Columbia City Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 8/25/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Columbia City Elementary School strives to ensure that all students learn, and through learning, we create the desire to learn more. Through our actions and words, we show each individual who comes to our school 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	Position 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.
Folsom, Laura	Assistant Principal	Mrs. Folsom assists the principal in safely running an effective school. Conducts classroom walkthroughs, evaluates student and teacher data.
Milton, Deborah	Curriculum Resource Teacher	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.
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.
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,

Name	Position Title	Job Duties and Responsibilities
		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

Wednesday 8/25/2021, 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.*

1

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

42

Total number of students enrolled at the school

587

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	106	93	87	79	87	78	0	0	0	0	0	0	0	530
Attendance below 90 percent	15	16	21	14	17	15	0	0	0	0	0	0	0	98
One or more suspensions	0	2	4	2	6	8	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	4	2	5	3	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	10	13	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	9	12	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	16	11	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	23	30	13	21	20	30	0	0	0	0	0	0	0	137

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	1	4	2	9	8	0	0	0	0	0	0	0	24

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	8	11	4	3	4	2	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	60%	57%	58%	53%	56%
ELA Learning Gains				65%	60%	58%	57%	51%	55%
ELA Lowest 25th Percentile				71%	67%	53%	45%	46%	48%
Math Achievement				70%	66%	63%	68%	67%	62%
Math Learning Gains				66%	61%	62%	70%	63%	59%
Math Lowest 25th Percentile				58%	50%	51%	63%	57%	47%
Science Achievement				65%	55%	53%	54%	57%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	65%	68%	-3%	58%	7%
Cohort Comparison						
04	2021					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-65%				
05	2021					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	70%	-2%	62%	6%
Cohort Comparison						
04	2021					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-68%				
05	2021					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	59%	6%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1-5 use i-Ready diagnostic testing three times a year for ELA and Math. Fifth Grade uses PM Science at the beginning of the year and again at the end of the year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	33%	61%
	Economically Disadvantaged	11%	33%	61%
	Students With Disabilities	0	13%	33%
	English Language Learners	0	50%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	45%	78%
	Economically Disadvantaged	16%	45%	78%
	Students With Disabilities	0	7%	14%
	English Language Learners	0	50%	100%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	56%	72%
	Economically Disadvantaged	35%	56%	72%
	Students With Disabilities	0	20%	36%
	English Language Learners	0	67%	67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	56%	72%
	Economically Disadvantaged	16%	56%	72%
	Students With Disabilities	0	13%	15%
	English Language Learners	0	33%	67%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	68%	84%
	Economically Disadvantaged	49%	68%	84%
	Students With Disabilities	0	20%	40%
	English Language Learners	0	33%	67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	29%	75%
	Economically Disadvantaged	5%	29%	75%
	Students With Disabilities	0	40%	60%
	English Language Learners	0	67%	100%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	59%	68%
	Economically Disadvantaged	36%	59%	68%
	Students With Disabilities	29%	17%	43%
	English Language Learners	0	0	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	46%	73%
	Economically Disadvantaged	21%	46%	73%
	Students With Disabilities	0	17%	36%
	English Language Learners	0	0	50%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	46%	58%
	Economically Disadvantaged	33%	46%	58%
	Students With Disabilities	12%	24%	31%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	41%	69%
	Economically Disadvantaged	21%	41%	69%
	Students With Disabilities	6%	29%	38%
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	10.5%	NA	45.1%
	Economically Disadvantaged	10.5%	NA	41.1%
	Students With Disabilities	6.3%	NA	17.7%
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	30		44	38	60	32				
BLK	38			38							
HSP	63			63							
MUL	44			47							
WHT	67	55	47	67	45	40	45				
FRL	51	48	39	51	47	44	38				
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							

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
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	46
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 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	52
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our overall ELA score was almost the same as the previous year. We dropped a bit in Math but we feel that a pause in instruction due to COVID closures during the last nine weeks of school during 2019-20 was a contributing factor. We believe this was also a factor in our Learning Gains categories.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

the 2019 data showed our Math Learning Gains dropped in all subgroups. We have implemented I Know It Math, a digital comprehensive math program. Teachers are able to assign lessons to target individual student growth.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID school closings during the last nine weeks of the 2020-21 school year resulted in learning gaps. Students needed those skills and standards to be successful in the next grade; therefore, teachers had to adjust their normal first nine weeks instruction to ensure students were ready to move forward.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2019 data showed our ELA Learning Gains with the bottom quartile increased 17% from the previous year. Our students scored higher than the state average in Reading and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers ensured that all students completed iReady minutes and maintained an 75% or above lesson average. Teachers used small group instruction to target instruction.

What strategies will need to be implemented in order to accelerate learning?

We will utilize two tutors to help our students in the lower quartile. They will use research based interventions to target specific needs guided by the classroom teacher. Teachers will continue to pull small groups to help differentiate instruction. Students will be assigned at least two I Know It Math lessons a week for math practice based on individual need.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have PD opportunities in utilizing the new ELA McGraw-Hill curriculum in conjunction with implementing Florida B.E.S.T. Standards in ELA. The district Writing Coordinator will work with fourth and fifth grade ELA teachers on writing strategies. Teachers will also have a monthly PD in Florida Math B.E.S.T Standards in preparation for the 2022-23 school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Two tutors will work with small groups on targeted interventions under the guidance of the classroom teacher.
2. Teachers will continue to pull small groups to differentiate instruction.
3. Teachers will guide classroom paras on small group researched based interventions.
4. All students will complete at least two lessons of I Know It Math lessons a week with a pass rate of 75% or above.
5. Teachers will ensure students receive 45 minutes of iReady Reading and Math every week with a 75% pass rate or above.

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 2021-22 FSA data to watch for students in the bottom quartile to make learning gains from 2020-21. We will continue to increase proficiency in Math while working on Math Gains.
Monitoring:	The Instructional Coach will monitor iReady diagnostic data three times a year to help teachers target instruction.
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. I Know It Math lessons will be assigned every week for extra practice in math foundations.
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 Lower Quartile dropped 30 percentage points in ELA Gains.
Measurable Outcome:	We will use the 2020-21 FSA data to watch for students in the bottom quartile to make learning gains.
Monitoring:	The Instructional Coach will monitor iReady diagnostic assessments three times a year. She will meet with teachers to determine intervention strategies and materials for those students.
Person responsible for monitoring outcome:	Lisa Boggs (boggsl@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 reading instruction to students on their grade level.
2. Students who are working below grade level, using the iReady Path, will be assigned on grade level lessons by the classroom teacher to ensure standards are covered.
3. Reading interventions are possible because teachers have para support during their 90 minute reading block.
4. Title 1 tutors will provide extra intervention in a small group setting at the direction of the classroom teacher.

Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Fifth grade science dropped in 2020-21. Due to Covid our fourth graders did not receive instruction in part of the science standards or extra practice with third grade standards. Fifth grade teachers had to begin the year with covering those foundational standards before moving to fifth grade science standards.
Measurable Outcome:	Students will improve science proficiency on the 2021-22 FSA.
Monitoring:	Science proficiency will be monitored through the use of PM science baseline data and subsequent mini assessments. This will help teachers target instruction to standards that need review and practice.
Person responsible for monitoring outcome:	Lisa Boggs (boggsl@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. Students will use Study Island Science in Tech Lab weekly.
2. Teachers will assign Study Island Science for students for extra practice and review.
3. Teachers will administer mini assessments to collect data to drive instruction.
4. Teachers will use hands-on instruction for application of knowledge.

Person Responsible	[no one identified]

#4. Other specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	The 2021-22 FSA data will show increased proficiency in ELA, Math, and Science through the implementation of the Parent and Family Engagement Plan (PFEP).
Measurable Outcome:	The 2021-22 FSA data will show increased proficiency in ELA, Math, and Science through the implementation of the Parent and Family Engagement Plan (PFEP).
Monitoring:	the 2021-22 FSA data will be collected and disseminated to determine if we met our goal of increasing proficiency in ELA, Math, and Science.
Person responsible for monitoring outcome:	Deborah Milton (miltond@columbiak12.com)
Evidence-based Strategy:	1. Science Night will be a Parent & Family Engagement event for rigorous Science Standards review and practice. Parents will receive a Science Review packet to help their child practice at home. 2. McGraw-Hill/Reading Comprehension Parent & Family Engagement event will be held in the fall to help parents navigate the new McGraw-Hill Reading series. The Instructional Coach will also hold a Comprehension strategies segment so parents can help their child at home.
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 and a digital SMORE will be sent out monthly
4. Science Night will be held yearly and 5th graders will have a FL Science standards review in the spring.
5. A Reading Comprehension workshop will be held for parents.
6. A Math PFE event will be held for parents to learn about FL BEST Math standards.

Person Responsible	Deborah Milton (miltond@columbiak12.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Columbia City Elementary is not listed on this website. There is no discipline data to report.

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.

Columbia City Elementary builds 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$36,945.12
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6400	130-Other Certified Instructional Personnel	0261 - Columbia City Elementary School	Title, I Part A	0.25	$16,813.66
		Notes: Instructional Coach Salary and Benefits				
	5100	130-Other Certified Instructional Personnel	0261 - Columbia City Elementary School	Title, I Part A		$4,477.20
		Notes: Math Tutor				
	5100	220-Social Security	0261 - Columbia City Elementary School	Title, I Part A		$342.51
		Notes: Tutor Social Security				
	5100	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title, I Part A		$13,629.75
		Notes: Curriculum Associates - i-Ready Math=9,932.25 I Know It Math=3,697.50				
	5100	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$400.00
		Notes: Materials and Supplies				
	5100	519-Technology-Related Supplies	0261 - Columbia City Elementary School	Title, I Part A		$682.00
		Notes: Technology related supplies.				
	5100	100-Salaries	0261 - Columbia City Elementary School	Title, I Part A		$600.00
		Notes: Substitutes for Data Days				
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$42,149.48**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0261 - Columbia City Elementary School	Title, I Part A	25.0	$16,813.66
		Notes: Salary and Benefit for Instructional Coach				
	5100	160-Other Support Personnel	0261 - Columbia City Elementary School	Title, I Part A		$4,477.20
		Notes: Funding for Title 1 Tutor.				
	5100	160-Other Support Personnel	0261 - Columbia City Elementary School	Title, I Part A		$342.51
		Notes: Social Security for Title 1 Tutor.				
	5100	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title, I Part A		$997.50
		Notes: Brain Pop digital license for ELA support.				
	5100	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title, I Part A		$9,932.25
		Notes: Curriculum Associates - i-Ready Reading				
	5100	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$1,350.36
		Notes: Mentoring Minds Supplemental ELA workbooks.				

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$928.00
		Notes: Coach Support ELA workbooks.				
	5300	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$928.00
		Notes: Curriculum Associates LAFS workbooks				
	5100	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$400.00
		Notes: Materials and Supplies				
	5100	519-Technology-Related Supplies	0261 - Columbia City Elementary School	Title, I Part A		$682.00
		Notes: Technology related supplies for ELA instruction.				
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0261 - Columbia City Elementary School	Title, I Part A		$4,000.00
		Notes: 75" Newline TruTouch Interactive Flat Panel Boards for ELA instruction.				
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0261 - Columbia City Elementary School	Title, I Part A		$698.00
		Notes: Rolling Stands for Flat Panel Interactive Boards.				
	5100	100-Salaries	0261 - Columbia City Elementary School	Title, I Part A		$600.00
		Notes: Substitutes for Data Days				
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$2,272.50**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Columbia City Elementary School	Title, I Part A		$997.50
		Notes: Brain Pop digital license for supplemental Science instruction.				
			0261 - Columbia City Elementary School	Title, I Part A		$800.00
		Notes: Materials and Supplies for Science Night				
			0261 - Columbia City Elementary School	Title, I Part A		$475.00
		Notes: Mobile Planetarium for hands-on activities based on science standards.				
4	**III.A.**	**Areas of Focus: Other: Parent Involvement**				**$3,397.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	520-Textbooks	0261 - Columbia City Elementary School	Title, I Part A		$50.00
		Notes: Parent Resource Room supplies.				
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$850.00
		Notes: Planners for parent communication.				

	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$650.00
			Notes: Communication Folders for parent communication.			
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$100.00
			Notes: Paper for Newsletters.			
	6200	519-Technology-Related Supplies	0261 - Columbia City Elementary School			$117.00
			Notes: Ink toner for Newsletters.			
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$680.00
			Notes: All Pro Dad Meeting materials and supplies.			
	6150	369-Technology-Related Rentals	0261 - Columbia City Elementary School	Title, I Part A		$50.00
			Notes: All Pro Dad digital license.			
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$200.00
			Notes: Take Your Dad to School Day materials and supplies.			
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$200.00
			Notes: All Star Moms materials and supplies.			
	6150	510-Supplies	0261 - Columbia City Elementary School	Title, I Part A		$500.00
			Notes: Math Night materials and supplies.			
					Total:	**$84,764.10**