

Columbia County School District

# Columbia City Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Columbia City Elementary School

7438 SW STATE ROAD 47, Lake City, FL 32024

<http://cce.columbiak12.com>

## Demographics

**Principal: Jonathan Jordan**

Start Date for this Principal: 7/2/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (63%) 2018-19: A (66%) 2017-18: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Columbia City Elementary School

7438 SW STATE ROAD 47, Lake City, FL 32024

<http://cce.columbiak12.com>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

## School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

## SIP Authority

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Columbia City Elementary School strives to ensure that all students learn, and through learning, we create the desire to learn more. Through our actions and words, we show each individual who comes to our school they are welcomed, wanted, and worthy.

#### **Provide the school's vision statement.**

Columbia City Elementary is a united school community where learning is recognized as a lifelong process and education is the key to the future. A nurturing atmosphere is provided which challenges individuals to take risks in order to realize their potential. Together we are committed to the development of curious, well-rounded responsible citizens.

### School Leadership Team

#### **Membership**

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



Name	Position Title	Job Duties and Responsibilities
		teachers to improve their craft. Teachers depend on Ms. Boggs to provide mentorship, modeling, professional learning resources and to keep them updated on new movements in being an educator in Columbia County, Florida.

**Demographic Information**

**Principal start date**

Monday 7/2/2018, Jonathan Jordan

**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.*

2

**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.*

9

**Total number of teacher positions allocated to the school**

42

**Total number of students enrolled at the school**

606

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

5

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

4

**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	103	90	84	79	86	74	0	0	0	0	0	0	0	516
Attendance below 90 percent	0	2	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	7	2	5	4	7	5	0	0	0	0	0	0	0	30
Course failure in ELA	0	10	5	4	6	7	0	0	0	0	0	0	0	32
Course failure in Math	0	1	3	0	8	4	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	11	16	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	14	12	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	13	3	3	3	5	5	0	0	0	0	0	0	0	32

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	1	2	4	3	11	9	0	0	0	0	0	0	0	30

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	7	11	4	3	4	2	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Friday 8/26/2022

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

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	2	9	8	0	0	0	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	11	4	3	4	2	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	106	93	87	79	87	78	0	0	0	0	0	0	0	530
Attendance below 90 percent	15	16	21	14	17	15	0	0	0	0	0	0	0	98
One or more suspensions	0	2	4	2	6	8	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	4	2	5	3	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	10	13	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	9	12	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	16	11	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	23	30	13	21	20	30	0	0	0	0	0	0	0	137

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	4	2	9	8	0	0	0	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	8	11	4	3	4	2	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

**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	65%	58%	56%				64%	60%	57%
ELA Learning Gains	66%						65%	60%	58%
ELA Lowest 25th Percentile	54%						71%	67%	53%
Math Achievement	72%	55%	50%				70%	66%	63%
Math Learning Gains	70%						66%	61%	62%
Math Lowest 25th Percentile	58%						58%	50%	51%
Science Achievement	57%	67%	59%				65%	55%	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	65%	68%	-3%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-65%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-55%				

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	68%	70%	-2%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-68%				
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	59%	6%	53%	12%
Cohort Comparison						

**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	37	46	27	46	38	33	29				
BLK	29	50		41	64		20				
HSP	63	46		86	64						
MUL	73	70		73	90						
WHT	68	69	48	73	70	58	66				
FRL	53	63	58	63	63	61	49				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	30		44	38	60	32				
BLK	38			38							
HSP	63			63							
MUL	44			47							
WHT	67	55	47	67	45	40	45				
FRL	51	48	39	51	47	44	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	58	74	41	53	53	35				
BLK	50	50		53	55						
HSP	43	56		50	63		67				
MUL	79			93							
WHT	67	65	75	72	66	52	64				
FRL	54	61	68	60	62	52	57				

**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	63
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	
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
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%	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	41
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	65
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	77
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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?

Our overall ELA score improved from 63% in 2020-21 to 65% in 2021-22. Our ELA Gains improved 14 points and Lowest Quartile improved 13 points. Our biggest area of improvement was in our Math Gains with an increase of 23 points. Science also improved from 44% to 57%.

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

Our overall SWD scores dropped to 37 points putting us below the Federal Index threshold. SWD students had a 37% achievement level in ELA, a 46% achievement level in Math, and a 29% achievement level in Science. We will put our focus on ELA and Science since those scores fell below the Federal Index threshold.

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

Some of our SWD students are struggling to meet grade-level standards due to learning gaps as a result of past COVID years. The gaps these students experience can be more challenging as they were already experiencing a lag in some areas. We have added more small group instruction and support personnel to help these students close the achievement gap. We will continue to utilize the grade-level core curriculum, Wonders for ELA and FL Science for Science, to introduce grade-level standards. We will supplement instruction with evidence-based programs. Our teachers have access to IReady Reading (moderate ESSA rating) and I Know It Math digital programs. Teachers may assign specific lessons to target individual needs in both of these programs. The goal will be for all SWD students to score above the Federal Index in all three subject areas. Two ESE teachers will provide push-in support and small group instruction for our SWD students along with the classroom teacher. Evidence-based supplemental programs include Phonics for Reading and SRA Learning Kits. Study Island Science will also be implemented. We will have a free after-school tutoring program using Study Island as the curriculum. This program is evidence-based and will provide differentiated instruction for students.

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

Math Learning Gains showed the most improvement with an increase of 23 points. Math Gains for Lower quartile students also had a significant increase at 17 points for a 58% proficiency rate.

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



We implemented a new digital math program called I Know It in all classes. This program allows teachers to assign specific lessons to target instruction. It also puts students on an instructional path for continuous improvement. Lessons are designed to practice current standards and review previously taught standards for a comprehensive supplemental program.

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

For our level 3, 4, and 5 students, we will be able to differentiate instruction through iReady and I Know It. Both of these programs provide an individual path that allows for accelerated learning. Teachers can also assign specific lessons to ensure student learning is enriched.

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

Teachers will have PD opportunities in utilizing the new SAVVAS math curriculum. Both the district math coach and school instructional coach will help guide teachers in using various aspects of the new curriculum to target instruction for all students.

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

1. Tutors will work with small groups on targeted interventions under the direction of the classroom teacher.
2. Teachers will pull small groups to differentiate instruction.
3. Teachers will guide classroom paraprofessionals on small group evidence-based interventions.
4. All students will complete two I Know It Math lessons with a pass rate of 75% or above.
5. All students will complete two iReady Reading lessons with a pass rate of 75% or above.
6. Teachers will ensure that our SWD students' IEP is being followed and students are getting their accommodations.

**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.**

Our overall SWD scores dropped to 37 points putting us below the Federal Index threshold. SWD students had a 37% achievement level in ELA, a 46% achievement level in Math, and a 29% achievement level in Science. We will put our focus on ELA and Science since those scores fell below the Federal Index threshold.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Students With Disabilities in grades 3-5 will improve student achievement in the areas of ELA and Science by 3% or higher by the end of the 2022-23 school year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Progress monitoring will be given in in order to monitor progress and drive instruction. The Instructional Coach will meet with both classroom teachers and inclusion teachers to determine intervention strategies and materials for these students. Quarterly Data Days will allow for more in-depth monitoring of data and instruction.

**Person responsible for monitoring outcome:**

Lisa Boggs (boggsl@columbiak12.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

We are implementing iReady Reading as a supplemental program because of the ESSA rating of strong. iReady is self paced and automatically challenges the student based on program analytics. Teachers will use Study Island Science to supplement Science. Study Island has an ESSA rating of moderate. We also have a program called Child Safety Matters. This program is a comprehensive, evidence-based curriculum for elementary sk-5 students. The program educates and empowers children and all relevant adults with information and strategies to prevent , recognize, and respond to bullying, cyberbullying, all types of abuse, and digital abuse dangers.

**Rationale for****Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Our inclusion teachers have specialized training to work with our SWD population. They work with classroom teachers to design the best instructional lessons for each student based on a student's IEP. They attend IEP meetings along with the classroom teacher to keep the IEP updated and effective. The supplemental programs that have been put in place for intervention purposes are evidence based and have an ESSA rating of strong to moderate. The rationale for Child Safety Matters is it provides universal strategies to better protect children and educate staff and parents.

**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. The inclusion teachers will work with classroom teacher to provide support on grade-level standards.
2. The inclusion teachers will provide intervention activities based on individual needs.

3. iReady Reading will be used for ELA (strong).
4. Study Island Science will be used for Science (Moderate).
5. Implement the five easy-to-remember Safety Rules included in the Child Safety Matters curriculum.

**Person Responsible** Lisa Boggs (boggsl@columbiak12.com)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although we went up in ELA Learning Gains 14 points and up 13 points in ELA Lower Quartile; we still only improved by 2 points in our overall ELA score, up to 65% from 63%. We want to continue to make bigger gains each year. The goal is 3% improvement in overall ELA score.

CCE ELA Subgroup Achievement Data:  
 \*SWD - 36.6%, BLK - 29.4%, HSP - 63.3%, MUL - 73.3%, WHT - 67.8%

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase student achievement in the area of ELA by at least 3% based on the results of the 2022-23 F.A.S.T. State Test.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

- \* Progress Monitoring will be given 3 times per year.
- \* Semester Data Days will allow for more in-depth monitoring of data and instruction
- \* Lesson Plans will be evaluated by administration weekly
- \* The Instructional Coach will meet with teachers to ensure all interventions are conducted with validity

**Person responsible for monitoring outcome:**

Lisa Boggs (boggs1@columbiak12.com)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve student achievement in the area of ELA. We will have a schoolwide intervention time for all grades. This time is to be used specifically for ELA intervention and remediation based on data from FAST Progress Monitoring, informal assessments, and other assessments the teacher may use in her class.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale behind the above strategy is to help improve student achievement in ELA by implementing small group instruction, standards based teaching and a schoolwide targeted intervention time for all students. We will use the following resources to increase student achievement in ELA. Our subgroups' needs will be met using the above strategies, as well as the use of IEPs, ELL Plans, 504s, or any legal documents that pertain to a particular subgroup.

- Resources used to implement strategy:
- Core Curriculum (Wonders)
  - Study Island
  - i-Ready Reading
  - Heggerty Phonemic Awareness

- Curriculum Associates Phonics for Reading
- SRA Reading Kit
- Hattie's Visible Learning

### **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.

- \* CCE will implement State Progress Monitoring, i-Ready, Accelerated Reader, Core Curriculum, Study Island, Heggerty, Phonics for Reading, and SRA Reading Kit to help support individualized instruction for each student.
- \* We will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
- \* Instructional Coach will provide professional learning activities for all teachers in the areas of ELA to help with achievement.
- \* Data days will take place each semester to monitor and analyze data.
- \* A dedicated 90 minute Reading Block.
- \* Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

### **Person Responsible**

Lisa Boggs (boggs1@columbiak12.com)

### #3. 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.**

According to our 2021-2022 FSA Math data, CCE had 72% of students in grades 3-5 make a level 3 or higher on the Math portion of the FSA state test. That was 9 points higher than the previous year. We would like that percentage to be even higher in 2022-23.

CCE Math Subgroup Achievement Data:  
 \*SWD - 46.3%, BLK - 41.2%, HSP - 85.7%, MUL - 73.3%, WHT - 73%

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will increase student achievement in the area of Math by at least 3% based on the results of the 2022-23 F.A.S.T. State Test.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

- \* Semester Data Days allow for more in-depth monitoring of data and instruction.
- \* Progress monitoring will be given 3 times during the year to monitor progress and growth.
- \* Lesson Plans will also be evaluated by the administration weekly.
- \* The Instructional Coach will hold monthly grade-level data meetings to ensure all interventions are being carried out with validity and to further evaluate data.

**Person responsible for monitoring outcome:**

Lisa Boggs (boggs1@columbiak12.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve student achievement in the area of Math. The I Know It digital Math program will provide a continuous review of Math Standards and provide enrichment opportunities for students. Math progress monitoring results will help drive instruction throughout the year.

The rationale behind the above strategy is to help improve student achievement in Math by implementing small group instruction, standards based teaching and targeted intervention time for all students. We will use the following

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

resources to increase student achievement in Math. Our subgroups' needs will be met using the above strategies, as well as the use of IEPs, ELL Plans, 504s, or any legal documents that may pertain to a particular subgroup.

Resources to implement strategy:

- \* Core Curriculum (SAVVAS)
- \* Study Island math
- \* I Know It Math Intervention
- \* i-Ready (MTSS Students)
- \* i-Ready Teacher Toolbox

### **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.

CCE will implement State Progress Monitoring, i-Ready (MTSS Students), Core Curriculum (Savvas), Study Island, and i-Ready Teacher Toolbox to help support individualized instruction for each student.

\* We will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.

\* Instructional Coach will provide professional learning activities for all teachers in the areas of Math to help with achievement.

\* Data days will take place each semester to monitor and analyze data.

\* The Instructional Coach will meet with each grade level monthly to review data and ensure all interventions are being carried out with validity.

\* Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

**Person Responsible**

Lisa Boggs (boggs1@columbiak12.com)

**#4. 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.**

Our fifth grade Science scores improved 13 points increasing from 44% to 57%. We will continue to make Science an instructional goal as we strive for continuous improvement in this subject area.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Students will increase student achievement in the area of Science by at least 3%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Science proficiency will be monitored through the use of PM Science baseline data and subsequent mini assessments. This will help teachers target instruction to standards that need review and practice. Semester data days will provide more in-depth monitoring of data and instruction. Lesson Plans will be evaluated weekly by administration.

**Person responsible for monitoring outcome:**

Lisa Boggs (boggs1@columbiak12.com)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve student achievement in the area of Science.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale behind the above strategy is to help improve student achievement in Science by implementing standards based teaching for all students. We will use the following resources to increase student achievement in Science. Our subgroups' needs will be met using the above strategies, as well as the use of IEPs, ELL Plans, 504s, or any legal documents that may pertain to a particular subgroup.

Resources used to implement strategy:

- \* Core Curriculum (Florida Science)
- \* Study Island
- \* BrainPop

**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. Students will use Study Island Science in the Technology Lab weekly.
2. Teachers will assign Study Island Science for students to have extra practice and review of previous grade level standards.
3. Teachers will administer mini assessments to collect data to drive instruction.
4. Teachers will use hands-on instruction for application of knowledge.



5. Semester Data Days will help monitor data and instruction.

6. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

**Person Responsible**            Lisa Boggs (boggs1@columbiak12.com)

## #5. Positive Culture and Environment specifically relating to Parent Involvement

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

To 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.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022 - 2023 school year, proficiency in ELA, Math, and Science will increase by 3% through the implementation of activities/strategies addressed in our 2022-2023 Parent and Family Engagement Plan.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by implementing parent and family engagement activities, as well as the use of parent/family surveys.

**Person responsible for monitoring outcome:**

Deborah Milton (miltond@columbiak12.com)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

According to the Florida Department of Education, " Parent and Family Engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor."

CCE plans to implement frequent, positive, and two-way communication with family members. Helping families feel welcome is an important first step on the road to building trusting relationships with families. We will help support families by offering events that are meaningful, relevant, and 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:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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"  
NEAT Today**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. Connect with families through various forms of communication such as: email, phone, social media sites, newsletters, school-wide call out system, Remind, Class Dojo.
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 offer input, ideas, and feedback, on ways to improve our school.

**Person Responsible**

Deborah Milton (miltond@columbiak12.com)

**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**

NA

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

NA

**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)**

NA

**Grades 3-5: Measureable Outcome(s)**

NA

**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.

NA

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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?

NA

**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?

NA

**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**

NA

**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 City Elementary builds positive relationships with parents, families, and other community stakeholders by conducting Meet the Teacher, Open House, Parent Nights, and other family events throughout the year. The school will continue to communicate events and important information via newsletters, the school Facebook page, the school website, School Messenger, and PTO meetings. Surveys will be given at each Parent and Family Engagement event to collect feedback from families. Columbia City strives to ensure all students learn, and through learning, we create the desire to learn more. Building positive relationships through multiple events and regular communication will create a platform for learning.

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

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

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