

Columbia County School District

Summers Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

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

Demographics

Principal: Robert Cooper

Start Date for this Principal: 8/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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: B (56%) 2018-19: B (54%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Cooper, Robert	Principal	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>Mr. Cooper primarily leads data meetings, completes classroom observations with feedback, distributes and communicates information to ensure school safety, coordinates site activities, and communicates information to faculty, staff, students, parents and community members.</p>
Keen, Brandi	Assistant Principal	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>Mrs. Keen works with teachers and students to help ensure a safe school campus, respond to discipline issues, meets with parents to discuss behavioral and/or learning problems, coordinate use of school facilities for activities and special events, and work with teachers.</p>
Robinson, Lori	Curriculum Resource Teacher	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>Ms. Robinson coordinates volunteers on campus, promotes a positive relationship between the school and parents, provides parents with resources at home, and plans and executes family engagement programs while following Federal and State mandates (Title I).</p>
Couey, Kelly	School Counselor	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>Mrs. Couey provides services for all ELL students, she facilitates the MTSS process, she coordinates FAST testing for grades 3-5, and provides counseling services to students when needed.</p>
Tilton, Valerie	Instructional Coach	<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p> <p>Mrs. Tilton facilitates weekly Professional Learning Communities, schedules and proctors district testing, coordinates FAST testing for grades K-2, supports teachers, monitors data, and plans professional development.</p>

Demographic Information

Principal start date

Monday 8/29/2022, Robert Cooper

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.*

0

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

36

Total number of students enrolled at the school

522

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

4

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

5

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	99	89	65	90	74	67	0	0	0	0	0	0	0	484
Attendance below 90 percent	18	15	17	13	9	13	0	0	0	0	0	0	0	85
One or more suspensions	7	2	0	3	3	0	0	0	0	0	0	0	0	15
Course failure in ELA	30	16	11	17	3	11	0	0	0	0	0	0	0	88
Course failure in Math	26	7	3	13	4	3	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	11	14	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	10	15	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	6	9	12	30	28	0	0	0	0	0	0	0	85

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	15	8	5	6	4	5	0	0	0	0	0	0	0	43

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	27	11	5	9	0	0	0	0	0	0	0	0	0	52	
Students retained two or more times	0	1	1	6	0	1	0	0	0	0	0	0	0	9	

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	109	64	82	75	67	59	0	0	0	0	0	0	0	456	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	1	0	0	0	0	2	0	0	0	0	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	18	12	7	2	1	0	0	0	0	0	0	0	0	40	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	109	64	82	75	67	59	0	0	0	0	0	0	0	456
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	18	12	7	2	1	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	51%	58%	56%				50%	60%	57%
ELA Learning Gains	55%						56%	60%	58%
ELA Lowest 25th Percentile	68%						59%	67%	53%
Math Achievement	61%	55%	50%				59%	66%	63%
Math Learning Gains	54%						55%	61%	62%
Math Lowest 25th Percentile	48%						43%	50%	51%
Science Achievement	52%	67%	59%				56%	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	52%	68%	-16%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-52%				
05	2022					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-54%				

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	60%	70%	-10%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-60%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	59%	-2%	53%	4%
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	14	35	45	27	30	27	6				
BLK	31	60	82	37	39	33	38				
HSP	52	41		56	53						
MUL	39			56							
WHT	68	57		83	68		75				
FRL	48	56	71	55	52	48	43				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32			31							
BLK	29	35		34	26	20	18				
HSP	47			65							
MUL	40			50							
WHT	74	52		79	60		48				
FRL	48	40	55	52	38	25	25				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	50	42	37	33	20					
ELL	50	80		80	60						
BLK	45	49	47	45	54	33	43				
HSP	55			91							
MUL	42	54		47	62						
WHT	55	58	73	66	52	42	64				
FRL	42	47	48	48	54	42	41				

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	51
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	48
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	70
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	53
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?

According to the 2021-22 data, Third grade students have continued to make consistent gains on the FSA in Math.

Students with Disabilities are on the Federal Points Index and continue to struggle with student achievement in ELA and Math. Our SWD declined 18% in ELA proficiency. Our SWD proficiency in math also decreased by 4%. Our Hispanic and African American students showed an increase in ELA achievement from the previous year. Our Multi-racial, as well as our White students showed a decrease in ELA achievement, but an increase in math. Our economically disadvantaged students continued to stay at 48% proficiency, but increase in math proficiency from 52% in 2021 to 55% in 2022. In Science, all subgroups tested (BLK, WHT, FRL) all increased in science achievement in 2022.

Under the Reading Achievement Initiative for Scholastic Excellence (RAISE), 54% of third graders and 54% of fifth graders scored below a level 3 on the 2022 FSA ELA.

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

As a whole, our school needs the most improvement in the area of ELA. Our 2022 FSA ELA data shows that 54% of our third and fifth grade students scored below a level 3.

According to our 2022 subgroup data, only 14% of SWD, 31% of African American, and 39% of Multi-Racial students were proficient in ELA. In the area of math, only 30% of SWD and 39% of African American students were proficient.

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

We have hired a new ESE/Inclusion teacher for grades 3 -5 every year for the past three years.

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

For the 2022-2023 school year, we will be implementing targeted based intervention instruction. This will be a standard based ELA and Math intervention time that will target the above subgroups, as well as all students.

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

According to our 2022 science data, 52% of students were proficient in this area compared to only 37% in 2021.

In 2022, the lowest 25% of students scored 48% math gains compared to only scoring 25% of math gains in 2021.

The subgroup that showed the most improvement according to our 2022 FSA ELA achievement scores were our Hispanic students. They went from 47% proficiency in 2021 to 25% proficiency in 2022. In math, our Multi-Racial students made the most improvement. They went up 6 points according to the 2022 FSA Math data.

In the area of science, the subgroups that showed the most improvements were our White students who increase by 27 points from 2021 to 2022 according to FCAT science data. Also, our African American students increased in science achievement by 20 from 2021 to 2022 according to the FCAT Science 2022 data.

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

In fifth grade, we had one teacher that was devoted to just teaching science throughout the day. We feel like this was a contributing factor as to why we made a 15% gain in students that were proficient in the area of science.

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

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

We also have a new Math curriculum implemented in all classrooms. This curriculum is rigorous in instruction and evidence-based.

We have implemented the targeted intervention time during the school day. This will focus on our below, on-grade, and above-grade students' academic needs.

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.

Summers will utilize Kaleb Watkins, the State Regional Literacy Director, to conduct professional development . He will offer PD on such topics as the following: Foundational Reading Skills, as well as the components of a 90 minute Reading Block.

We will also use our Instructional Coach, Valerie Tilton, to aid with and ELA or other professional development needs. She will also model best practices strategies in classrooms, be a support for teachers, and aid in analyzing data to help drive instruction.

We will also provide Peer teachers for our new teachers. Peer teachers will be an extra support system for new teachers.

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

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

Rex Mitchell, an Educational and NEFEC Consultant, will offer guidance and support to our school. He will assist in analyzing data, as well as offer support, input, and feedback to teachers and administrators. He will help conduct walkthroughs during our targeted based intervention time to observe and then provide feedback on our strengths and weaknesses.

This year we have hired one certified teacher to work with students one-on-one or in a small group in ELA in grades K - 1. We have also hired two tutors to work with students one-on-one or in a small group to help remediate in the areas of math and ELA for grades 2 -5.

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.

According to the Federal Percent of Points Index, Students with Disabilities scored below 41% in both ELA and Math on the 2021-2022 FSA State Testing.

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 Math by 5%.

Monitoring:

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

Weekly PLC's (Professional Learning Communities) will provide time to analyze data and evaluate instructional practices.
Quarterly Data Days will allow for more in-depth monitoring of data and instruction
Administration will conduct weekly classroom walkthroughs in order to monitor instruction
Lesson plans will be evaluated by administration on a weekly basis
Progress Monitoring will be given in order to monitor progress and drive instruction

Person responsible for monitoring outcome:

Robert Cooper (cooperr@columbiak12.com)

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

The evidence-based strategy being implemented for this Area of Focus will be small group or one-on-one instruction using ESSA evidence-based programs. Paraprofessionals and and/or tutors will also be utilized in classrooms to help improve student achievement in the areas of ELA and Math.

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

The rationale for selecting the above strategy (small group or one-on-one instruction) is to help improve student achievement in the areas of ELA and Math. The following resources will be used to help implement this strategy.

- * Study Island for ELA and Math (moderate)
- * Read Naturally for ELA (moderate)
- * Level Literacy Intervention (LLI) Kits for ELA (strong)
- * i-Ready Teacher Toolkit for ELA and Math (promising)
- * Wonders Intervention for ELA (promising)
- * Savvas Re-Teach for Math (promising)

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.

- * Administrators and ESE Staffing Specialist will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
- * Small group instruction will be implemented through the use of the ESE inclusion teachers and paraprofessional.
- * The Instructional Coach will provide professional learning activities or professional development for all teachers in the areas of ELA and Math to help with academic achievement.

Person Responsible

Robert Cooper (cooperr@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.

According to our 2021-2022 FSA ELA data, only 51% of students in grades 3-5 made a level 3 or higher on the ELA portion of the FSA state test. That was down 3 points from the previous year.

Summers' ELA Subgroup Achievement Data:

* SWD - 14%, BLK - 31%, HSP - 52%, MUL - 39%, WHT - 68%, FRL - 48%

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

Summers Elementary 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.

* PLC's (Professional Learning Communities) will provide time for teachers to analyze data and evaluate instructional practices.

* Quarterly Data Dyas will allow for more in-depth monitoring of data and instruction

* Lesson Plans will be evaluated by administration weekly.

* Administration will conduct weekly walkthroughs, in order to monitor instruction

* Progress Monitoring will be given 3 times per year

Person responsible for monitoring outcome:

Robert Cooper (cooperr@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. This year, Summers 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

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 (MTSS students)

selecting this strategy.	-Read Naturally
	-Heggerty Phonemic Awareness
	- i-Ready Teacher Toolbox
	- Reading Eggs
	- UFlt Phonics
	- Secret Stories Phonics

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.

- * Summers will implement State Progress Monitoring, i-Ready (MTSS Students), Accelerated Reader, Core Curriculum, Study Island, Heggerty, Read Naturally, and Teacher Toolbox to help support individualized instruction for each student.
- * Summers 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 quarterly to monitor and analyze data.
- * Professional Development provided by the State Regional Literacy Director focusing on Foundational Reading Skills and 90 Minute Reading Block.
- * Guidance from Rex Mitchell, an Educational/NEFEC Consultant
- * Administrators, ESE Staffing Specialist, and the 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 Robert Cooper (cooperr@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, Summers had 61% of students in grades 3-5 make a level 3 or higher on the Math portion of the FSA state test. That was 1 point higher than the previous year. We would like that percentage to be even higher in 2022-2023.

Summers' Math Subgroup Achievement Data:

* SWD - 27%, BLK - 37%, HSP - 56%, MUL - 56%, WHT - 83%, FRL - 55%

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

Summers Elementary 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.

*PLCs (Professional Learning Communities) will provide time for teachers to analyze data and evaluate instructional practices.

* Quarterly data days allow for more in-depth monitoring of data and instruction.

* The Administration will conduct weekly classroom walkthroughs in order to monitor instruction.

* Lesson Plans are also evaluated by the administration weekly.

* Progress Monitoring will be given 3 times during the year to monitor progress and growth.

Person responsible for monitoring outcome:

Robert Cooper (cooperr@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. This year, Summers will have a schoolwide intervention time for all grades. This time is to be used specifically for Math 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

The rationale behind the above strategy is to help improve student achievement in Math 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 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 used to implement strategy:

-Core Curriculum (Savvas)

**used for
selecting this
strategy.**

- Savvas Math Intervention
- Study Island
- i-Ready (MTSS students)
- iknowitmath
- Simple Solutions Math Workbooks
- i-Ready Teacher Toolbox
- Math Seeds

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.

- * Summers 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.
- * Summers 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 quarterly to monitor and analyze data.
- * Guidance from Rex Mitchell, an Educational/NEFEC Consultant
- * 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**

Robert Cooper (cooperr@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.

According to our 2021-2022 FCAT Science data, Summers had 52% of students in grade 5 make a level 3 or higher. Even though that is 15 points higher than the previous year, we would like the number of students that are proficient to be higher in 2022-2023.

Summers' Science Subgroup Achievement Data:
 * SWD - 6%, BLK - 38%, WHT - 75%, FRL - 43%

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

Summers Elementary 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.

- * PLC's (Professional Learning Communities) will provide time for teachers to analyze data and evaluate instructional practices.
- * Quarterly Data Dyas will allow for more in-depth monitoring of data and instruction
- * Lesson Plans will be evaluated by administration weekly.
- * Administration will conduct weekly walkthroughs, in order to monitor instruction
- * Progress Monitoring will be given 3 times per year

Person responsible for monitoring outcome:

Robert Cooper (cooperr@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
 * Flocabulary
 * 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.

- * Summers will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
- * Data days will take place quarterly to monitor and analyze data.

- * 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.
- * Summers will implement Progress Monitoring to help support individualized instruction for all students.

Person Responsible Robert Cooper (cooperr@columbiak12.com)

#5. Positive Culture and Environment specifically relating to Parent and Family Engagement**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:

Lori Robinson (robinsonl1@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." Summers Elementary 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" NEAToday

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 through SAC meetings, conferences, and surveys.

Person Responsible Lori Robinson (robinsonl1@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

According to our 2021-2022 i-Ready end of year data, we had 51% of Kindergarten who are not on track to score Level 3 or above on the statewide, standardized ELA assessment. In first grade, the percentage was 53. In second grade, the percentage was 54.

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

According to FSA ELA data from 2021-2022, we had 54% of third graders, 43% of fourth graders, and 54 % of fifth graders who did not score Level 3 or above.

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)

Students in Kindergarten will increase student achievement and be on track to pass the statewide ELA assessment by at least 2%. These results will be based on the end of the year STAR Early Literacy scores.

Students in first grade will increase student achievement and be on track to pass the statewide ELA assessment by at least 3%. These results will be based on the end of the year STAR Early Literacy scores.

Students in second grade will increase student achievement and be on track to pass the statewide ELA assessment by at least 4%. These results will be based on the end of the year STAR Reading scores.

Grades 3-5: Measureable Outcome(s)

Students in third grade will increase student achievement in ELA by at least 3%, in order to score a level 3 or higher on the 2022-2023 F.A.S.T state test.

Students in fifth grade will increase student achievement in ELA by at least 3%, in order to score a level 3 or higher on the 2022-2023 F.A.S.T state test.

According to our 2021-22 FSA ELA data, we had 57% of students score a level 3 or higher. We would like that grade level to continue to show improvement. We hope students will increase student achievement in ELA by at least 1%, in order to score a level 3 or higher on the 2022-2023 F.A.S.T state test.

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.

Weekly PLCs (Professional Learning Communities) will provide time to analyze ELA data and evaluate instructional practices.

Quarterly Data Days will allow for more in-depth monitoring of ELA data and instruction.

Summers Elementary Administration will conduct weekly classroom walkthroughs in order to monitor instruction and practices.

Lesson plans will be evaluated by administration on a weekly basis in order to check for implementation of curriculum, strategies, and procedures.

Progress Monitoring will be given three times per year in order to monitor progress and drive instruction

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cooper, Robert, cooperr@columbiak12.com

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?

The evidence-based strategy being implemented for the Areas of Focus is targeted based intervention. All students will receive standards-based instruction at the required rigor level during core instructional time. During this time, students will be divided into small groups based on ability level and complete activities related to a B.E.S.T. standard. Grade level teachers, paraprofessionals and/or lead team members will also be utilized in classrooms to help improve student achievement in the area of ELA.

Students will be divided into three groups across the grade level based on the most recent assessment data. Instruction will be differentiated to ensure appropriate remediation/acceleration processes are in place. These groups will change as needed according to the results of student progress and growth on the F.A.S.T. ELA assessments, as well as teacher data and judgement.

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?

The rationale for selecting the above strategy (targeted-based instruction) is to help improve student achievement in the areas of ELA. The following resources will be used to help implement this strategy.

- * Heggerty for phonemic awareness (strong)
- * i-Ready Teacher Toolkit for ELA (promising)
- * Wonders for ELA (promising)
- * Secret Stories for phonics (moderate)
- * Level Literacy Intervention (LLI) Kits for ELA (strong)

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
<p>Summers Elementary will implement a targeted based intervention schoolwide program. All students will receive standards-based instruction at the required rigor level during core instructional time. During this time, students will be divided into small groups based on ability level and complete activities related to a B.E.S.T. standard. Grade level teachers, paraprofessionals and/or lead team members will also be utilized in classrooms to help improve student achievement in the area of ELA.</p> <p>Students will be divided into three groups across the grade level based on the most recent assessment data. Instruction will be differentiated to ensure appropriate remediation/acceleration processes are in place. These groups will change as needed according to the results of student progress and growth on the F.A.S.T. ELA progress monitoring assessments, as well as teacher data and judgement.</p>	<p>Cooper, Robert, cooperr@columbiak12.com</p>
<p>Summers will utilize Kaleb Watkins, the State Regional Literacy Director, to conduct professional development . He will offer PD on such topics as the following: Foundational Reading Skills, as well as the components of a 90 minute Reading Block.</p> <p>We will also use our Instructional Coach, Valerie Tilton, to aid with other ELA professional development needs. She will also model ELA strategies in classrooms, be a support for teachers, and aid in analyzing data to help drive ELA instruction.</p>	<p>Cooper, Robert, cooperr@columbiak12.com</p>
<p>Rex Mitchell, an Educational and NEFEC Consultant, will offer guidance and support to our school. He will assist in analyzing data, as well as offer support, input, and feedback to teachers and administrators. He will help conduct walkthroughs during our targeted based intervention time to observe and then provide feedback on our strengths and weaknesses.</p>	<p>Cooper, Robert, cooperr@columbiak12.com</p>

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.

Family and parent information and opportunities to become involved, as well as to offer input are offered to all families throughout the year. Summers Elementary will offer the following activities to all families: Meet the Teacher, Title 1 Annual Meetings, school-wide Parent-Student compact conferences, Volunteer Orientation, parent workshops and trainings, and School Advisory Council (SAC) meetings. These activities are offered to build rapport with families, collect input and feedback from families, as well as increase student achievement.

Information concerning time, dates, activities, and events will be disseminated through two-way communication systems such as: newsletters, the school marquee, flyers, School Messenger calls, planners, school/district websites, social media, Classroom Dojo, Remind 101, and Parent/Teacher/Student Communication folders that are sent to and from school on a daily basis.

Parent and community stakeholders will be encouraged to join SAC and have the opportunity to participate in preparing, reviewing, and approving the Parent and Family Engagement Plan and the School Improvement Plan for Summers Elementary. At each SAC meeting, families will be given the opportunity to provide input and offer feedback on the improvement of the Title 1 programs and how Title 1 funds will be used. The SAC committee will review and report on parent attendance and evaluation for all activities at scheduled SAC meetings.

All Summers Elementary families will be given a survey at least once per year seeking input on Title 1 programs and ways to improve parent and family involvement, including activities, training, and materials needed to help their child. The School Advisory Council reviews, discusses, and outlines the findings of the parent survey.

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

In addition, Summers rewards outstanding behavior through several positive behavior recognitions such as "Positive Office Referrals", Kids with Character, Men in Training (MIT), Girls Leading Our World (GLOW), our school-wide positive behavior incentive program - Tiger Stripes, and our District-wide positive behavior incentive program - Be Your Best. We will begin a positive behavior recognition program with our School Resource Deputy beginning the second semester of the school year.

Students have their names called on morning announcements, they have their pictures posted on social media, and they receive certificates and treats as part of these programs.

Students are also recognized for academic success through certificates, parties, special recognition events, and academic ceremonies throughout the year.

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

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

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

Council.

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