

Columbia County School District

Columbia City Elementary School



2020-21 Schoolwide Improvement Plan

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Columbia City Elementary School

7438 SW STATE ROAD 47, Lake City, FL 32024

<http://cce.columbiak12.com>

Demographics

Principal: Jonathan Jordan

Start Date for this Principal: 9/14/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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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 they are 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jordan, Jonathan	Principal	Serves as the school instructional leader by conducting classroom walkthroughs and completing teacher evaluations. Mr. Jordan also maintains a safe school environment, monitors student behavior and academic achievements.
Cembruch, Malinda	Instructional Media	Mrs. Cembruch supports the school leadership team and instructional personnel by promoting literacy through supplemental programs and providing students and teachers with resources necessary to enhance instruction. These resources range from texts for instruction, grade-level appropriate texts, and technological resources.
Boggs, Lisa	Instructional Coach	Ms. Boggs supports student achievement by working with teachers to improve their craft. Teachers depend on Ms. Boggs to provide mentorship, modeling, professional learning resources and to keep them updated on new movements in being an educator in Columbia County, Florida.
Stephens, Rachel	Assistant Principal	Mrs. Stephen assists the principal in safely running an effective school. Conducts classroom walkthroughs, evaluates student and teacher data.
Milton, Deborah	Other	Mrs. Milton works as the Curriculum Resource Teacher at Columbia City Elementary. As a part of her duties, Mrs. Milton maintains resources for Parents to check out to use at home from the Parent Resource Room. Mrs. Milton is also the school's Volunteer Coordinator, Title I Coordinator, SAC Chairman, and Tutoring Coordinator.
Tuell, Vickie	School Counselor	Ms. Tuell serves as the school Guidance Counselor. As a part of this job, Mrs. Tuell serves the teachers and families of Columbia City as the MTSS Coordinator, Assessment Coordinator, and ELL Services Coordinator. Also, students in need of counseling services are provided a means to get the help they need when the opportunity arises.

Demographic Information

Principal start date

Monday 9/14/2020, Jonathan Jordan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	75	96	70	63	85	85	0	0	0	0	0	0	0	474
Attendance below 90 percent	0	0	1	1	0	1	0	0	0	0	0	0	0	3
One or more suspensions	4	4	0	8	7	4	0	0	0	0	0	0	0	27
Course failure in ELA	0	6	6	1	5	3	0	0	0	0	0	0	0	21
Course failure in Math	0	1	1	1	10	4	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	6	9	12	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	2	16	11	0	0	0	0	0	0	0	29

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	2	1	6	17	11	0	0	0	0	0	0	0	37

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	9	7	3	6	1	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	2	2	2	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Monday 9/14/2020

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	
Number of students enrolled	106	85	83	91	92	78	0	0	0	0	0	0	0	535
Attendance below 90 percent	12	13	5	15	10	12	0	0	0	0	0	0	0	67
One or more suspensions	2	1	2	5	8	6	0	0	0	0	0	0	0	24
Course failure in ELA or Math	10	5	7	6	4	6	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	20	16	16	0	0	0	0	0	0	0	52

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	4	4	3	9	9	9	0	0	0	0	0	0	0	38

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	10	7	4	9	2	2	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	2	4	0	0	0	0	0	0	0	8

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	
Number of students enrolled	106	85	83	91	92	78	0	0	0	0	0	0	0	535
Attendance below 90 percent	12	13	5	15	10	12	0	0	0	0	0	0	0	67
One or more suspensions	2	1	2	5	8	6	0	0	0	0	0	0	0	24
Course failure in ELA or Math	10	5	7	6	4	6	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	20	16	16	0	0	0	0	0	0	0	52

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	4	4	3	9	9	9	0	0	0	0	0	0	0	38

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	10	7	4	9	2	2	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	2	4	0	0	0	0	0	0	0	8

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	64%	60%	57%	56%	56%	55%
ELA Learning Gains	65%	60%	58%	51%	58%	57%
ELA Lowest 25th Percentile	71%	67%	53%	44%	55%	52%
Math Achievement	70%	66%	63%	67%	68%	61%
Math Learning Gains	66%	61%	62%	60%	66%	61%
Math Lowest 25th Percentile	58%	50%	51%	50%	62%	51%
Science Achievement	65%	55%	53%	72%	58%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	2019	65%	68%	-3%	58%	7%
	2018	64%	58%	6%	57%	7%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	55%	62%	-7%	58%	-3%
	2018	67%	56%	11%	56%	11%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				
05	2019	68%	59%	9%	56%	12%
	2018	43%	53%	-10%	55%	-12%
Same Grade Comparison		25%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	70%	-2%	62%	6%
	2018	65%	66%	-1%	62%	3%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	72%	64%	8%	64%	8%
	2018	70%	67%	3%	62%	8%
Same Grade Comparison		2%				
Cohort Comparison		7%				
05	2019	70%	65%	5%	60%	10%
	2018	67%	68%	-1%	61%	6%
Same Grade Comparison		3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	59%	6%	53%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	59%	-5%	55%	-1%
Same Grade Comparison		11%				
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	32	58	74	41	53	53	35				
BLK	50	50		53	55						
HSP	43	56		50	63		67				
MUL	79			93							
WHT	67	65	75	72	66	52	64				
FRL	54	61	68	60	62	52	57				
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				

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

We dropped in both Math Learning Gains and Bottom Quartile in our SWD category. We feel that Math has been our weaker area due to the heavy emphasis we put on ELA last year. Parents are often unable to help their children with at home; which could be a contributing factor in lower performance.

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

Our Math Learning Gains dropped in all subgroups. We focused a good bit of time on ELA instruction last year. We need to continue our ELA focus but also push for higher Math Learning Gains.

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.

Our students scored higher than the state average in ELA and Math. Our lowest area is our Math Learning Gains. We feel that parents' ability to help with FL Standards contributes to this area of weakness. The students' receive instruction in Math FL Standards at school; but, parents often are

unable to assist with homework and other math related projects because they lack knowledge of the FL Standards Math procedures.

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

Our ELA Learning Gains with our Bottom Quartile showed a 17% jump from the previous year. Our teachers ensured that all students met their i-Ready minutes and closed some gaps in their learning. We also focused on making our small group reading instruction more meaningful and individualized. Intervention groups received instruction in a small group setting from support staff and tutors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We have a high number of Students With Disabilities. We have four self-contained classrooms. Many of these students have medical issues that require them to sometimes miss school; leading to a drop in attendance rate. When students are absent it affects their learning and impacts their performance. We also have two migrant students who have attendance gaps. We will continue to offer incentives for perfect attendance and continue to foster a positive school culture that makes students want to come to school.

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

1. Math Achievement
2. Math Learning Gains
3. ELA Achievement in our Students With Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: FSA data showed that our bottom quartile subgroup is lower in Math than in other areas.

Measurable Outcome: We will use the 2020-21 FSA data to watch for students in the bottom quartile to make learning gains from 2018-19. We will continue to increase proficiency in Math while working on Math Gains.

Person responsible for monitoring outcome: Lisa Boggs (boggsl@columbiak12.com)

Evidence-based Strategy: Every classroom has intervention support during the math block. This will provide an opportunity for our bottom quartile students to receive extra intervention support. All of our students are assigned iReady lessons that will meet the needs of each student.

Rationale for Evidence-based Strategy: The iReady program is evidence-based and assigns students the skills that are appropriate to their needs based on their diagnostic assessment. Our core curriculum exposes all students to their grade-level standards.

Action Steps to Implement

1. iReady fills in the gaps for student instruction that they may be missing. It provides math instruction to students on their grade level.
2. Morning Math Lab assists students in mastering math facts and provides extra math practice.
3. Math intervention is possible because teachers have para support during their math block and we have two tutors that will help with math standards.
4. Title 1 tutors will provide extra intervention in a small group setting.

Person Responsible Lisa Boggs (boggsl@columbiak12.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our bottom quartile subgroup has made some gains in ELA, but we want to ensure this growth pattern continue.

Measurable Outcome: We will use the 2018-19 FSA data to watch for students in the bottom quartile to make learning gains.

Person responsible for monitoring outcome: Lisa Boggs (boggs1@columbiak12.com)

Evidence-based Strategy: We have provided intervention support to every classroom during the reading block. This will provide an opportunity for our bottom quartile students to receive extra support and practice. All of our students are assigned iReady lessons that will meet the needs of each student.

Rationale for Evidence-based Strategy: The iReady program is evidence-based and assigns students the skills that are appropriate to their needs based on their diagnostic assessment. Our core curriculum exposes all students to their grade-level standards.

Action Steps to Implement

1. iReady fills in the gaps for student instruction that they may be missing. It provides instruction to students on their grade level.
2. ELA interventions are conducted in small groups with the teacher, para, and tutor.
3. Core curriculum, Journey's and Saxon Phonics, allows our teachers to provide grade level instruction that will prepare our students for standards mastery and FSA testing.
4. Title 1 tutors will provide extra intervention in a small group setting.

Person Responsible Lisa Boggs (boggs1@columbiak12.com)

#3. Other specifically relating to Parent and Family Engagement

Area of Focus Description and Rationale: By the end of the 2020-21 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the 2018-19 FSA result through the implementation of the Parent and Family Engagement Plan.

Measurable Outcome: By the end of 2020-21 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the 2018-19 FSA result through the implementation of the Parent and Family Engagement Plan.

Person responsible for monitoring outcome: Deborah Milton (miltond@columbiak12.com)

Evidence-based Strategy: Science Night will be a Parent and Family Engagement event for rigorous Science Standards review and practice. The application of Reading and Math Standards will also be included in the hands-on activities.

Rationale for Evidence-based Strategy: Parent and Family Engagement activities give families an opportunity to explore academic standards with their children and gain a better understanding of how the school provides both instruction and practice in all FL Standards.

Action Steps to Implement

1. All Pro Dad meetings will be held monthly.
2. Family Reading Nights will be held monthly.
3. Newsletters will be sent home monthly.
4. Science Night will be held once a year and 5th Graders will have a FL Standards review in Science.

Person Responsible Deborah Milton (miltond@columbiak12.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The 2017-18 FSA Science data showed only 54% of our students were at level 3 or above. During the 2018-19 school year students worked on Study Island Science in the Tech Lab, teachers used mini assessments to assess progress more frequently, a grant providing hands-on Science materials provided more application activities, and Stephen Wilson "The Magic of Science", worked with 5th graders on FSA Science standards.

Measurable Outcome: Students will improve Science proficiency on the 2020-21 FSA.

Person responsible for monitoring outcome: Lisa Boggs (boggs1@columbiak12.com)

Evidence-based Strategy: The core curriculum, Florida Science and Study Island are two of the evidence-based strategies being used for Science.

Rationale for Evidence-based Strategy: Science instruction gives students the opportunity to apply both reading and math skills. Both Study Island and Florida Science are evidence-based and cover Florida Science Standards.

Action Steps to Implement

1. Science Night will be held once a year.
2. 5th Grade students will have a FL Science Standards review in the spring.
3. Study Island Science will be utilized in Tech Lab for extra support; as well as, hands-on science activities.

Person Responsible Lisa Boggs (boggs1@columbiak12.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Increase student achievement by 3% in reading and math by targeting students in the lower quartile.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Columbia City Elementary plans to build positive relationships with parents, families, and other community stakeholders by conducting Meet the Teacher, Open House, Parent Nights, and other family events throughout the year. The school will continue to communicate events and important information via newsletters, the school Facebook page, the school website, School Messenger, and PTO meetings. Surveys will be given at each Parent and Family Engagement event to collect feedback from families. Columbia City strives to ensure 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$15,684.11
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$3,712.80
<i>Notes: Funding for 1 tutor. The tutor will provide intervention instruction and practice in Math.</i>						
	5100	220-Social Security	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$284.03
<i>Notes: Tutor social security.</i>						
	5100	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$10,682.50
<i>Notes: Curriculum Associates - i-Ready = 9,785.00 Brain Pop Jr. license = 897.50</i>						
	5100	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$379.78
<i>Notes: Materials and Supplies = 379.78</i>						
	6400	750-Other Personal Services	0261 - Columbia City Elementary School	Title II	0.0	\$625.00

						<i>Notes: Substitute teacher allocation for Teacher Data Days.</i>
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$202,080.74
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$3,712.80
						<i>Notes: Funding for a tutor.</i>
	5100	220-Social Security	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$284.03
						<i>Notes: Tutor social security.</i>
	5100	359-Technology-Related Repairs and Maintenance	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$10,682.50
						<i>Notes: Curriculum Associates - i-Ready = 9,785.00 Brain Pop Jr. = 897.50</i>
	5100	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$2,198.52
						<i>Notes: Scholastic Magazine = 1,818.74 Materials and Supplies = 379.78</i>
	6400	750-Other Personal Services	0261 - Columbia City Elementary School	Title II	0.0	\$625.00
						<i>Notes: Funding for substitute teachers on Data Days.</i>
	5100	100-Salaries	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$48,918.06
						<i>Notes: Salaries and Benefits - (Basic Instruction)</i>
	6400	100-Salaries	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$16,523.07
						<i>Notes: Salaries and Benefits - (Instructional Coach)</i>
	6300	100-Salaries	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$79,523.90
						<i>Notes: Salaries and Benefits - (Curriculum and Instruction)</i>
	5100	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title V, Part B	0.0	\$5,097.72
						<i>Notes: Accelerated Reader</i>
	6400	140-Substitute Teachers	0261 - Columbia City Elementary School	Title II	0.0	\$1,469.00
						<i>Notes: Data Day Substitute teachers.</i>
	6400	100-Salaries	0261 - Columbia City Elementary School	Title II	0.0	\$33,046.14
						<i>Notes: Salaries and Benefits - (Instructional Coach)</i>
3	III.A.	Areas of Focus: Other: Parent and Family Engagement				\$1,680.04
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$100.00

			<i>Notes: All Pro Dad digital license. All pro Dad is a program designed to engage fathers in their child's education to promote student achievement. The site license is required for the All Pro Dad Coach to access information, lessons, videos, and communication with other dads.</i>			
	6150	510-Supplies	0261 - Columbia City Elementary School	TSSSA	0.0	\$1,580.04
			<i>Notes: Parent and Family Engagement Activities materials and supplies.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$2,469.23
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	310-Professional and Technical Services	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$350.00
			<i>Notes: Contracted services for Steve Wilson, "The Miracle of Science", to provide rigorous instruction on FL Science Standards to increase student achievement. Mr. Wilson will be a part of a Parent and Family Engagement Science Night for grades Pre-K-5th Grades and direct instructional review to 5th graders covering FL Standards.</i>			
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A	0.0	\$1,000.00
			<i>Notes: Materials and Supplies for Science Night</i>			
	5100	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title V, Part B	0.0	\$1,119.23
			<i>Notes: Study Island Science</i>			
					Total:	\$221,914.12