Columbia County School District

Columbia City Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP 3

School Information 4

Needs Assessment 6

Planning for Improvement 9

Title I Requirements 11

Budget to Support Goals 13

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

This plan is pending approval by the Columbia County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Title
Jordan, Jonathan	Principal
Cembruch, Malinda	Instructional Media
Guetherman, Regina	School Counselor
Cox, Andrea	Assistant Principal
Hooper, Yvette	Other
Boggs, Lisa	Instructional Coach

Duties

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, 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 stands 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. Lastly, the curriculum resource teacher serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals and tutors to provide curricular resources and effective supplemental instructional materials. The CRT is responsible to train in the use of the resources and to help in the implementation of the resources in both whole group and small group

instruction. In addition, the CRT works with parents and family members in providing resources and training in the use of the resources so that the parent or family member can build their skills in helping their child academically at home. The CRT coordinates each school's Title I program.

Early Warning Systems

Year 2017-18

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	10	13	9	11	13	10	0	0	0	0	0	0	0	66
One or more suspensions	1	1	9	3	2	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	5	3	10	6	9	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	12	12	18	0	0	0	0	0	0	0	42

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	1	2	3	9	8	9	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	12	7	11	6	1	0	0	0	0	0	0	0	48
Retained Students: Previous Year(s)	11	10	7	5	9	1	0	0	0	0	0	0	0	43

Date this data was collected

Tuesday 10/2/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students are demonstrating a low growth rate on FSA ELA and Math. According to the 2017-18 FSA data, 57% of students demonstrated gains on FSA ELA, 2% below the state average. 45% of the student in the lowest quartile made gains on FSA ELA, 3% below the state average. Trend data (for the past three years) on FSA Math indicates a decline in the percentage of students at Level 3 or higher in grades 3 and 5, however, the school is still scoring above the state average.

Which data component showed the greatest decline from prior year?

Science showed the greatest decline from the previous year. Columbia City saw a decrease in proficiency of 17%. This cohort of students continually scored below state and district averages on FSA ELA in grades 3 through 5.

Which data component had the biggest gap when compared to the state average?

Science Achievement had the biggest gap compared to the state average. However, this was only by 1 percentage point. All other components were above the state average.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was in Math with the lowest 25th percentile. Columbia City scored 63%, which is 13 points above the state average. This is not a trend because, in 2017, Columbia City scored 12% below the District average and 1% below the state average. Students with Disabilities (SWD) showed increases in all the subcategories.

Describe the actions or changes that led to the improvement in this area.

The school implemented iReady with students and tracked their process with fidelity. The core curriculum, Go Math was used in daily instruction with an emphasis on small group instruction with explicit instruction in grades 4 and 5, which is where the most growth occurred. The implementation of small groups and rigorous core instruction were the main contributing factors to the increase in SWD.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	58%	53%	56%	54%	51%	52%
ELA Learning Gains	57%	51%	55%	48%	55%	52%
ELA Lowest 25th Percentile	45%	46%	48%	39%	51%	46%
Math Achievement	68%	67%	62%	71%	65%	58%
Math Learning Gains	70%	63%	59%	67%	64%	58%
Math Lowest 25th Percentile	63%	57%	47%	53%	60%	46%
Science Achievement	54%	57%	55%	76%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (16)	13 (19)	9 (16)	11 (13)	13 (27)	10 (24)	66 (115)
One or more suspensions	1 (1)	1 (0)	9 (1)	3 (1)	2 (2)	2 (0)	18 (5)
Course failure in ELA or Math	0 (0)	5 (5)	3 (6)	10 (3)	6 (7)	9 (6)	33 (27)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	12 (0)	18 (0)	42 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	58%	6%	57%	7%
	2017	66%	63%	3%	58%	8%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	67%	56%	11%	56%	11%
	2017	39%	57%	-18%	56%	-17%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		28%				
Cohort Comparison		1%				
05	2018	43%	53%	-10%	55%	-12%
	2017	64%	56%	8%	53%	11%
Same Grade Comparison		-21%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	65%	66%	-1%	62%	3%
	2017	65%	66%	-1%	62%	3%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	70%	67%	3%	62%	8%
	2017	64%	71%	-7%	64%	0%
Same Grade Comparison		6%				
Cohort Comparison		5%				
05	2018	67%	68%	-1%	61%	6%
	2017	69%	68%	1%	57%	12%
Same Grade Comparison		-2%				
Cohort Comparison		3%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	54%	59%	-5%	55%	-1%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	29	54	57	42	64	64	35				
BLK	43	50		50	60						
HSP	47	52		40	57	50					
MUL	45			55							
WHT	61	58	43	74	73	69	57				
FRL	50	53	44	64	68	65	50				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	20	48	38	32	53	50	18				
BLK	33			53	60						
HSP	50	39		46	44						
MUL	50			90							
WHT	59	51	39	69	61	49	75				
FRL	43	45	41	61	57	47	64				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Columbia City Elementary will show an increase in student achievement in all core subject areas (ELA, Math, Science).
Rationale	Based on FSA data, students continue to struggle in ELA, specifically students in the bottom quartile. There was a huge drop in the percentage of students proficient in Science between the 2017 and the 2018 FCAT Science Assessments. Math proficiency increased by 1% on the 2018 FSA. Based on the mentioned data, Columbia City Elementary still shows a need for continued emphasis on all core subject areas.
Intended Outcome	Columbia City Elementary will improve student achievement in the areas of ELA (by 5%), Math (by 5%) and Science (by 5%).
Point Person	Jonathan Jordan (jordanj@columbiak12.com)
Action Step	
Description	*Teachers (K-2) will continue Saxon Phonics instruction and all teachers (K-5) will continue i-Ready instruction. *Provide a CRT that will provide additional resources and support for teachers as well as families. *Provide an Instructional Coach that will provide additional job-embedded professional learning to all teachers. *Title I Tutor will provide additional intervention for students. *Provide paraprofessionals which will conduct small group instruction and intervention. *Provide i-Ready, Accelerated Reader, BrainPop, Study Island, and other web-based software. *Provide professional learning activities to teachers and administrators to strengthen student achievement. *Provide Scholastic News, Readworks, Motivation ELA and other supplemental materials that support classroom instruction. *Provide Chromebooks to support the use of technology in the classroom.
Person Responsible	Lisa Boggs (boggsl@columbiak12.com)
Plan to Monitor Effectiveness	
Description	Lessons plans will reflect the use of Saxon Phonics and i-Ready. Classroom walkthroughs will be conducted to ensure fidelity of implementation of both programs. Usage reports will be monitored for i-Ready implementation and completion rate.
Person Responsible	Lisa Boggs (boggsl@columbiak12.com)

Activity #2	
Title	Columbia City Elementary will continue to provide meaningful parent engagement opportunities to enhance student achievement and build capacity.
Rationale	Parents often lack knowledge of grade level expectations and an understanding of student progress. By providing student data and resources to families, the school hopes to help bridge the gap between home and school.
Intended Outcome	Columbia City Elementary parents will participate in at least 3 schoolwide functions at a rate of 50%.
Point Person	Yvette Hooper (hoopery@columbiak12.com)
Action Step	
Description	*Provide parent nights *Utilization of parent resource materials in Parent Resource Room *Parent/teacher conferences will be implemented in order to help parents gain a better understanding of grade level expectations *Student results on local and state assessments will be shared with families along with strategies to use at home. *CRT will provide quality family engagement activities at multiple times throughout the year.
Person Responsible	Yvette Hooper (hoopery@columbiak12.com)
Plan to Monitor Effectiveness	
Description	Parent/teacher/student compacts and conference forms will be collected. Sign-in sheets, agendas, and flyers will be collected from Parent Nights. Automated messages will be sent out through School Messenger to remind parents of upcoming events.
Person Responsible	Yvette Hooper (hoopery@columbiak12.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Columbia City Elementary plans to build positive relationships with parents, families, and other community stakeholders by conducting Open House, Meet the Teacher, Parent Nights, and other family events throughout the school year. The school will continue to communicate events and important information via newsletters, Facebook, School Messenger, school website, and PTO meetings. Surveys will be given at each Family and Parent Involvement event to collect feedback from families.
Columbia City Elementary School strives to ensure that all students learn, and through learning, we create the desire to learn more. Building positive relationships through multiple events and regular communication will create a platform for learning.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 Elementary, Regina Guetherman 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.

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

Columbia City Elementary provides both a Pre-K Handicapped and two Voluntary Pre-K (VPK) classrooms. Students are taught academic and social/coping skills that will help them transition to and be successful in our, or other, elementary schools.
Every Title I school provides a Kindergarten Orientation Night in April where parents have an opportunity to get to know the school, meet school-based administrators, teachers as well as receive supply lists, and receive information about Kindergarten. Parent receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten and to prevent “Summer Slide”. Translators will be provided as feasible; The principal and the guidance counselor at the sixth grade center will visit each of the nine Title I elementary schools in May of 2019 to present information to the students about the school requirements, curriculum and instruction, and clubs and organizations that the students can be involved in. A student-made video is presented to the incoming sixth graders depicting student life and activities at the school. Materials are sent home to guide parents in helping their child in elective and club selections. Translators will be provided as feasible.

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.

Columbia County School District’s methodology is to coordinate state, local, and federal funds. Checks and balances system is in place to ensure that federal funds are used in a supplemental way. The methodology for coordinating and supplementing funds is followed when developing the schools Comprehensive Needs Assessment and is used throughout the school year to adjust programs and meet the ever-changing needs of the students. Instructional personnel, support personnel, curricular needs, technology needs as well as other needs, as identified, are evaluated and aligned during the evaluation and development of the needs assessment.

Our school's leadership team meets 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 walkthroughs, 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 several Migrant children. The MTSS/RtI system is where the students are identified and are also the vehicle through which they receive services at our school.

The leadership 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 liaison 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

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

Columbia City Elementary currently has a Robotics Team, STEM classes, Summer STEM Program, Gifted Program, and a Science and Engineering Fair to advance college and career awareness. We also provide rigorous ambitious instruction, along with a Spelling Bee, Math Bee, Battles of the Brain, and Tropicana Speech contests.

Part V: Budget

Total:	**$242,333.65**