Columbia Elementary

2022-23 Schoolwide Improvement Plan

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Columbia Elementary

18501 CYPRESS LAKE GLEN BLVD, Orlando, FL 32820

https://columbiaes.ocps.net/

Demographics

Principal: Katie Brinkman

Start Date for this Principal: 7/20/2013

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
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: A (75%) 2018-19: A (69%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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SIP Authority

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Pritts, Matthew	Principal	Matthew Pritts, Principal: Responsible for teacher observations K-5 along with resource staff. Observations will be used to monitor classroom instruction, scope and sequence of standards, close reading strategies, and standards based tasks. Iobservation tool will be used to monitor frequency with informal, coaching, and formal observations being completed. He will also schedule and conduct monthly data meetings with 2nd-5th grade and quarterly with K-1st grade. Data chats will be based on iReady, common assessments, and other resources. Schedule will be used to establish dates for the meetings, type of data, and grade level targets. SELL team lead will be another area of responsibility with instructional practices. Establish SELL members and develop a schedule to meet to implement the SELL information to school teams. Agendas and notes will be used to monitor the monthly meetings along with grade level evidence of SELL implementation. Matthew Pritts will also be responsible for overseeing all school functions.
Barbour, Debra	Staffing Specialist	Debra Barbour, Staffing/CCT: She is responsible for all IEP and CCT documentation. She will conduct meetings based on IEP dates and ELL guidelines. She will share meeting and updates weekly at leadership meeting. District compliance personnel will assist with monitoring staffing and CCT paperwork compliance monthly by sharing results of audit. She will meet weekly with MTSS coordinator to cross reference students needing support.
Henry, Sharon	School Counselor	Sharon Henry, Guidance Counselor: She is responsible for all 504 renewals and documentation. She will support teachers and students who may need assistance with behavioral structures, support groups, or other assistance. She will also teach monthly character education lessons and recognize students monthly from each grade level. Character lessons will be scheduled with teams and shared with leadership team for updates. A support log will be used to track students needing small group support with frequency. She will also assist with health CRM's being implemented district wide. She will be part of the SEL professional development team.
Pressy, Robyn	Instructional Media	Robyn Pressy, Media Specialist. She will be responsible for text book inventory, media circulation and updating, Accelerated Reader Program, and intervention support. She will maintain inventory through electronic tracking of materials to teachers and students. Reports will be pulled mid-year and weekly during the month of May to assist with inventory. Circulation will be monitored by pulling check out rates each quin along with invoices on new purchases for books and media resources. Accelerated Reader program will be school wide and tracked by class. Bimonthly reports will be sent out to all staff to track progress. Recognition events throughout the year will be held for class participation and student progress. Intervention group will be tracked using data sheet for her 5 students. Part of the data will be shared monthly with leadership team to monitor progress and group performance.
Rosa, Arlene	Instructional Coach	Arlene Rosa, Instructional Coach: Responsible for coaching teachers, SELL team member, team planning, and intervention assistance.

Name	Position Title	Job Duties and Responsibilities
		She will be working with k-5 during common planning times with reading instruction weekly. She will develop a schedule with teams to join weekly that will include common assessments, resources, plans to model lessons, and/or observe lessons for feedback. Focus will be ELA. Schedules and notes will be used to monitor planning and coaching cycles. She will continue as SELL lead for school team to assist with collaboration of our teams and monitor implementation. She will develop notes of our bimonthly meetings, collect grade level evidence, and provide reminders and assistance to our grade level SELL leaders to monitor implementation of our school plan. She will also provide intervention assistance with one grade level with reading comprehension. She will track student data for lowest 25% ELA in 5th grade to monitor student performance on grade level and intervention progress.
Sealey, Melissa	Curriculum Resource Teacher	Melissa Sealey, CRT: Responsible for MTSS, iReady progress monitoring, BEST assessments, curriculum materials, coaching, and new teacher support. She will design a monthly schedule for individual teachers to meet for MTSS to discuss student progress. The schedule will be for 9 months that will include key team members. Schedule and MTSS notes will be used to monitor frequency and completion of task. IReady will be weekly with usage and progress monitoring tools. IReady reports will be pulled weekly, monthly, and beginning/mid/end of year to monitor iReady implementation. Curriculum will be shared with teachers and/or ordered to assist with instruction. Invoices and team planning will be evidence of tasks to assist with curriculum (Ex. New Science Curriculum). She will provide coaching observation connected with MTSS/FBS instruction to assist with monitoring lowest 25% ELA instruction.

Demographic Information

Principal start date
Saturday 7/20/2013, Katie Brinkman

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
482

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	73	78	91	71	87	101	0	0	0	0	0	0	0	501
Attendance below 90 percent	6	22	22	18	14	7	0	0	0	0	0	0	0	89
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	3	4	4	2	1	0	0	0	0	0	0	0	14
Course failure in Math	0	2	0	3	6	4	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	7	10	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	4	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	12	12	10	0	0	0	0	0	0	0	34

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	0	1	0	4	7	5	0	0	0	0	0	0	0	17

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	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 8/15/2022

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	5	89	69	92	93	87	0	0	0	0	0	0	0	435
Attendance below 90 percent	0	21	14	22	16	17	0	0	0	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	1	6	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	3	6	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	4	8	22	16	19	0	0	0	0	0	0	0	69

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	3	3	6	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	5	89	69	92	93	87	0	0	0	0	0	0	0	435
Attendance below 90 percent	0	21	14	22	16	17	0	0	0	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	1	6	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	3	6	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	4	8	22	16	19	0	0	0	0	0	0	0	69

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	3	3	6	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	71%	56%	56%				72%	57%	57%
ELA Learning Gains	77%						67%	58%	58%
ELA Lowest 25th Percentile	57%						52%	52%	53%
Math Achievement	79%	46%	50%				79%	63%	63%
Math Learning Gains	85%						74%	61%	62%
Math Lowest 25th Percentile	76%						65%	48%	51%
Science Achievement	81%	61%	59%				77%	56%	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	68%	55%	13%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	58%	9%
Cohort Comparison		-68%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	73%	54%	19%	56%	17%
Cohort Comparison		-67%				

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	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	71%	63%	8%	64%	7%
Cohort Comparison		-79%				
05	2022					
	2019	78%	57%	21%	60%	18%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	54%	22%	53%	23%
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	22	48	45	43	72	69	36				
ELL	43	50	25	65	71						
ASN	70			80							
BLK	82	88		82	100						
HSP	68	73	39	74	79	56	73				
MUL	79			86							
WHT	71	80	73	81	86	88	85				
FRL	60	70	50	73	84	79	72				

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	18	29	33	22	23	10	15				
ELL	43	50		41	30						
ASN	87			87							
BLK	83			61							
HSP	59	75		51	38		65				
WHT	69	76		71	59		83				
FRL	55	72	58	49	42	9	63				
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	16	40	43	35	38	40					
ELL	45	63	64	69	89	83	55				
ASN	92			92							
BLK	88	85		82	77						
HSP	63	60	54	74	74	63	69				
MUL	70			80							
WHT	74	67	56	80	72	59	78				
FRL	62	61	49	72	69	63	70				

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)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	586
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	88
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	83
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	81
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Columbia Elementary has seen many positive trends from the 2021-2022 school year. Overall, our school increased 17% from the 2020-2021 school year. This increase brought our school grade from a B to an A. Our most positive trends were in math. In overall proficiency we went from 64% to 79% (+15). Another positive trend was our learning gains in math. Our school went from 51% to 85% (+34). The greatest positive trend was in our math learning gains in the bottom 25 percentile. Our school increased from 25% to 76% (+51). Columbia also noticed that our ESE and ELL subgroups increased in both math and ELA. ESE students increased in learning gains in bottom 25 percentile from 33% to 45% in ELA and 10% to 69% in math. Our ELL students increased in learning gains in bottom 25 percentile from 0% to 25% in ELA and dropped from 33% to 25% in math.

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

In grades 2-5, the greatest need for improvement in ELA is fluency, reading comprehension and vocabulary.

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

The contributing factor we need to improve in is targeting ESE, ELL and tier 3 students during their ELA intervention in grades 2-5. The action steps that need to be taken will be to redesign intervention using research based materials in grades K-1, PDs to our teachers with resources they can use, and provide strategies they can implement during small group instruction. Teachers will be given opportunities to team plan and create lessons for intervention and core instruction.

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

The data components based off progress monitoring and 2022 state assessments was our learning gains in our bottom 25 percentile in math. Our bottom quartile in math showed a 51% increase.

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

The contributing factors in this improvement in math are due to the implementation of math intervention, ESSER teachers, spiral review, exit tickets, providing feedback, and tracking student data. During intervention teachers were pulling small groups to target area of needs. Teachers also provided feedback after every assessment to ensure any misconceptions students had were discussed and

retaught using correct math strategies. ESSER teacher pulled small groups using standards based instruction and reteaching unit assessments. During PLCs teachers work collaboratively to deconstruct math standards and plan lessons that meet the depth of the standard.

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

The strategies needed to accelerate learning will be to analyze data in order to plan intervention lessons and determine which curriculum will meet the student 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.

This school year our focus will be to increase student achievement through professional developments. Our professional developments will be on-going throughout the year and will focus on the following:
-SEL
-B.E.S.T standards and new curriculum
-Analyzing subgroup data
-SIPPS
-ELL and ESE instructional strategies

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

This year we are implementing the SIPPS program in grades K-1 to improve reading fluency and comprehension. In grades 3-5, teachers will use reading passages to target student needs.

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

:

#1. 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.	With the new implementation of the ELA B.E.S.T standards in grades 3rd-5th for the 2022-2023 school year there is need to focus on instructional practices to ensure the success of teachers and students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of establishing a instructional practices in ELA, we anticipate a 7% increase within our ESSA subgroups (ESE & ELL) on the F.A.S.T ELA assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will monitor the measurable outcomes throughout the year by analyzing the progress monitoring and iReady data. We will also monitor students through common assessments, intervention/MTSS assessments, and discuss their progress during data meetings and PLCs.
Person responsible for monitoring outcome:	Melissa Sealey (melissa.sealey@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Columbia will plan and implement professional learning to provide training, opportunities for ELA instructional practices. Our school will monitor and measure the impact of our implemented professional learning through data analysis, common assessments, progress monitoring, and PLCs. We will modify our plan of action as indicated by data, student needs, and teacher needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to achieve improvement in our ESSA subgroups, it is necessary to provide students with reading strategies in order to close the achievement gap. Columbia will create a school climate that involves all within the school building. To strengthen a climate of instructional practices with staff and students, it is critical to create a positive setting for learning, academic achievement, and student growth through PDs and PLCs.

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.

During weekly PLCs, teachers will collaborate and plan for instructional practices that align with standards to increase student achievement.

Person Responsible   Arlene Rosa (arlene.rosa@ocps.net)

Implement SIPPS to work on phonics, reading fluency, and comprehension with our students that are performing within the lowest 25%.

Person Responsible Melissa Sealey (melissa.sealey@ocps.net)

Provide PDs that focus on how to close the achievement gaps by using instructional practices that focus on small group instruction using leveled readers (Scholastic Readers), new ELA B.E.S.T standards, and SEL competencies with our ESE and ELL students.

Person Responsible Arlene Rosa (arlene.rosa@ocps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With the new implementation of the math B.E.S.T standards for the 2022-2023 school year there is need to focus on instructional practices to ensure the success of teachers and students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of establishing a instructional practices in math, we anticipate a 5% increase within our ESSA subgroups on the F.A.S.T math assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will monitor the measurable outcomes throughout the year by analyzing the progress monitoring and iReady data. We will also monitor students through common assessments and discuss their progress during data meetings and PLCs.
Person responsible for monitoring outcome:	Matthew Pritts (matthew.pritts@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Columbia will plan and implement professional learning to provide training, opportunities for math instructional practices. Our school will monitor and measure the impact of our implemented professional learning through data analysis, common assessments, progress monitoring, and PLCs. We will modify our plan of action as indicated by data, student needs, and teacher needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to achieve improvement in our ESSA subgroups, it is necessary to provide students with math skills in order to close the achievement gap. Columbia will create a school climate that involves all within the school building. To strengthen a climate of instructional practices with staff and students, it is critical to create a positive setting for learning, academic achievement, and student growth through PDs and PLCs.

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.

During weekly PLCs teachers will collaborate and plan for instructional practices that align with standards to increase student achievement.

Person Responsible	Arlene Rosa (arlene.rosa@ocps.net)

Provide PDs that focus on how to close the achievement gaps by using instructional practices focusing on the new math B.E.S.T standards, math fluency, and SEL competencies with our ESE and ELL.

Person Responsible   Arlene Rosa (arlene.rosa@ocps.net)

During math intervention teachers will meet with small groups to work on math fluency, reteach, and provide feedback on math assessments/exit tickets.

Person Responsible   Melissa Sealey (melissa.sealey@ocps.net)

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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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?

N/A

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?

N/A

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

N/A

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.

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.

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

t truly does take a village to reach all children. Communication is paramount when enlisting and increasing parent and community involvement. Each school year, a Stellar Customer Service (SCS) Plan is developed and/or reviewed with a focus on the registration process. The SCS plan incorporates steps to clarify and correct communication as well as streamlines the steps in the registration process by providing computer access to potential parents.

The PTA and SAC are another strong avenue that build the relationships and offer a bridge of communication to the community. Other ways Columbia ES connects with the parents and community include: Parent/Student Handbook, Skyward, Progress Reports, Report Cards, Conference Night, Announcements on the Marquee, School Messenger phone calls, Extended Day, Open House, Quarterly Newsletter, Facebook, Twitter, and Parent-Teacher Conferences.

We also have a number of Partners in Ed that are involved in the school. Some of the needs they address are providing supplies to the students and staff, volunteering in areas of need, providing incentives for students, and providing a support system by mentoring at risk students.