Columbia Elementary School

2022-23 Schoolwide Improvement Plan

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Columbia Elementary School

1225 WACO BLVD SE, Palm Bay, FL 32909

http://www.columbia.brevard.k12.fl.us

Demographics

Principal: Jennifer Julian C

Start Date for this Principal: 9/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: B (55%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Brevard 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Empowering our students to dream, believe and achieve (Revised June 2022)

Provide the school's vision statement.

To inspire and cultivate a community of critical thinkers and accountable leaders (Revised June 2022)

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Julian, Jennifer	Principal	Overall School Leadership: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication and Professional/Ethical Behavior.
Parks, Nicole	Assistant Principal	Overall Instructional Leadership: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, Communication and Professional/Ethical Behavior.
Jones, Laurie	Instructional Coach	Overall School Literacy: Instructional Design and Planning, Learning Environment, Instructional Delivery and Facilitation, Assessment and Professional Responsibilities and Ethical Conduct

Demographic Information

Principal start date
Friday 9/10/2021, Jennifer Julian C

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

509

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	64	68	62	63	73	74	61	0	0	0	0	0	0	465
Attendance below 90 percent	20	35	28	27	27	31	28	0	0	0	0	0	0	196
One or more suspensions	0	0	0	0	1	2	2	0	0	0	0	0	0	5
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 2022 statewide FSA ELA assessment	0	0	0	7	8	24	12	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	15	33	19	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	2	3	5	7	11	10	0	0	0	0	0	0	38

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	7	8	15	30	23	0	0	0	0	0	0	93

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	8	2	8	2	0	1	0	0	0	0	0	0	26
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

Tuesday 9/6/2022

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	69	58	56	72	62	55	37	0	0	0	0	0	0	409
Attendance below 90 percent	5	11	8	9	6	6	7	0	0	0	0	0	0	52
One or more suspensions	0	0	1	3	1	6	2	0	0	0	0	0	0	13
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	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
2020-21 FSA ELA	0	0	0	0	11	12	6	0	0	0	0	0	0	29
2020-21 FSA Math	0	0	0	0	18	15	5	0	0	0	0	0	0	38

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	1	0	0	0	0	0	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	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	1	0	0	0	0	0	0	3

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	69	58	56	72	62	55	37	0	0	0	0	0	0	409
Attendance below 90 percent	5	11	8	9	6	6	7	0	0	0	0	0	0	52
One or more suspensions	0	0	1	3	1	6	2	0	0	0	0	0	0	13
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	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
2020-21 FSA ELA	0	0	0	0	11	12	6	0	0	0	0	0	0	29
2020-21 FSA Math	0	0	0	0	18	15	5	0	0	0	0	0	0	38

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	1	0	0	0	0	0	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	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	1	0	0	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	61%	56%				51%	62%	57%
ELA Learning Gains	56%						69%	60%	58%
ELA Lowest 25th Percentile	48%						58%	57%	53%
Math Achievement	43%	49%	50%				47%	63%	63%
Math Learning Gains	46%						64%	65%	62%
Math Lowest 25th Percentile	41%						45%	53%	51%
Science Achievement	57%	60%	59%				49%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	64%	-18%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	60%	61%	-1%	58%	2%
Cohort Comparison		-46%				
05	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-60%				
06	2022					
	2019	51%	60%	-9%	54%	-3%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	61%	-18%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	49%	64%	-15%	64%	-15%
Cohort Comparison		-43%				
05	2022					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-49%				
06	2022					
	2019	53%	67%	-14%	55%	-2%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-47%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	50	46	21	29	18	27				
ELL	44	68		37	42						
BLK	37	58		36	54						
HSP	56	65		42	42	20					
MUL	50	40		36	40						
WHT	52	54	43	47	45	50	61				
FRL	45	56	48	41	43	35	48				
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	28	57		28	47						
ELL	50			50							
BLK	46	67		46	67						
HSP	44	47		49	56						
MUL	50			64							
WHT	53	71		56	68		71				
FRL	48	76	67	51	67	69	56				
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	15	55	47	19	56	53	23				
ELL	48	78		48	68						
BLK	51	64		44	63	40	40				
HSP	42	72	62	34	56	40					
MUL	59	73		41	60						
WHT	51	71	53	54	70	56	61				
FRL	47	67	58	44	63	44	49				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
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	38
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
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	46
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	44

Hispanic Students	
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	42
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	50
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Columbia's school grade dropped from a "B" in 2021 (428 points - 61%) to a "C" in 2022 (340 points - 49%) out of 700 points (100%.) We declined by 88 points.

Spring 2022 FSA data indicate students in Grades 3-6 achieved 49% proficiency in ELA. This is the same as 2021. 43% of our students are proficient in math, which is an 11 point decrease from 54% in 2021.

Learning gains declined from 2021 to 2022. ELA learning gains are 56%, down from 65% (9 point decrease.) In math, learning gains dropped from 65% in 2021 to 46% in 2022 (19 point decrease.)

There is a significant decline in our Lowest 25% student performance. ELA decreased from 67% in 2021

to 48% in 2022 (19% decline.) Math proficiency for our L25% was reduced from 65% to 31% (34% decline.)

Spring 2022 SSA Grade 5 Science results indicate student proficiency is 57%. This is a 6 point decrease from 63% in 2021.

2021-22 iReady diagnostic trend data indicates the lowest reading (65%) and math (58%) annual growth is in Grade 1.

Based on Spring 2022 FSA student data, ESSA subgroups identify SWD as a targeted area for improvement. This is a trend for Columbia. All other subgroups (ELL, BLK, HSP, MUL, WHT, and FRL) preformed above the 41% federal index.

Columbia is identified as a targeted RAISE school for the 2nd year. On the 2022 Spring ELA FSA, Grade 3 (41%) and Grade 5 (48%) fell below the 50% criteria.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ESSA subgroup Students with Disabilities (SWD) in ELA (23% proficiency) and Math (21% proficiency, 29% learning gains and 18% L25%) results make Columbia a Targeted Support and Intervention (TS&I) school.

Spring 2022 FSA data indicates the greatest need for improvement is in math proficiency, learning gains and lowest 25%. Grade 4 (25% Level 3+) and Grade 5 (27% Level 3+) students scored significantly lower than the state's proficiency rates of 61% Grade 4 and 52% Grade 5.
In ELA, Grade 4 had the greatest need for improvement scoring 19% lower than the state. 38% Level 3+ compared to 57% proficiency for the state.

iReady Math Diagnostic data indicate students in grade K-5 scored in quadrant 3, low performance and low growth. All math domains indicate low student performance: numbers and operation, algebra and algebraic thinking, measurement and data, and geometry. The greatest need in ELA according to iReady Diagnostic data is phonics, vocabulary and comprehension (literature and informational text.)

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

Columbia had a SWD inclusion rate of 73% with an FLDOE target of 85%. We will increase our inclusion rate from 73% to 91% by analyzing student's IEPs, creating an inclusive master schedule, implementing a support facilitation model, and providing Co-Teaching and Inclusive Best Practices professional development to teachers.

BPS implemented new ELA curriculum (Benchmark Advance Grades K-5 and SAVVAS for Grade 6) aligned to BEST benchmarks. Teachers were in year one of learning new benchmarks, curriculum, and instructional practices (Science of Reading.) Columbia will conduct bi-weekly ELA PLCs to analyze BEST benchmarks, student ELA data and student work aligned to benchmarks. Monthly professional development will be provided in the Core Components: Explicit Instruction, Systematic Instruction, Scaffolded Instruction, Corrective Feedback and Differentiated Instruction.

Columbia's teachers planned/taught math standards in isolation. The use of manipulatives in grades 3-6 were non existent, student mathematical discourse was not observed and students engaged in misaligned online math "games." Improved actions include bi-weekly math PLCs to plan BEST aligned math lessons that include student manipulatives (representational) and math student discourse. Teachers will implement newly adopted, benchmark aligned math curriculum (Reveal K-5 and EdGems

Grade 6.) Coaching cycle from Math Coach.

Teachers did not conduct peer observations/classroom walkthroughs in 2021-22. Moving forward, schedules will be created to ensure that all teachers have an opportunity to form vertical teams (PreK-2 and 3-6) to conduct peer observations/classroom walkthroughs. Teams will review academic focus, conduct walkthroughs, reflect and discuss observations, and create a presentation of findings to share out.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Spring 2022 FSA data indicates that Columbia's 3rd grade students (58%) out performed the state's 3rd grade students (49%) in math proficiency - Level 3 and above.

Spring 2022 FSA data shows that Columbia's 6th grade students (58%) out performed the state's 6th grade students (52%) in ELA proficiency (Level 3 and above) by 6%. Our 6th graders also increased ELA proficiency by 10% from 48% in 2021 to 58% in 2022.

iReady 2021 Reading Diagnostic #3 data reveals that Grades 1 and 6 students performed in quadrant 1, which is high performance and high growth. On the same assessment, Grades 2, 3, 4 and 5 students performed in quadrant 2, which is low performance with high growth.

iReady 2021 Math Diagnostic #3 data reveals that Grade 6 students performed in quadrant 1, which is high performance and high growth.

Columbia's 5th grade students (53%) out performed the state (48%) on the 2022 Spring Science Standards Assessment (SSA).

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

Columbia implemented a new standards-aligned ELA curriculum in 2021 - Benchmark Advance (K-5) and SAVVAS (Grade 6.) Teachers received on-going professional development, modeling and coaching from our Literacy Coach (T) for program implementation. Teachers received Science of Reading and ELA Small Group training. Columbia's leadership team walked classrooms and provided teachers with implementation feedback.

iReady diagnostic data was consistently analyzed during PLC meetings. Adjustments to student's paths (MyPath) were made based on results. Grade 3-6 teachers revered student data on Projected Proficiency iReady reports, which was new in 2021-22. Based on student projections, teachers tailored their iReady and classroom lessons to meet student's need for improvement.

Columbia implemented Penda Science. This was a new, district adopted digital science program to motivate and empower students to spend more time practicing and mastering science standards. Penda Learning's game-based digital platform increased student engagement and reinforced student mastery.

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

For ELA, Columbia will implement and monitor the FLDOE Literacy Instruction Practice Profile for PreK-5. This will support the continuum of literacy development from emergent literacy to early literacy and reading. Teachers will implement the (5) Core Components: Explicit Instruction, Systematic Instruction, Scaffolding, Corrective Feedback, and Differentiation.

For math, Columbia will increase student's ability to engage in mathematical discourse. Students will

progress through the concrete (doing - hands on manipulatives), representational (seeing - drawing pictures), and abstract (symbolic - using numbers and mathematical symbols.) Columbia's 3rd graders are receiving accelerated math instruction and pacing. Our 3rd grade teachers are receiving on-going district support for accelerated math implementation.

Students will engage in the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) during hands-on science lab lessons. This is a co-teach model between the classroom teachers and Science Coach (T) and takes place in Columbia's science lab. Students will participate in extended science learning opportunities like StarBase, Destination Mars, Lagoon Quest and Lego Robotics.

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.

The following professional development will be a focus for fidelity:
*Structured, bi-weekly PLCs for ELA and Math (60 minutes each)
*Benchmark mapping and lesson plans created by teachers to drive instruction
*ELA (5) Core Components - Practice Profile training
*BEST Benchmark and SAVVAS on-going teacher professional development
*Reveal and edGems Math on-going teacher professional development
*Mathematical discourse and CRA training
*5E Science Model
*New Progress Monitoring (PM) and Florida Assessment of Student Thinking (FAST) training

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

As a RAISE and Tier II school, Columbia will receive district support, additional feedback, modeling and training from a math coach and RASIE Coordinator. Columbia also employs a Literacy Coach (.5T) who will work with targeted faculty in support of their growth and development through the coaching cycle. The school also has a part time Science Coach (.55T) who will work specifically with teachers in their planning of rigorous, science standards aligned lessons with hands-on science labs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students with Disabilities (SWD) struggle with academic achievement and meeting grade level proficiency on both iReady diagnostic and FSA. Spring 2022 FSA ELA SWD results indicate 31% proficiency and the federal index is 41%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Columbia will decrease the number of students who score significantly below grade level as indicated by a Level 1 from 31% (2022 Spring FSA ELA) to 41% (PM2) and from 41% (PM2) to 50% on FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Columbia will use growth measures via PM1, PM2, FAST, iReady D2 and D3 in Reading and Math in regular intervals throughout the school year. Additionally, teachers will analyze ongoing progress monitoring tools such as PASI/PSI and District Oral Reading Fluency (DORF) every nine weeks, four times a school year.
Person responsible for monitoring outcome:	Jennifer Julian (julian.jennifer@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Columbia will implement MTSS with focused RtI interventions through the use of tiered intervention. SWD students will receive their ESE specifically designed instruction and an additional 30 minutes of RtI each school day. Reading endorsed educators will work in small groups (3 to 4 students) in Tier 3, intensive intervention. Through the MTSS process, teachers will refer students to the Individual Problem Solving Team (IPST) to review IEP goals and accommodations based on monitored academic progress.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	MTSS (multi-tiered systems of support) and RtI (response to intervention) are two evidence based strategies to improve student achievement and to align student data in order to monitor progress towards proficiency per RtI.org. This strategy will be implemented with fidelity throughout the school year to ensure that students who are substantially deficient receive the systems of supports they need to increase their proficiency in reading and mathematics.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop a school wide MTSS framework based on BPS policies and procedures that focus on student's academic and behavior growth.
Provide on-going professional development on the MTSS framework system for teachers.

Person Responsible   Jennifer Julian (julian.jennifer@brevardschools.org)

Utilize all available data sources (iReady diagnostic, PM1, PM2, FAST, PASI/PSI, etc.) to identify the specific needs of students with disabilities (SWD). Create specific RtI groups for SWD based on these results with classroom and ESE teachers.

Person Responsible   Laurie Jones (jones.laurie@brevardschools.org)

Create a school wide RtI (called What I Need - WIN Time) schedule that provides a minimum of 30 minutes of intensive instructional time for students who are substantially deficient in reading or mathematics. Re-evaluate service minutes on the IEP and increase as needed for SWD to close the academic gap. Also create an inclusive master schedule to reduce the number of SWD in self-contained varying exceptionalities classrooms to ensure that SWD are receiving on grade level content and instruction.

Person Responsible   Jennifer Julian (julian.jennifer@brevardschools.org)

Identify targeted evidence based resources for small group instruction and ensure that a reading endorsed teacher provides this reading intervention. Use district provided, high quality reading intervention resources to include: Read Naturally, 95% Group (T) - (PA and Phonics Lesson Library Playlist, Teaching Blending, Multisyllabic) Visualizing and Verbalizing, and Lexia.

Person Responsible   Laurie Jones (jones.laurie@brevardschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standard Aligned Tasks, Mathematical Discourse and Representational Models (manipulatives) to Increase Math Proficiency Spring 2022 FSA data indicates a decrease in overall math proficiency (43%), learning gains (46%) and lowest 25% proficiency (41%) Grade 4 (25% Level 3+) and Grade 5 (27% Level 3+) students scored significantly lower than the state's proficiency rates of 61% Grade 4 and 52% Grade 5.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Columbia will increase overall math proficiency from 43% to 55% as measured on the PM2 and from 55% to 60% on FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student's math proficiency will be monitored using: District Math Assessments - Beginning and End of Year STAR Math PM1, PM2, FAST iReady Math D2 and D3
Person responsible for monitoring outcome:	Nicole Parks (parks.nicole@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use math coach for model lessons, classroom walks, observations, feedback and professional development opportunities for new BEST benchmarks and math (Reveal K-5 and EdGems Grade 6) curriculum, The new math curriculum will be used with fidelity each day and teachers will follow the BPS pacing guides. Each month one PLC will be dedicated to math. Reveal and EdGems pacing and sequence will be monitored in each grade level. Student work samples will be shared and teachers will present progress monitoring/data updates for students in grades K-6.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	The decrease in math proficiency is the result of math standards being taught in isolation without a standards-aligned curriculum. Teachers will implement the new district adopted math curriculum with fidelity while adhering to pacing and sequence guides. Teachers will scaffold to provide students with concrete, representational (hands-on manipulatives) and abstract opportunities to demonstrate mastery. Exit tickets will be used to measure student mastery and drive small group instruction.

**criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Reveal and EdGems daily lessons will utilize the benchmark aligned tasks that are associated with each
lesson incorporating hands-on manipulatives for practice, daily exit tickets, and homework practice problems.
2. Reveal and EdGems exit tickets will be utilized daily as a formative assessment with students, the teacher will then review exit tickets as a method of reteach/review for the students.
3. Focused training on new Math BEST Benchmarks and how to frame the math block into instruction and reteaching.
4. Coordinated use of Zearn and i-Ready math program for differentiated math supports.
5. Utilize district support (math coach) to model lessons, conduct classroom walkthroughs to observe and provide feedback, and provide on-going math PD during PLCs and Early Release Fridays.
6. Design and implement a Title 1 Math Night for parental engagement and support at home. (T)
7. Purchase headphones for students to complete online differentiated learning activities. (T)

**Person
Responsible**   Nicole Parks (parks.nicole@brevardschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While Columbia's 2022 5th grade students (53% proficiency) outperformed the state average (48%), our students scored lower than the previous year's 2021 students (63%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Columbia's 2023 5th Grade students will increase science proficiency from 53% to 65% (an increase of 12%) as evidenced on the Spring 2023 SSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The 5th grade students will also complete the science mini assessments as a method of standards mastery progress monitoring throughout the year. Student results will be analyzed during grade level meetings and PLC science planning.
Person responsible for monitoring outcome:	Nicole Parks (parks.nicole@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Columbia's .55 Science Coach - Nicole Kuiper (T) will support with: Classroom walks, observations, science lesson planning, Penda support (Grades 3-6), professional development sessions on the 5E model, district created standard based science assessments, hands-on science lab each week, and science fair workshops providing support to the nature of science standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The decrease in science scores is related to the level of task complexity within the science content. If the tasks are aligned with science standards and writing tasks include an increased complexity, student mastery and science scores should increase.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Departmentalized 5th grade science teacher will utilize the district created formative science assessments each quarter in order to monitor student mastery of the science standards. Instruction will be modified for review/reteaching based on the assessment results.
2. Teachers are monitoring SSA data among grades 3-6 and planning with science coach (T) to determine areas of need.
3. Title 1 will provide families with at home STEM activities to supplement the areas of need within the science
standards through science lab packets, Math/Science Family Night hands-on lab activities, Penda online supplemental instructional support that can be accessed at home. (T)
4. 4th Grade students will participate in a Lagoon Quest field trip. (T) 5th Grade students will participate in Star Base field trip (T) and Destination Space.
5. Design and implement a Title 1 Science Fair and Science Night for parental engagement and support at home. (T)

Person Responsible	Nicole Parks (parks.nicole@brevardschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

iReady Diagnostic 3 data from 2021-22 indicates that 60% of students in grades K-2 (110 students) are not on track to score grade level or above on the statewide ELA assessment.

PreK-2 grade teachers will actively participate in bi-weekly ELA PLCs that have a clear focus on the alignment of benchmarks, resources, student tasks, assessments and the transfer to instruction. This will be evidenced through:
*Classroom walkthroughs using the FLDOE Practice Profile form. The Literacy Coach (.5T) will present observations and support teachers through the coaching cycle and professional development based on walkthrough data.
*Implementation of rigorous, standards aligned core instructional materials and a Science of Reading instructional model (i.e. language comprehension and word recognition = skilled reading)
*(5) Core Components: Explicit Instruction, Systematic Instruction, Scaffolding, Corrective Feedback, and Differentiation
*Analysis and lesson planning based on student performance on PM1, PM2, iReady D2 and iReady D3

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

2021-22 FSA data indicates that 54% of 3rd graders, 62% of 4th graders, and 55% of 5th graders scored below grade level. (Levels 1 and 2)

Columbia will increase Primary Literacy Achievement so that gaps will not be as prominent in grades 3-5. This will be accomplished as listed above.

Grade 3-5 teachers will actively participate in bi-weekly ELA PLCs that have a clear focus on the alignment of benchmarks, resources, student tasks, assessments and the transfer to instruction. This will be evidenced through:

*Classroom walkthroughs using the FLDOE Practice Profile form. The Literacy Coach (.5T) will present observations and support teachers through the coaching cycle and professional development based on walkthrough data.
*Implementation of rigorous, standards aligned core instructional materials and a Science of Reading instructional model (i.e. language comprehension and word recognition = skilled reading)
*(5) Core Components: Explicit Instruction, Systematic Instruction, Scaffolding, Corrective Feedback, and Differentiation
*Analysis and lesson planning based on student performance on PM1, PM2, FAST, iReady D2 and iReady D3

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Short term: From FAST STAR PM1 to PM2, literacy achievement will increase by 10% from 42% (27 of 64 students) to 52% (33 of 64 students)

Long term: By Spring 22-23 FAST, literacy achievement will increase by 20%. This will be an increase from 42% on PM1 (27 of 64 students) to 62% (40 of 64 students) on the Spring FAST.

Grades 3-5: Measureable Outcome(s)

Short term: From FAST STAR PM1 to PM2, literacy achievement will increase by _____%

Long term: By Spring 2-23 FAST, literacy achievement will increase by 10% from 49% to 59%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

PM1, PM2, FAST
iReady D1 and D2
Walkthroughs with feedback
Benchmark Advance Assessments
Intervention Data - Intervention instruction to specifically target identified gaps

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jones, Laurie, jones.laurie@brevardschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Explicit Instruction
*Introduces new content, concept, or skill clearly and directly
*Models/demonstrates use of new or retaught content, concept or skill
*Provides visual/auditory examples
*Frequent opportunities for guided and independent practice

Systematic Instruction
*Logical progression from simple to complex
*Conducts a cumulative review (enables students to make connections)
*Opportunities for students to practice previous content to progress toward learning goals

Lexia
*Aligns with PA, Phonics, Fluency and BEST Benchmarks
*Systematic and structured approach to the six critical areas of reading

95% Group (T)
*Aligns with BEST Benchmarks and the Foundational Benchmarks under PA
*Instructional materials and processes are geared towards struggling readers and permit teachers to begin instruction at the student's lowest skill deficit, with a focus on PA and Phonics
*Systematic and explicit instruction on foundational skills utilizing evidence-based practices as listed in the IES' Practice Guides Assisting Students Struggling with reading

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

*BEST Standards Aligned
*Aligned with the Brevard K-12 Comprehensive Evidence-Based Reading Plan
*Meets Florida's definition of evidence-based
*Systematic and/or Explicit
*Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness (PA) and Phonics

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Content Coach (.5T) will facilitate the establishment of a school wide Literacy Leadership Team (LLT) and BEST benchmark-aligned planning/ implementation. Literacy Leadership (LLT) *A vertical LLT (PreK-2 and grade 3-6) teachers. *Classroom walks, observations and feedback on ELA Benchmark implementation *Each LLT member reports grade level ELA student data at bi-weekly PLC *LLT guides ELA professional development needs based on classroom walks and student data *2 Title 1 teachers to support small group intervention (T) Literacy Coaching (.5T) *Lesson planning with teachers during bi-weekly PLCs, modeling, co-teaching, engaging in reflective conversations and data chats *Prepare for planning process and send teachers the agenda, items, tasks, and other resources in advance for them to complete pre-work *During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning.	Jones, Laurie, jones.laurie@brevardschools.org
Literacy Content Coach (T) will facilitate BEST benchmark-aligned progress monitoring, assessment analysis, and professional development. Assessment *Teachers use foundational skills program assessments: DIBELS, PASI/PSI, Running Records to monitor reading skills development *Define performance criteria based on assessment data to design Tier 2 and/or Tier 3 interventions for BGL students *Data chats (bi-weekly) around Savvas, Benchmark Advance Assessments (T), iReady, FAST and intervention OPM *iReady - universal screener data to start conversations, formative data used to differentiate instruction, and personalized student pathways to meet and/or exceed expected yearly growth and close achievement gaps. Professional Learning (T) *Literacy Coach (T) job embedded PD and side-by-side coaching *95% Group Phonics(T) and intervention PD by RAISE Coordinator *Intervention material and instruction PD by Literacy Coach, LLT *Identify mentor teachers and establish model classrooms *SOR: PA, Phonics, Structural Analysis, Fluency, Vocabulary, and Comprehension *5 Core Components: Explicit & Systematic Instruction, Corrective Feedback, Scaffolding, and Differentiation	Jones, Laurie, jones.laurie@brevardschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Columbia Elementary engages a variety of stakeholders including the local community, parents and families, and local organizations. We understand that it takes a school community to enrich the lives of our students. Various strategies are employed to engage stakeholders, including events like: Open House, Title 1 Family Nights, School Advisory Council. Events are held in person and virtually to best meet our family's needs. We also welcome business partners like L3 Harris, Rotary of Palm Bay and American Legion to support our students.

Columbia Elementary is a "school family!" Employee recognition is given and accomplishments are celebrated. This can be from a Certificate of Appreciation at a faculty meeting, a shout out in our weekly staff "The Flash" or our school "Columbia Newsletter" SMORE (T), written notes, or words of affirmation. Students are recognized for their academic achievements and positive behavior (character) during our Morning News, District Awards, Positive Referrals, and Semester Awards assemblies. This year, a collective team designed our school wide expectations to be Kind, Respectful, and Safe throughout our campus (hallways, classrooms, cafeteria, bus and car loop.) Posters were made to display and review in each classroom. Classes created anchor charts on what students look and sound like when they are meeting our school-wide expectations. Columbia is a Responsive Classroom school.

Social media like Facebook is used to also promote our positive school culture and environment. You will see birthday recognitions, classroom and student/staff accolades and appreciation for community partners.

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

Yvette Henk - PIE Coordinator
Parents/Guardians - Partners in Education
Teachers - Weekly/monthly newsletters to promote a home-school connection (Smore) - (T)
Staff - Positive customer service, student and teacher support in varying capacities
Food Services - Promote a welcoming environment with healthy food options and menus.
Brevard After School (BAS) - Ensuring an engaging, hands-on after school program to promote academic success and positive behavior. Provides a 21st Century Grant Program to students where highly qualified teachers implement extended learning opportunities after the regular school day. Businesses come in to provide our Grant students with enrichment opportunities.
ESE/Student Services Team - Provide family resources and systems of support for academic, behavioral and life essentials.