B5.S1.A1	Parent nights, utilization of parent resource materials, parent/teacher conferences will be implemented in order to help parents gain a better understanding of grade level expectations, child's results on local and state assessments, and strategies to use at home.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	310-Professional and Technical Services	0261 - Columbia City Elementary School	School Improvement Funds		\$1,500.00
			<i>Notes: Science Night</i>			
2	G1.B6.S1.A1	ELL Plan and Connections Night				\$0.00
3	G2.B1.S1.A1	Saxon Phonics and iReady Instruction				\$0.00
4	G2.B1.S2.A1	Additional tutors and paraprofessionals will be hired to provide intervention.				\$0.00
5	G2.B4.S1.A1	Rigorous Task Alignment and Pacing to Standards				\$0.00
6	G2.B4.S1.A2	Modeling of Kagan Engagement Strategies				\$0.00
7	G2.B4.S1.A3	Provide PLC on effective reading and writing strategies. (Book study)				\$0.00
8	G2.B4.S1.A4	Provide exposure to people in careers who tie mastery of standards to possible career choices (example: author visit, guest speakers/ scientists/ doctors, etc.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0261 - Columbia City Elementary School	School Improvement Funds		\$1,500.00
			<i>Notes: Guest Author</i>			
9	G2.B4.S2.A1	Develop a schedule for teachers to rotate through classrooms and observe quality instruction				\$0.00
					Total:	\$3,000.00