

Columbia County School District

Summers Elementary School



2021-22 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: 7/1/2017

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)	100%
2020-21 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%)
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.

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position 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>
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>
Robinson, Lori	Curriculum Resource Teacher	<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>
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>
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>

Demographic Information

Principal start date

Saturday 7/1/2017, 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

37

Total number of students enrolled at the school

483

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

4

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

3

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	109	64	82	75	67	59	0	0	0	0	0	0	0	456
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	2	0	0	0	0	0	0	0	3
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 FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	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	18	12	7	2	1	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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

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	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide Math assessment	0	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	1	0	0	0	0	0	0	0	1

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

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				50%	60%	57%	51%	53%	56%
ELA Learning Gains				56%	60%	58%	58%	51%	55%
ELA Lowest 25th Percentile				59%	67%	53%	68%	46%	48%
Math Achievement				59%	66%	63%	63%	67%	62%
Math Learning Gains				55%	61%	62%	60%	63%	59%
Math Lowest 25th Percentile				43%	50%	51%	47%	57%	47%
Science Achievement				56%	55%	53%	55%	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	52%	68%	-16%	58%	-6%
Cohort Comparison						
04	2021					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-52%				
05	2021					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	70%	-10%	62%	-2%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-60%				
05	2021					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	59%	-2%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready Reading and Math is used to monitor the progress of students three times per year. For science, we use Performance Matters assessments to monitor progress.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83 / 11%	89 / 38%	90 / 71%
	Economically Disadvantaged	83 / 11%	89 / 38%	90 / 71%
	Students With Disabilities	9 / 0%	9 / 11%	9 / 44%
	English Language Learners	4 / 0	4 / 50%	4 / 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83 / 11%	89 / 38%	90 / 61%
	Economically Disadvantaged	83 / 11%	89 / 38%	90 / 61%
	Students With Disabilities	9 / 0%	9 / 22%	9 / 44%
	English Language Learners	4 / 0%	4 / 25%	4 / 25%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78 / 21%	80 / 41%	81 / 63%
	Economically Disadvantaged	78 / 21%	80 / 41%	81 / 63%
	Students With Disabilities	16 / 6%	17 / 18%	17 / 41%
	English Language Learners	2 / 0%	2 / 0%	2 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78 / 13%	80 / 31%	81 / 59%
	Economically Disadvantaged	78 / 13%	80 / 31%	81 / 59%
	Students With Disabilities	16 / 6%	17 / 12%	17 / 35%
	English Language Learners	2 / 0%	2 / 0%	2 / 50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77 / 55%	79 / 68%	79 / 86%
	Economically Disadvantaged	77 / 55%	79 / 68%	79 / 86%
	Students With Disabilities	14 / 29%	14 / 29%	14 / 50%
	English Language Learners	2 / 0%	2 / 0%	2 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77 / 13%	79 / 33%	79 / 73%
	Economically Disadvantaged	77 / 13%	79 / 33%	79 / 73%
	Students With Disabilities	14 / 0%	14 / 14%	14 / 29%
	English Language Learners	2 / 0%	2 / 0%	2 / 100%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61 / 36%	64 / 45%	65 / 57%
	Economically Disadvantaged	61 / 36%	64 / 45%	65 / 57%
	Students With Disabilities	16 / 6%	16 / 12%	16 / 25%
	English Language Learners	2 / 0%	2 / 50%	2 / 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61 / 20%	64 / 36%	65 / 69%
	Economically Disadvantaged	61 / 20%	64 / 36%	65 / 69%
	Students With Disabilities	16 / 0%	16 / 12%	16 / 44%
	English Language Learners	2 / 0%	2 / 50%	2 / 50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67 / 31%	68 / 40%	68 / 54%
	Economically Disadvantaged	67 / 31%	68 / 40%	68 / 54%
	Students With Disabilities	5 / 20%	5 / 20%	5 / 20%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67 / 22%	68 / 43%	67 / 64%
	Economically Disadvantaged	67 / 22%	68 / 43%	67 / 64%
	Students With Disabilities	6 / 0%	6 / 0%	6 / 17%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	61 / 15%	66 / 21%	66 / 44%
	Economically Disadvantaged	61 / 15%	66 / 21%	66 / 44%
	Students With Disabilities	6 / 0%	6 / 17%	6 / 40%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

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	32			31							
BLK	29	35		34	26	20	18				
HSP	47			65							
MUL	40			50							
WHT	74	52		79	60		48				
FRL	48	40	55	52	38	25	25				
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							

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
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				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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

English Language Learners	
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	27
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	56
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	45
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	63
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

According to the 2021 data, Third-grade students have made consistent gains on the FSA ELA and Math. Fifth-grade students have made gains in both ELA and Math. Students with Disabilities have not made gains on the FSA ELA or Math.

Under the Reading Achievement Initiative for Scholastic Excellence (RAISE), 51 percent of Summers Elementary fourth-graders scored below a level 3 on the 2021 FSA ELA.

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

According to 2019 data, only 52% of third through fifth-grade students in the bottom quartile made gains on the FSA ELA and only 41% made gains on the FSA Math. Students with Disabilities achieved below 41%.

According to the 2021 data, 51% of students in fourth grades scored below a level 3 on the FSA ELA.

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

Third Grade has consistently had highly effective teachers for several years. Fourth grade has had a turnover of teachers. We have hired a new ESE/Inclusion teacher every year for the past three years.

In order to address this need, we must hire and retain highly effective teachers for both the general education classroom as well as for inclusion.

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

In 2019, the data component that showed the most improvement was Science. Although we only improved by 1%, our scores were above both district and state averages.

In 2021, the data component that showed the most growth was third-grade proficiency. We made a 7% improvement in ELA and an 11% improvement in math.

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

In 2018-2019, we implemented a hands-on STEM lab that students visited weekly. Lessons were based on the results of progress monitoring data.

In 2020-2021, we had a strong third-grade team of teachers. They are highly effective and have taught third grade at this school for many years.

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

We have implemented Math Superstars for students who have scored at or above grade level on diagnostic math assessments.

The master schedule provides time for small group instruction, a 90-minute reading block, and a 60-minute math block.

We also have a new Reading curriculum implemented into all classrooms. This curriculum is rigorous in instruction and is researched based.

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.

Peer teachers are in place for new teachers.

Teachers participated in professional development for the new reading curriculum in order to implement it successfully.

Grade levels also have weekly PLCs (Professional Learning Communities), in order to provide time to analyze data and evaluate instructional practices.

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

This year we hired three certified teachers to work with students one-on-one or in small groups in order to remediate areas of deficiency in reading and/or math.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to FLDOE FSA data, only 47% of students made gains in ELA. Only 47% of the bottom quartile made gains.

Measurable Outcome: At least 55% of students will make gains on the 2022 FSA ELA. At least 55% of students identified in the bottom quartile will make gains on the FSA ELA.

Monitoring: Weekly PLCs (Professional Learning Communities) provide time to analyze data and evaluate instructional practices. Growth Monitoring Assessments will be given monthly in order to monitor progress. Quarterly data days allow for more in-depth monitoring of data and instruction. The Administration will conduct weekly classroom walkthroughs in order to monitor instruction. Lesson Plans are also evacuated by the administration weekly.

Person responsible for monitoring outcome: Jennifer Saucer (saucerj@columbiak12.com)

Evidence-based Strategy: A new, researched-based reading curriculum has been implemented school-wide. Growth monitoring assessments through i-Ready Reading will be given each month to monitor the progress of all students.

Rationale for Evidence-based Strategy: Students did not perform well using the previous curriculum. In the past, Growth Monitoring Assessments were only used for the bottom quartile. We will now monitor all students using this assessment.

Action Steps to Implement

The new reading curriculum has been implemented.
 Professional Development on the new curriculum has been provided.
 Growth Monitoring assessments have been scheduled.
 Data days to analyze data have been scheduled.

Person Responsible Jennifer Saucer (saucerj@columbiak12.com)

#2. Other specifically relating to Instructional Practices for Math/Science

Area of Focus Description and Rationale: According to the FLDOE FSA data, only 45% of students made gains in math. Only 25% of students in the bottom quartile made gains. For Science, only 42% of students were proficient.

Measurable Outcome: In 2022, 55% of students will make gains on the FSA Math. At least 55% of students in the bottom quartile will make gains.

Monitoring: Weekly PLCs (Professional Learning Communities) provide time to analyze data and evaluate instructional practices. Growth Monitoring Assessments will be given monthly in order to monitor progress. Quarterly data days allow for more in-depth monitoring of data and instruction. The Administration will conduct weekly classroom walkthroughs in order to monitor instruction. Lesson Plans are also evacuated by the administration weekly.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: A certified teacher has been hired to work with students in math. She will use diagnostic and progress monitoring data to drive small group instruction. Growth Monitoring Assessments will be given monthly to monitor progress in math.

Rationale for Evidence-based Strategy: Students who do not show mastery in math domains are remediated in the area of deficiency. The certified math teacher works with students one-on-one or in a small group.

Action Steps to Implement

A math tutor/teacher was hired to work with students in areas of deficiency. The tutor schedule was created based on FSA and diagnostic math data. Growth Monitoring Assessments have been scheduled to monitor progress in math.

Person Responsible Jennifer Saucer (saucerj@columbiak12.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	According to the Federal Percent of Points Index, Students with Disabilities scored below 41% in both ELA and Math.
Measurable Outcome:	At least 50% of Students with Disabilities will score proficient on both the ELA and Math FSA in 2022.
Monitoring:	Weekly PLCs (Professional Learning Communities) provide time to analyze data and evaluate instructional practices. Growth Monitoring Assessments will be given monthly in order to monitor progress. Quarterly data days allow for more in-depth monitoring of data and instruction. The Administration will conduct weekly classroom walkthroughs in order to monitor instruction. Lesson Plans are also evaluated by the administration weekly.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	IEP goals are monitored frequently. Student accommodations are provided as needed. Small group and one-on-one instruction are provided daily by a certified ESE teacher. Growth Monitoring Assessments will be given monthly in order to monitor progress. This will allow the teacher to use data results to drive instruction. A researched-based reading curriculum has been implemented.
Rationale for Evidence-based Strategy:	By monitoring IEP goals more closely, and ensuring needed accommodations are provided consistently, students should perform at a higher level. In the past, Growth Monitoring Assessments were only used for the bottom quartile. We will now monitor all students using this assessment. Students did not perform well using the previous reading curriculum. The new reading curriculum is researched-based and more rigorous.

Action Steps to Implement

Meet with the ESE teacher and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
Growth Monitoring Assessments are scheduled monthly.
A new research-based reading curriculum has been implemented.

Person Responsible Jennifer Saucer (saucerj@columbiak12.com)

#4. Other specifically relating to Parent and Family Engagement

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 2021 - 2022 school year, proficiency in ELA, Math, and Science will increase by 5% as compared to the 2020- 2021 FSA results through the implementation of the Parent and Family Engagement Plan.
Monitoring:	The area of focus will be monitored by implementing parent and family engagement activities and the use of parent/family surveys.
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)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

According to the latest data, Summers ranked in the "moderate" category for discipline when compared to all elementary schools statewide. Summers Elementary ranked #568 out of 1,395 elementary schools statewide. For Violent Incidents, Summers ranked "Low" with one incident. For "Total Reported Suspensions" Incidents, Summers ranked "Very High" with 64 total reported suspensions. Of the 64 suspensions documented, five students represented the majority of the suspensions. The students in question are no longer enrolled at Summers Elementary. In order to monitor and improve behavior, Summers has implemented Positive Office Referrals, MIT (Men in Training), GLOW (Girls Leading Our World), the Junior Deputy Program, Kids with Character, and a school-wide "Stripes" classroom behavior incentive program. All of these programs spotlight and celebrate positive student behavior. In addition, we have implemented a Threat Assessment Team in which student behavior is discussed and Positive Behavioral Interventions and Supports are implemented.

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.

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, but they will also give us clarity about factors that might otherwise be left unsaid.

In addition, Summers rewards outstanding behavior through several positive behavior recognitions such as "Positive Office Referrals", the Junior Deputy Program, Kids with Character, Men in Training (MIT), Girls Leading Our World (GLOW), and the school-wide positive behavior incentive program - Tiger Stripes. Students have their names called on morning announcements, they have their pictures posted on social media, and they receive certificates and treats as part of these programs. Students are also recognized for academic success through certificates, parties, special recognition events, and academic ceremonies throughout the year.

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

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, as well as quarterly data days, 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$97,233.85
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$2,805.00
			<i>Notes: i-Ready Teacher Toolkit for ELA</i>			

	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$450.00
			<i>Notes: Accelerated Reader Add-On slots for Kindergarten students</i>			
	5100	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$2,820.00
			<i>Notes: Scholastic News Magazines</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$3,250.00
			<i>Notes: One-Year Subscription for BrainPop and BrainPOP, Jr.</i>			
	5100	360-Rentals	0141 - Summers Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: Xerox copier</i>			
	6300	130-Other Certified Instructional Personnel	0141 - Summers Elementary School	Title, I Part A		\$69,344.93
			<i>Notes: Curriculum Resource Teacher</i>			
	6400	130-Other Certified Instructional Personnel	0141 - Summers Elementary School	Title, I Part A		\$15,763.92
			<i>Notes: Instructional Coach</i>			
2	III.A.	Areas of Focus: Other: Instructional Practices for Math/Science				\$93,026.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0141 - Summers Elementary School	School Improvement Funds		\$1,595.00
			<i>Notes: One-Year Subscription to "I Know It" A math interactive math practice website for students</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$2,805.00
			<i>Notes: i-Ready Teacher Toolkit for Math</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$2,700.00
			<i>Notes: One-Year Subscription for Flocabulary</i>			
	5100	100-Salaries	0141 - Summers Elementary School	Title, I Part A		\$20,154.55
			<i>Notes: Paraprofessional</i>			
	5100	100-Salaries	0141 - Summers Elementary School	Title, I Part A		\$27,828.89
			<i>Notes: Paraprofessional</i>			
	5100	100-Salaries	0141 - Summers Elementary School	Title, I Part A		\$27,828.89
			<i>Notes: Paraprofessional</i>			
	5100	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$819.02
			<i>Notes: Copy paper for classroom teachers</i>			

	5100	519-Technology-Related Supplies	0141 - Summers Elementary School	Title, I Part A		\$2,450.00
			<i>Notes: toner for classroom printers</i>			
	5100	519-Technology-Related Supplies	0141 - Summers Elementary School	Title, I Part A		\$375.00
			<i>Notes: Projector bulbs</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0141 - Summers Elementary School	Title, I Part A		\$1,540.00
			<i>Notes: Projectors for classrooms</i>			
	5100	644-Computer Hardware Non-Capitalized	0141 - Summers Elementary School	Title, I Part A		\$4,930.00
			<i>Notes: Chromebooks</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$20,252.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	750-Other Personal Services	0141 - Summers Elementary School	Title II		\$3,390.00
			<i>Notes: Data and Teacher Collaboration Days</i>			
	5100	369-Technology-Related Rentals	0141 - Summers Elementary School	Title, I Part A		\$16,862.50
			<i>Notes: i-Ready</i>			
4	III.A.	Areas of Focus: Other: Parent and Family Engagement				\$10,048.85
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$870.00
			<i>Notes: Communication folders</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$230.00
			<i>Notes: Copy paper for newsletters and flyers</i>			
	6150	519-Technology-Related Supplies	0141 - Summers Elementary School	Title, I Part A		\$84.00
			<i>Notes: Toner for printer to copy newsletters, flyers, notices, etc.</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$650.00
			<i>Notes: Reading and Literacy family Nights</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$550.00
			<i>Notes: Family Math Night</i>			
	6150	510-Supplies	0141 - Summers Elementary School	Title, I Part A		\$946.67
			<i>Notes: Family Science Night</i>			

	6150	100-Salaries	0141 - Summers Elementary School	Title, I Part A		\$6,718.18
Total:						\$220,561.55