

Columbia County School District

Summers Elementary School



2020-21 Schoolwide Improvement Plan

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Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

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

Demographics

Principal: Robert Cooper

Start Date for this Principal: 7/1/2020

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)	100%
2019-20 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%)
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.

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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)	2019-20 Title I School	2019-20 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	59%

School Grades History

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

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

Name	Title	Job Duties and Responsibilities
Saucer, Jennifer	Principal	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>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.</p>
Couey, Kelly	School Counselor	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>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.</p>
Keen, Brandi	Assistant Principal	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>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.</p>
Tilton, Valerie	Instructional Coach	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>Mrs. Tilton facilitates weekly Professional Learning Communities, schedules and proctors district testing, supports teachers, monitors data, and plans professional development.</p>
Robinson, Lori	Other	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>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).</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Robert Cooper

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.*

0

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.*

3

Total number of teacher positions allocated to the school

38

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)	100%
2019-20 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%)
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 .	

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	79	91	86	78	73	61	0	0	0	0	0	0	0	468
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	20	12	5	2	2	1	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Friday 9/25/2020

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	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
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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
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Students retained two or more times	0	0	1	2	2	4	0	0	0	0	0	0	0	9
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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	100	92	83	73	62	76	0	0	0	0	0	0	0	486
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Attendance below 90 percent	18	14	12	9	16	6	0	0	0	0	0	0	0	75
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One or more suspensions	5	6	5	9	11	6	0	0	0	0	0	0	0	42
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Course failure in ELA or Math	0	15	14	16	4	3	0	0	0	0	0	0	0	52
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Level 1 on statewide assessment	0	0	0	22	21	25	0	0	0	0	0	0	0	68
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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
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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
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Students retained two or more times	0	0	1	2	2	4	0	0	0	0	0	0	0	9
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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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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					
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				

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
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%	0
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%	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	45
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	73
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	51
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	59
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	46
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.

Students in the bottom quartile for math was the lowest scoring area for our school. Students in fifth grade performed the most poorly. The previous year, these same students were 69% proficient. They

dropped to 48% proficiency in 5th grade. There was no change in curriculum and very little change in teachers. At this time, a trend cannot 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 the 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 felt 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 state average. We implemented a hands-on STEM lab that our 5th-grade students visit weekly. The lessons taught in the 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?

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. We currently have no students identified as migrants but will monitor enrollment and attendance of students identified as migrants and offer support as needed.

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 did not 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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Increase student achievement of the bottom quartile in ELA and Math through intervention and small group instruction. Only 43% of students in the bottom quartile showed a learning gain in Math. This was below the district and state average. In addition, data showed the greatest decline from the previous year was the bottom quartile for ELA. For this reason, we would like to focus on identifying instruction pertaining to our bottom quartile.
Measurable Outcome:	The intended outcome is that 50% of our students in the bottom quartile will show a learning gain in Math and 60% of 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. 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 grades, teachers may move students in and 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 weekly individualized instruction in ELA and Math.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

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 differentiate instruction. i-Ready learning paths may be adjusted to meet the needs of students.
4. Title 1 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 the bottom quartile to reflect new students and students that have moved.
6. Provide highly qualified paraprofessionals to assist students daily in small groups and one-on-one, under the supervision of state-certified teachers. All students at the schools will benefit from the implementation of the paraprofessionals.

Person Responsible Jennifer Saucer (saucerj@columbiak12.com)

#2. Other specifically relating to Parent and Family Engagement to help achieve student growth and success

Area of Focus Description and Rationale: Increase Parent and Family Engagement to help achieve student growth and success. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores families' confidence in their child'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

Measurable Outcome: By the end of the 2020 - 2021 school year, proficiency in ELA, Math, and Science will increase by 5% as compared to the 2018-19 FSA results through the implementation of the Parent and Family Engagement Plan.

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. We plan to help support families by offering events that focus on how the family can help 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 child'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 Steps to Implement

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 may build their skills in helping the child academically at home. In addition, Family Involvement activities will be provided 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 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.

Person Responsible Lori Robinson (robinsonl1@columbiak12.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Increase the percentage of students making growth on FSA in Math and ELA. On the 2019 FSA, only 50% of students were proficient in ELA and 59% were proficient in Math. We wish to increase the number of students performing at proficiency which is a level 3 or higher.
Measurable Outcome:	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, our school has decided to adopt the same Math and ELA curriculum being used in other elementary schools. In addition, we will utilize the district-wide writing model to implement 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 Steps to Implement

1. GO MATH curriculum was purchased for fourth and fifth grades and will be implemented with fidelity.
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 PLCs, 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)

Additional Schoolwide Improvement Priorities

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

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 may be used in the classroom. Students will receive Safety Matters classes by a member of the district intervention team. Men-in-Training (MIT) will continue with the 3rd-5th grade boys that have satisfactory work habits and conduct grades.

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

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.

Family and parent information and opportunities to become involved as well as to offer input are offered to all families throughout the year. Summers Elementary will offer the following activities to all families: Meet the Teacher, Title 1 Annual Meeting, school-wide Parent-Student compact conferences which are held at least twice a year, Volunteer Orientation, parent workshops and training, 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 and Remind 101.

Parent 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 the opportunity to provide input on the improvement of the Title 1 programs and how Title 1 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 per year seeking input on Title 1 programs and ways to improve parent and family involvement, including activities, training, and materials

needed to help their child. The School Advisory Council reviews, discusses, and outlines the findings of the parent survey.

All Summers Elementary students will also be given a survey at least one time per year seeking student input on programs, events, the culture of the school, and ways to improve. Anonymous surveys will not only provide students with a sense of security, they will give us clarity about factors that might otherwise be left unsaid.

Each week, teachers collaborate and analyze student performance. Teachers have a voice in determining the needs of their students and how to best achieve set goals. Professional development is also provided based on the identified needs. Weekly team collaboration ensures our teachers are building a culture that values trust, respect, and high expectations.

In addition, Summers Elementary will consult key stakeholders in school performance to employ school improvement strategies that impact the positive school culture and are important in addressing equity. These stakeholders include but are not limited to the Columbia County School Board, Florida Gateway College, Saint Leo University, Florida Diagnostic & Learning Resources System (FDLRS), The Early Learning Coalition, Suwannee Valley 4 C's Head Start, The Department of Children and Families (DCF), and North East Florida Educational Consortium (NEFEC).

In order to ensure the social-emotional needs of all students are being met, Summers has a full-time guidance counselor, Mrs. Kelly Couey. In addition, Mrs. Meredith Evans who is a member of the Columbia Intervention Team serves as a Licensed Mental Health Counselor and provides Behavior Analytic Services as needed. Partnership for Strong Families also provides counseling services for qualifying students.

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: Small Group Instruction				\$186,944.99
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	750-Other Personal Services	0141 - Summers Elementary School	Title II		\$1,695.00
			<i>Notes: Data Days for teachers</i>			
	6400	750-Other Personal Services	0141 - Summers Elementary School	Title V, Part B		\$13,022.00
			<i>Notes: Kagan Professional Development</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$25,180.00
			<i>Notes: i-Ready and i-Ready teacher toolkit</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$1,750.00
			<i>Notes: Flocabulary subscription</i>			

	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$467.50
			<i>Notes: Renaissance: AR add-ons for Kindergarten</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title V, Part B		\$966.42
			<i>Notes: Study Island</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title V, Part B		\$4,819.02
			<i>Notes: Accelerated Reader</i>			
	5100	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$12,796.32
			<i>Notes: MAFS and LAFS workbooks</i>			
	5100	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$3,501.58
			<i>Notes: Scholastic New Magazines</i>			
	5100	644-Computer Hardware Non-Capitalized	0141 - Summers Elementary School	Title, I Part A		\$3,647.25
			<i>Notes: Dell Chromebooks</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0141 - Summers Elementary School	Title, I Part A		\$3,637.00
			<i>Notes: Projectors and ELMOS</i>			
	5100	692-Computer Software Non-Capitalized	0141 - Summers Elementary School	Title, I Part A		\$390.00
	5100	150-Aides	0141 - Summers Elementary School	Title, I Part A		\$46,629.85
			<i>Notes: paraprofessionals</i>			
	6400	130-Other Certified Instructional Personnel	0141 - Summers Elementary School			\$68,143.05
			<i>Notes: Instructional Coach</i>			
	5100	519-Technology-Related Supplies	0141 - Summers Elementary School	Title, I Part A		\$300.00
			<i>Notes: Projector bulbs</i>			
2	III.A.	Areas of Focus: Other: Parent and Family Engagement to help achieve student growth and success				\$74,167.68
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	100-Salaries	0141 - Summers Elementary School	Title, I Part A		\$68,143.05
			<i>Notes: Salary for the CRT</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$3,312.00
			<i>Notes: Transition Nights/Events</i>			

	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$400.00
			<i>Notes: STEAM Night</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$272.63
			<i>Notes: Author/Read Across America Night</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$100.00
			<i>Notes: Celebrate Literacy Night</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$200.00
			<i>Notes: copy paper</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$400.00
			<i>Notes: Family Math Night</i>			
	6150	310-Professional and Technical Services	0141 - Summers Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: The Science Guy: Family Science Night</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$340.00
			<i>Notes: Family Science Fair Night</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$13,673.66
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	0141 - Summers Elementary School	Title, I Part A		\$7,425.60
			<i>Notes: Tutor salaries</i>			
	5100	220-Social Security	0141 - Summers Elementary School	Title, I Part A		\$568.06
			<i>Notes: Social Security for Tutors</i>			
	5100	310-Professional and Technical Services	0141 - Summers Elementary School	Title, I Part A		\$2,580.00
			<i>Notes: Mobile Gem Mining Experience</i>			
	5100	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$600.00
			<i>Notes: Poster paper for the poster maker.</i>			
	5100	519-Technology-Related Supplies	0141 - Summers Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Ink cartridges for classroom printers</i>			
					Total:	\$274,786.33