

Columbia County School District

# Summers Elementary School



2018-19 Schoolwide Improvement Plan

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## Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

<http://ses.columbiak12.com/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

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

### 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.

Summers Elementary strives to be a school where children are challenged to reach beyond today.

#### Provide the school's vision statement.

Summers Elementary strives to create a safe environment that allows students from culturally diverse backgrounds the opportunity to gain a love of learning and become productive educated citizens.

### School Leadership Team

#### Membership

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

Name	Title
Saucer, Jennifer	Principal
Robinson, Lori	Other
Couey, Kelly	School Counselor
Keen, Brandi	Assistant Principal
Evans, Kevin	Instructional Technology
Kinard, Mary	Instructional Coach

#### Duties

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

The Leadership Team works together to maintain a climate that supports student engagement in learning.

The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom.

The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.

### 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	0	0	0	3	3	0	0	0	0	0	0	0	0	6
One or more suspensions	6	4	4	9	4	4	0	0	0	0	0	0	0	31
Course failure in ELA or Math	17	9	12	18	2	2	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	18	11	24	0	0	0	0	0	0	0	53

**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		2	4	2	5	2	3	0	0	0	0	0	0	18

**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	17	9	12	18	2	0	0	0	0	0	0	0	0	58
Retained Students: Previous Year(s)	14	10	6	6	1	0	0	0	0	0	0	0	0	37

**Date this data was collected**

Monday 9/24/2018

**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	0	0	4	7	2	7	0	0	0	0	0	0	0	20
One or more suspensions	2	3	3	1	1	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	17	18	19	19	13	8	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	16	17	18	0	0	0	0	0	0	0	51

**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	1	2	10	10	5	0	0	0	0	0	0	28

**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	0	0	4	7	2	7	0	0	0	0	0	0	0	20
One or more suspensions	2	3	3	1	1	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	17	18	19	19	13	8	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	16	17	18	0	0	0	0	0	0	0	51

**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	1	2	10	10	5	0	0	0	0	0	0	0	28

## 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?**

The data component that performed the lowest was math gains for students in the lowest quartile. This is not a trend.

**Which data component showed the greatest decline from prior year?**

The data component showing the greatest decline was the percentage of students in the lowest quartile making gains on the FSA in Math.

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

The data component the had the largest gap when compared to the state average was ELA gains for students in the lowest quartile. The state average was 48% and the average for Summers was 68%. This was a ten percent difference.

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

The data component that showed the most improvement was in Science Achievement. We improved by 1%. This is not a trend.

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

The actions that led to the improvements in this area were incorporating web-based science software into the classroom curriculum, as well as, special area technology lab, and after school tutoring.

### 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	51%	53%	56%	41%	51%	52%
ELA Learning Gains	58%	51%	55%	55%	55%	52%
ELA Lowest 25th Percentile	68%	46%	48%	59%	51%	46%
Math Achievement	63%	67%	62%	56%	65%	58%
Math Learning Gains	60%	63%	59%	57%	64%	58%
Math Lowest 25th Percentile	47%	57%	47%	48%	60%	46%
Science Achievement	55%	57%	55%	54%	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	0 (0)	0 (0)	0 (4)	3 (7)	3 (2)	0 (7)	6 (20)
One or more suspensions	6 (2)	4 (3)	4 (3)	9 (1)	4 (1)	4 (2)	31 (12)
Course failure in ELA or Math	17 (17)	9 (18)	12 (19)	18 (19)	2 (13)	2 (8)	60 (94)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (16)	11 (17)	24 (18)	53 (51)

#### 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	48%	58%	-10%	57%	-9%
	2017	55%	63%	-8%	58%	-3%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	49%	56%	-7%	56%	-7%
	2017	57%	57%	0%	56%	1%
Same Grade Comparison		-8%				
Cohort Comparison		-6%				
05	2018	54%	53%	1%	55%	-1%
	2017	46%	56%	-10%	53%	-7%
Same Grade Comparison		8%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	66%	-3%	62%	1%
	2017	72%	66%	6%	62%	10%
Same Grade Comparison		-9%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	69%	67%	2%	62%	7%
	2017	73%	71%	2%	64%	9%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				
05	2018	55%	68%	-13%	61%	-6%
	2017	59%	68%	-9%	57%	2%
Same Grade Comparison		-4%				
Cohort Comparison		-18%				

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	19	44		40	50						
ELL	60			100							
ASN	73			91							
BLK	32	50	74	51	48	45	22				
HSP	60			80							
MUL	60	50		65	83						
WHT	62	63	61	69	62	47	67				
FRL	44	55	72	59	58	50	49				
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	47	62	67	66	95	91	40				
BLK	44	66	68	57	75	86	38				
HSP	73			64							
MUL	75			75							
WHT	54	61	63	76	80	79	60				
FRL	47	63	73	66	78	83	52				

### 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

<b>Title</b>	Increase the percent of students making growth on FSA in ELA, Math, and Science.
<b>Rationale</b>	On the 2018 FSA, only 51% of students were proficient in ELA, 63% of students were proficient in Math and 55% of students were proficient in Science. We wish to increase the number of students performing at proficiency which is a level 3 or higher. Implementing research-based software into daily instruction will allow students to practice needed skills. Teachers will be able to use outcome data from the web-based software to drive instruction, use of technology, and school personnel to help increase student achievement and help raise FSA scores in Science, Math, and ELA.
<b>Intended Outcome</b>	The intended outcome is that the number of students performing at proficiency on the FSA in ELA, Math, and Science will increase by 5% from last year.
<b>Point Person</b>	Jennifer Saucer (saucerj@columbiak12.com)

##### Action Step

<b>Description</b>	Continue the use of web-based software to aid in student growth and achievement. Provide Chromebooks to support the use of technology in the classroom. Continue to purchase and use evidence supplemental materials to aid in student growth and achievement. Implement differentiated evidence based Professional Development that will address the needs of our teachers. Use of school personnel (such as: the CRT, Instructional Coach, and paraprofessionals)
<b>Person Responsible</b>	Kevin Evans (evansk@columbiak12.com)

##### Plan to Monitor Effectiveness

<b>Description</b>	Teachers will include the use of web-based software in weekly lesson plans. Small group instruction will also be included in plans based on the results of web-based data. The administration will analyze and monitor data. Feedback will be provided to teachers as to strengths and weaknesses of students. Weekly PLCs are held to allow teachers time to collaborate, analyze data and plan instruction accordingly.
<b>Person Responsible</b>	Jennifer Saucer (saucerj@columbiak12.com)

**Activity #2**

<b>Title</b>	Increase student achievement by 5% by targeting students in the lowest quartile in Reading and Math through intervention and small group instruction.
<b>Rationale</b>	In 2018, the percent of students in the lowest quartile making learning gains on the FSA in ELA was 61%. In 2018, the percent of students in the lowest quartile making learning gains on the FSA in Math was 49%.
<b>Intended Outcome</b>	The intended outcome is that the percent of students in the lowest quartile will increase learning gains in both ELA and Math by 5% from last year.
<b>Point Person</b>	Jennifer Saucer (saucerj@columbiak12.com)

**Action Step**

<b>Description</b>	Provide highly qualified paraprofessionals to assist students daily in small groups and one-on-one, under the supervision of state-certified teachers. All students will benefit from the implementation of the paraprofessionals. Paraprofessionals are used to increase the number and frequency of differentiated small group instruction. We will also utilize tutors to work with struggling students and provide additional academic intervention during the school day.
<b>Person Responsible</b>	Jennifer Saucer (saucerj@columbiak12.com)

**Plan to Monitor Effectiveness**

<b>Description</b>	Lesson plans will include small group instruction specifically targeting areas of deficiency for each group. Students identified as in need of intensive remediation will also have a Multi-Tiered System of Support (MTSS) plan in which the student is remediated and provided interventions tailored to meet his or her needs. The administrator will engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school through weekly data analysis, collaboration, and planning of instruction.
<b>Person Responsible</b>	Jennifer Saucer (saucerj@columbiak12.com)

Activity #3	
<b>Title</b>	Continue to provide Family Involvement activities to help achieve student growth and success.
<b>Rationale</b>	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. Gacia and Thornton (Nov. 2014). "The Enduring Importance of Parental Involvement", NEAToday

<b>Intended Outcome</b>	Family and Parent participation will increase by at least 10%.
<b>Point Person</b>	Lori Robinson (robinsonl@columbiak12.com)

Action Step	
<b>Description</b>	Use of Curriculum Resource Teacher (CRT). The CRT serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals, tutors, and parents. 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. Provide Family Involvement Activities at various times during the day and evening each month in order to accommodate parent schedules. Continue to share and analyze data with all stakeholders, students, and families with such activities as SAC meetings, parent conferences, and data chats with students and parents. Connect with parents through various forms of communication including, email, phone, newsletters, social media, and web-based newsletters.
<b>Person Responsible</b>	Lori Robinson (robinsonl1@columbiak12.com)

Plan to Monitor Effectiveness	
<b>Description</b>	Monitor the number of parents attending school events through sign-in sheets. Provide an end of the year parent survey in order to assess the effectiveness of family events. Provide families the opportunity to give input, ideas, and suggestions on ways to improve our school.
<b>Person Responsible</b>	Lori Robinson (robinsonl1@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.**

Family and parent information and opportunities to become involved, as well as offer input is offered to all families throughout the school year. Summers Elementary will offer the following activities to all families: Meet the Teacher, Open House, Title 1 Annual Meetings, school-wide Parent-Student-Teacher compact conferences that will that will be held at least twice a year, Volunteer Orientations, parent workshops and trainings, Parent Teacher Organization (PTO) memberships and meetings, and School Advisory Council (SAC) meetings. These activities are offered to build rapport with families, as well, as, increase student achievement.

Information concerning time, dates, activities, and events will be disseminated through newsletters, the school marquee, flyers, SchoolMessenger calls, planners, school/district websites, social media sites, and Remind 101.

Parents and community stakeholders will be encouraged to join SAC and have the opportunity to participate in preparing, reviewing, and approving the Parent and Family Engagement Plan and the School Improvement Plan for Summers Elementary. At each SAC meeting families will be given opportunities to provide input on the improvement of the Title 1 programs and how Title I funds will be used. The SAC Committee will review and report on parent attendance and evaluation for all activities at set SAC meetings.

All Summers Elementary families will be given a survey at least once a year seeking input on Title I programs and ways to improve parent and family involvement, including activities, trainings, and materials they need to help their child. The School Advisory Council reviews, discusses, and outlines the findings of the parent survey

#### **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.**

Referrals are made to Project Catch for the counseling needs of students and parents. An Intervention Specialist is assigned to our school on a weekly basis to meet with students and parents. Counselors from the University of Florida are available to meet with students with IEPs. Resolutions Health Alliance (RHA) has mental health counselors that meet with students on campus and at the agency. Our on-site guidance counselor meets with students and parents on a regular basis and makes referrals to outside agencies. The guidance counselor also works with teachers and parents to help set up MTSS plans for students that may be struggling with academics or behavior. Character education materials are available to teachers to implement in the classroom. The school has implemented a Kids with Character Program in which students are recognized for displaying positive character traits. Administration has implemented a program using positive office referrals. This program recognizes students who exhibit exemplary characteristics of a model citizen. The students are recognized individually receiving a goody bag, certificate, and name/picture submitted to the local newspaper. Summers will start a group mentoring program with our 3rd - 5th-grade boys titled "MIT: Men in Training". In this program, our boys will get an opportunity to interact with men in our community involving activities that boys typically do with important men in their lives.

Additionally, the Summers Elementary monthly newsletter contains information about character education. The school site adheres to the district's zero-tolerance policy in regards to bullying. Videos and pamphlets are available from the guidance office for anti-bullying information. Summers Elementary also uses a positive behavior system (CHAMPS) to help promote positive behavior throughout the school.

We have a School Resource Deputy assigned to our campus to help our students, families, and faculty with any social or emotional needs.

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

Summers provides a Kindergarten Orientation Night in April where families have an opportunity to meet school-based administrators, school personnel, teachers, as well as, get to know the school. Families receive supply lists, information regarding Kindergarten, and materials to use to work with their child at home.

Our school provides a "Step Up" event at the end of the school year. Families and students are informed about standards for the upcoming grade, requirements, expectations, and curriculum are also discussed at this event.

The Principal and guidance counselor from RSGA (the sixth grade center) visit our school in May to present information to our fifth grade students about school requirements, curriculum, and instruction, 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 RSGA. Materials are sent home to guide families in helping their child in elective and club selections. RSGA also holds a "Red Carpet" event in August for all upcoming sixth graders. This event is designed to expose the students to the school, administration, faculty, and staff. The students will interact with all staff members in team building activities, STEM activities, given a tour of the campus, and provided lunch.

A "Meet the Teacher" event is provided in August for all families and students in grades Pre-K - 5th grades. During this event, students are introduced to their teacher(s) for the upcoming school year, able to become familiar with the school, learn about grade level and school expectations, and meet school staff.

Each grade level has t-shirts and/or signs in their classroom with the year of their expected graduation of high school. This will help the students take ownership of their learning and set a goal for themselves to accomplish their education on schedule.

**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.**

Summers Elementary'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 our school's 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.

We determine how to apply resources for the highest impact through the Comprehensive Needs Assessment and follow-up each month through meetings with the school leadership team and the federal programs director throughout the course of the school year.

Inventory reconciliation is conducted annually by the CRT and is reconciled in accordance with board policy.

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

Summers has many different strategies in place to advance college and career awareness. We begin introducing career awareness by teaching about community helpers to our Pre-K - First-grade classes. Some classes choose to have a "Career Day" where students are encouraged to tell about and dress up like the career they believe they want to pursue. This will help younger students begin thinking about what a "career" is and what career path they make want to take in the future.

Summers offers a Robotics club, an Art club, a summer STEM program, computer technology class (as part of our special area schedule), and provides rigorous ambitious instruction daily to students to help prepare them for college and/or a career. Students are exposed to science, technology, engineering, math, and language arts. This exposure may help them decide on what subject they excel and will help them pursue a college degree and/or career path in this subject area.

We also have an opportunity for students in grades 4 - 5 to compete in such competitions as Tropicana Speech, Battle of the Brains, Math Bee, and Spelling Bee.

### Part V: Budget

<b>Total:</b>	<b>\$232,928.88</b>
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