Columbia County School District

Summers Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 15

Title I Requirements 19

Budget to Support Goals 21

Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

http://ses.columbiak12.com/

Demographics

Principal: Robert Cooper

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (57%) 2016-17: A (67%) 2015-16: C (53%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 15

Title I Requirements 19

Budget to Support Goals 21

Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

http://ses.columbiak12.com/

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	57%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	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' Students Strive for Success

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	Job Duties and Responsibilities
Saucer, Jennifer	Principal	The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities. Mrs. Saucer primarily leads data meetings, completes classroom observations with feedback, distributes and communicates information to ensure school safety, coordinates site activities, and communicates information to faculty, staff, students, parents and community members.
Couey, Kelly	School Counselor	The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities. Mrs. Couey provides for services for all ELL students, she facilitates the MTSS process, she coordinates FSA testing, and provides counseling services to students when needed.
Keen, Brandi	Assistant Principal	The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities. Mrs. Keen works with teachers and students to help ensure a safe school campus, respond to discipline issues, meet with parents to discuss behavioral and/or learning problems, coordinate use of school facilities for activities and special events, and work with teachers.
Tilton, Valerie	Instructional Coach	The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities. Mrs. Tilton facilitates weekly Professional Learning Communities, schedules and proctors district testing, supports teachers, monitors data, and plans professional development.
Robinson, Lori	Other	The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities. Ms. Robinson coordinates volunteers on campus, promotes a positive relationship between the school and parents, collaborates with the PTO, provides parents with resources at home, and plans and executes family engagement programs while following Federal and State mandates (Title I).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	92	83	73	62	76	0	0	0	0	0	0	0	486
Attendance below 90 percent	18	14	12	9	16	6	0	0	0	0	0	0	0	75
One or more suspensions	5	6	5	9	11	6	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	15	14	16	4	3	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	22	21	25	0	0	0	0	0	0	0	68

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	5	17	10	5	0	0	0	0	0	0	0	41

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	12	6	8	9	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	1	2	2	4	0	0	0	0	0	0	0	9

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 9/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	2	5	2	3	0	0	0	0	0	0	0	18

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	2	5	2	3	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	60%	57%	54%	56%	55%
ELA Learning Gains	56%	60%	58%	65%	58%	57%
ELA Lowest 25th Percentile	59%	67%	53%	68%	55%	52%
Math Achievement	59%	66%	63%	70%	68%	61%
Math Learning Gains	55%	61%	62%	76%	66%	61%
Math Lowest 25th Percentile	43%	50%	51%	84%	62%	51%
Science Achievement	56%	55%	53%	54%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	92 (0)	83 (0)	73 (0)	62 (0)	76 (0)	486 (0)
Attendance below 90 percent	18 (0)	14 (0)	12 (0)	9 (3)	16 (3)	6 (0)	75 (6)
One or more suspensions	5 (6)	6 (4)	5 (4)	9 (9)	11 (4)	6 (4)	42 (31)
Course failure in ELA or Math	0 (17)	15 (9)	14 (12)	16 (18)	4 (2)	3 (2)	52 (60)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (18)	21 (11)	25 (24)	68 (53)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	68%	-16%	58%	-6%
	2018	48%	58%	-10%	57%	-9%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	54%	62%	-8%	58%	-4%
	2018	49%	56%	-7%	56%	-7%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	46%	59%	-13%	56%	-10%
	2018	54%	53%	1%	55%	-1%
Same Grade Comparison		-8%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	70%	-10%	62%	-2%
	2018	63%	66%	-3%	62%	1%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	67%	64%	3%	64%	3%
	2018	69%	67%	2%	62%	7%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2019	48%	65%	-17%	60%	-12%
	2018	55%	68%	-13%	61%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	59%	-2%	53%	4%
	2018	54%	59%	-5%	55%	-1%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	50	42	37	33	20					

2019 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 2017-18	C & C Accel 2017-18
ELL	50	80		80	60						
BLK	45	49	47	45	54	33	43				
HSP	55			91							
MUL	42	54		47	62						
WHT	55	58	73	66	52	42	64				
FRL	42	47	48	48	54	42	41				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

As a school, our lowest area was the bottom quartile in math. When looking at grade level data, our 5th grade students performed most poorly. The previous year these students were 69% proficient and dropped to 48% in 5th grade. There was no change in curriculum and very little change in teachers. At this time, a trend can not be identified.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the previous year was the bottom quartile in ELA. Once again, the grade level data shows that 5th grade declined in both same grade and cohort comparison. There was no change in curriculum and very little change in teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the greatest gap when compared to the state average is the bottom quartile in math. Because of our mobility rate, we feel as though our bottom quartile was changing often. We should have identified students more often to have an accurate account of our actual lowest 25%.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Science. Although we only improved by 1%, our Science scores are still above the district and state averages. We implemented a hands-on

STEM lab that our 5th graders visited weekly. The lessons taught in lab were selected based on progress monitoring data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is attendance. Although our numbers are higher for course failures and level 1 FSA scores, we know that students need to be present at school to learn.

Another area of concern is our Students with Disabilities (SWD). This subgroup makes up less than 50% of our bottom quartile; however, these students are not performing with their peers in all academic areas. On the FSA in ELA, 27% of SWD scored a level 3 or higher. In math, only 42% of SWD scored a level 3 or higher. We didn't have any SWD score a level 3 or higher on FCAT Science.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math and ELA Instruction
2. Bottom Quartile Instruction
3. Discipline Issues
4. Attendance
5. Family Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the percent of students making growth on FSA in Math and ELA
Rationale	On the 2019 FSA, only 50% of students were proficient in ELA and 59% proficient in Math. We wish to increase the number of students performing at proficiency which is a level 3 or higher.
State the measurable outcome the school plans to achieve	The intended outcome is that the number of students performing at proficiency on the FSA in ELA and Math will increase by 5% from last year.
Person responsible for monitoring outcome	Jennifer Saucer (saucerj@columbiak12.com)
Evidence-based Strategy	Teachers will use research-based, standards-driven curriculum and supplemental materials, including web-based, in their daily instruction.
Rationale for Evidence-based Strategy	A research-based curriculum promotes domain-specific teaching practices that are effective in supporting positive learning outcomes. A research-based curriculum must be appropriate for the ages, developmental levels, and cultural and linguistic backgrounds of the children enrolled in the school. Because our FSA ELA and Math scores are lower than the district scores, our school has decided to adopt the same Math and ELA curriculum being used in the other elementary schools. In addition to this, we will utilize the district-wide writing coach to model and plan with 4th and 5th grade teachers. Teachers in all grade levels will meet in weekly professional learning communities to discuss best practices.
Action Step	
Description	1. Purchase GO MATH curriculum for fourth and fifth grades 2. Continue the use of web-based software 3. Continue to provide one-on-one technology to students in grades 1-5 4. Provide professional development, modeling,weekly PLC's, and coaching for teachers in the areas of ELA (Writing) and Math. 5. Purchase evidence based supplemental materials
Person Responsible	Jennifer Saucer (saucerj@columbiak12.com)

#2	
Title	Increase student achievement of the bottom quartile in ELA and Math through intervention and small group instruction
Rationale	On the 2019 FSA, only 43% of the students in the bottom quartile showed a learning gain in Math. This was below the district and state average. In addition, The data also showed the greatest decline from the previous year was the bottom quartile in ELA. For this reason, we would like to focus on identifying and instruction pertaining to our bottom quartile.
State the measurable outcome the school plans to achieve	The intended outcome is that 50% of our students in the bottom quartile will show a learning gain in Math and 60% of our students in the bottom quartile will show a learning gain in ELA.
Person responsible for monitoring outcome	Jennifer Saucer (saucerj@columbiak12.com)
Evidence-based Strategy	The evidence-based strategy that we will use is differentiated instruction.
Rationale for Evidence-based Strategy	Research shows that differentiated instruction can be effective if used correctly. All teachers have met and determined the bottom quartile in both ELA and Math using FSA scores and diagnostic testing. Teachers will continue to meet throughout the year discussing the bottom quartile as new students enroll and current students leave. Using progress monitoring data in the lower grade levels, teachers may move students in and/or out of this quartile. Our bottom quartile students will be targeted in small group instruction in the classroom with the teacher and the paraprofessional. Small group instruction will be explicit and systematic. Also, students will use web-based software to get individualized instruction in ELA and Math weekly.
Action Step	
Description	1. Meet with grade levels to discuss students in the bottom quartile. Identify and post students and scores in the data room. 2. After identifying, use research-based programs to remediate and reteach in small groups. Groups will be documented in weekly lesson plans and fidelity checks will be conducted by administrators. 3. Teachers will use I-Ready to also differentiate instruction. I-Ready learning paths can be adjusted to meet the needs of the students. 4. Title I tutors will be assigned to fourth and fifth grade classes to administer differentiated instruction with students in a small group setting. 5. At every data meeting, adjust bottom quartile to reflect new students and students that have moved.
Person Responsible	Jennifer Saucer (saucerj@columbiak12.com)

#3	
Title	Increase Parent and Family Engagement to help achieve student growth and success
Rationale	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores families' confidence in their children's education. Students with families that are involved and engaged earn higher grades, perform better on tests, have better social skills, and show improved behavior. Garcia and Thornton (Nov. 2014). "The Enduring Importance of Parental Involvement" NEAToday
State the measurable outcome the school plans to achieve	Family and Parent Engagement will increase by at least 10% from the previous year. This will be monitored by the number of families attending Parent and Family Engagement events through the use of sign-in sheets and Title I End of Year Family Survey results.
Person responsible for monitoring outcome	Lori Robinson (robinsonl1@columbiak12.com)
Evidence-based Strategy	Frequent and positive communication with family members is critical to effective family engagement. Helping families feel welcome is an important first step on the road to building trusting relationships with families. Help support families by offering events that focus of how the family can help to educate their child at home in order to be more successful at school.
Rationale for Evidence-based Strategy	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores families' confidence in their children's education. Students with families that are involved and engaged earn higher grades, perform better on tests, have better social skills, and show improved behavior. Garcia and Thornton (Nov. 2014). "The Enduring Importance of Parental Involvement" NEAToday
Action Step	
Description	1. Connect with families through various forms of communication such as: email, phone, social media sites, newsletters, school-wide call out system. 2.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. 3. Share and analyze data with all stakeholders, students, and families through such ways as: SAC meetings, family conferences, and data chats with students and parents. 4. Provide families the opportunity to give input, ideas, and suggestions on ways to improve our school 5.
Person Responsible	Lori Robinson (robinsonl1@columbiak12.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Discipline Issues- A school-wide assembly will be conducted at the beginning of the year to review CHAMPS procedures with students. Teachers will be required to provide a copy of their behavior management plan to parents. Professional development will be provided to teachers on the Sanford Harmony meet-up procedures. Teachers will also be provided kits that can be used in the classroom. Students will receive Safety Matters classes by a member of the district intervention team. Men-in-Training will continue with the 3rd-5th grade boys that have satisfactory work habit and conduct grades.

Attendance- A monthly meeting will be held to determine students that are having truancy issues. Truancy packets will be started as soon as identification is made. School Attendance Matters information will be given to parents on the first parent conference.

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 Schoolwide Improvement Plan 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, are 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 which 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, School Messenger 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 scheduled 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
needed 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 (Sanford Harmony) 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 initiated 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 music, art, physical education, 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

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Increase the percent of students making growth on FSA in Math and ELA**				**$96,504.64**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	100-Salaries	0141 - Summers Elementary School	Title, I Part A		$57,963.64
	5100	310-Professional and Technical Services	0141 - Summers Elementary School	Title, I Part A		$2,600.00
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		$23,640.00
	5100	510-Supplies	0141 - Summers Elementary School	Title, I Part A		$3,500.00
	5100	644-Computer Hardware Non-Capitalized	0141 - Summers Elementary School	Title, I Part A		$2,820.00
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0141 - Summers Elementary School	Title, I Part A		$3,105.00
	5100	692-Computer Software Non-Capitalized	0141 - Summers Elementary School	Title, I Part A		$390.00
	6400	750-Other Personal Services	0141 - Summers Elementary School	Title, I Part A		$2,486.00
2	**III.A.**	**Areas of Focus: Increase student achievement of the bottom quartile in ELA and Math through intervention and small group instruction**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0141 - Summers Elementary School			$0.00
3	**III.A.**	**Areas of Focus: Increase Parent and Family Engagement to help achieve student growth and success**				**$13,463.11**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	100-Salaries	0141 - Summers Elementary School	Title, I Part A		$6,359.75
	6150	310-Professional and Technical Services	0141 - Summers Elementary School	Title, I Part A		$1,000.00
	6150	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		$120.00
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		$5,583.36
	6150	519-Technology-Related Supplies	0141 - Summers Elementary School	Title, I Part A		$400.00
					Total:	**$109,967.75**