

Columbia County School District

# Summers Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cooper, Robert	Principal	<p>Mr. Cooper will provide a clear vision for learning for all students; ensure a safe, secure, and orderly learning environment; and cultivate strong relationships with and acts in service to diverse stakeholders, including families and communities.</p> <p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Miller, Wampannaga	Assistant Principal	<p>Assists the Principal to provide instructional leadership to staff including: curriculum planning, review and implementation; and professional development. Assists in the day to day building administration and the safety and welfare of students, staff, volunteers, and activities. Leads the staff in the implementation of quality instruction. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy. Assists the Principal to manage employees in the elementary school. Supports the Principal in setting the overall direction, coordination and evaluation of the staff within the school. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsible for interviewing, making recommendations for hiring, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.</p> <p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Couey, Kelly	School Counselor	<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> <p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Robinson, Lori	Curriculum Resource Teacher	<p>To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives while following Federal and State mandates. 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>while following Federal and State mandates (Title I).</p> <p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Tilton, Valerie	Instructional Coach	<p>To provide a schoolwide focus on generating improvement instruction and achievement across the curriculum.</p> <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 will also facilitate 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> <p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Jernigan, Tamar	Other	<p>To perform specific clerical duties and to assist the classroom teacher in providing instruction and behavior management techniques for students with emotional disabilities or at-risk students.</p> <p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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.

Families, parents and teachers are given information and opportunities throughout the 2023-2024 school year to become involved, as well as to offer input. Summers Elementary will offer the following activities to all families: Meet the Teacher, Open House, 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, and jointly develop school-wide plans, as well as increase student achievement.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Parent and community stakeholders will be encouraged to join our School Advisory Council (SAC) and have the opportunity to participate in preparing, reviewing, and approving the Parent and Family Engagement Plan, as well as 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. Stakeholders will also help jointly develop our mid-year SIP review. 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.

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.

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.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	62%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students)	Students With Disabilities (SWD)* Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	14	19	13	17	13	13	0	0	0	89	
One or more suspensions	7	6	3	9	11	11	0	0	0	47	
Course failure in English Language Arts (ELA)	26	15	15	15	6	7	0	0	0	84	
Course failure in Math	0	10	3	8	7	8	0	0	0	36	
Level 1 on statewide ELA assessment	0	0	0	25	25	16	0	0	0	66	
Level 1 on statewide Math assessment	0	0	0	12	17	21	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	7	13	8	12	6	0	0	0	65	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	12	10	13	15	15	0	0	0	72

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	23	5	5	6	1	0	0	0	0	40
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	15	17	13	9	13	0	0	0	85	
One or more suspensions	7	2	0	3	3	0	0	0	0	15	
Course failure in ELA	30	16	11	17	3	11	0	0	0	88	
Course failure in Math	26	7	3	13	4	3	0	0	0	56	
Level 1 on statewide ELA assessment	0	0	0	17	11	14	0	0	0	42	
Level 1 on statewide Math assessment	0	0	0	17	10	15	0	0	0	42	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	9	12	30	28	0	0	0	85	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	8	5	6	4	5	0	0	0	43

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	27	11	5	9	0	0	0	0	0	52
Students retained two or more times	0	1	1	6	0	1	0	0	0	9

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	15	17	13	9	13	0	0	0	85	
One or more suspensions	7	2	0	3	3	0	0	0	0	15	
Course failure in ELA	30	16	11	17	3	11	0	0	0	88	
Course failure in Math	26	7	3	13	4	3	0	0	0	56	
Level 1 on statewide ELA assessment	0	0	0	17	11	14	0	0	0	42	
Level 1 on statewide Math assessment	0	0	0	17	10	15	0	0	0	42	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	9	12	30	28	0	0	0	85	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	8	5	6	4	5	0	0	0	43

#### The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	27	11	5	9	0	0	0	0	0	52
Students retained two or more times	0	1	1	6	0	1	0	0	0	9

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	52	53	51	58	56	54		
ELA Learning Gains				55			47		
ELA Lowest 25th Percentile				68			47		
Math Achievement*	60	63	59	61	55	50	60		
Math Learning Gains				54			45		
Math Lowest 25th Percentile				48			25		
Science Achievement*	37	49	54	52	67	59	37		
Social Studies Achievement*					66	64			
Middle School Acceleration					55	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		57	59						

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	2
ELL	50			
AMI				
ASN				
BLK	29	Yes	1	1
HSP	48			
MUL	38	Yes	1	
PAC				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
WHT	58			
FRL	41			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	26	Yes	3	1
ELL				
AMI				
ASN				
BLK	46			
HSP	51			
MUL	48			
PAC				
WHT	70			
FRL	53			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	42			60			37					
SWD	14			21							3	
ELL	42			58							2	
AMI												
ASN												
BLK	30			41			18				4	
HSP	39			68			40				4	

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	32			52							3	
PAC												
WHT	54			75			59				4	
FRL	38			57			33				4	

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	55	68	61	54	48	52					
SWD	14	35	45	27	30	27	6					
ELL												
AMI												
ASN												
BLK	31	60	82	37	39	33	38					
HSP	52	41		56	53							
MUL	39			56								
PAC												
WHT	68	57		83	68		75					
FRL	48	56	71	55	52	48	43					

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	47	47	60	45	25	37					
SWD	32			31								
ELL												
AMI												
ASN												
BLK	29	35		34	26	20	18					
HSP	47			65								
MUL	40			50								
PAC												
WHT	74	52		79	60		48					

## 2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	48	40	55	52	38	25	25					

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	57%	-7%	54%	-4%
04	2023 - Spring	45%	58%	-13%	58%	-13%
03	2023 - Spring	37%	51%	-14%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	72%	-1%	59%	12%
04	2023 - Spring	65%	66%	-1%	61%	4%
05	2023 - Spring	47%	60%	-13%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	50%	-17%	51%	-18%

### III. Planning for Improvement

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**



According to the 2022-2023 data, our 5th grade students decreased 19% from the previous year in the area of science. In 2021-2022, we had one teacher that only focused on science instruction of the entire grade level. In 2022-2023, we had three teachers and each one was responsible for their own class science scores.

As a whole, our ELA scores declined across the grade levels (with the exception of 5th grade). In third grade, we only had 38% of our students that scored a level 3 or higher. Our numbers of students per class increased from the previous year. Our third grade students missed half a semester of school when they were in kindergarten due to COVID, therefore missing key foundational skills that would have been taught.

In fourth grade, the number of students that scored proficient on the FAST was 44%. In our second - fifth grades, we implemented a new system for intervention instruction. This could have played a factor in of ELA decline. We also feel, a decline in attendance school-wide played a part in students not being proficient in the area of ELA. It is hard to learn if students are not present.

Students with Disabilities are on the Federal Points Index and continue to struggle with student achievement in ELA and Math.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

According to the 2022-2023 data, our fifth grade students showed the greatest decline from the previous year. They decreased 19% from 2021-2022 in the area of science. In 2021-2022, we had one teacher that focused on science instruction for the entire grade level. In 2022-2023, we had three teachers and each one was responsible for their own class science scores.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

According to the 2022-2023 data, our 5th grade students decreased 19% from the previous year in the area of science. Compared to the state average, we were 18 points behind.

In 2021-2022, we had one teacher that only focused on science instruction of the entire grade level. In 2022-2023, we had three teachers and each one was responsible for their own class science scores. Our fifth grade students performed better with one teacher focusing on science instruction however, we are unable to continue this instructional model due to personnel changes.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was fifth grade ELA . According to our 2022-2023 data, our fifth grade students increased by 4% compared to the previous year.

Our teachers have taught the ELA curriculum for a total of two years with fidelity. They were much more familiar with this curriculum than in the previous years.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

According to the Early Warning Systems (EWS) for the 2022-2023 school year, we are concerned about the overall proficiency in ELA for our third graders going into fourth grade. We only had 38% of our third graders that were proficient.

Reflecting on the EWS data, we have a concern regarding our discipline increasing by 20% from the previous year.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Our highest priorities for school improvement for the upcoming school year are as follows:

1. Fifth Science instruction
2. Students with Disabilities (SWD) achievement in ELA and math
3. ELA schoolwide
4. Parent and Family Engagement

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our 2022-2023 FCAT Science data for Summers, we only had 33% of students in grade 5 make a level 3 or higher. This is a 19% decrease from the previous year.

According to the Federal Percent of Points Index, Students with Disabilities scored below 41% achievement.

**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 8% based on the results of 2023 - 2024 statewide science assessment.

Students with Disabilities in grades 3-5 will improve student achievement in the area of Science by 5% based on the results of 2023 - 2024 statewide science assessment.

**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 increase weekly walkthroughs by 25%, 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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 (HMH Florida Science)
- \* Study Island
- \* Flocabulary
- \* BrainPop
- \* A STEM Lab will be provided for teachers in grades Pre-K - 5th. Teachers may check out or use materials or supplies that center around science standards and skills. These materials/supplies will help

teachers teach science standards and/or provide hands-on learning during instructional time. The materials/supplies will be housed in the designated STEM Lab on our campus.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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)

**By When:** The Principal, as well as Lead Team members will meet with teachers bi-monthly during PLC's to analyze and evaluate Science data and instructional practices.

**#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Federal Percent of Points Index, Students with Disabilities scored below 41% in both ELA and Math on the 2022-2023 F.A.S.T.

**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% based on the results of the 2023-24 F.A.S.T State Test.

**Monitoring:**

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

Bi-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 increase weekly classroom walkthroughs by 25%, 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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)
- \* UFLi Phonics Program for grades K-2 (strong)
- \* Lalilo-ELA by Renaissance for grades K-2
- \* Freckle Math by Renaissance for grades K-2 (promising)

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 paraprofessionals.
- \* 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.
- \* ESE teachers will attend bi-weekly PLC's (Professional Learning Communities). This will provide time for ESE teachers to analyze data and evaluate instructional practices.

**Person Responsible:** Robert Cooper (cooperr@columbiak12.com)

**By When:** The Principal, as well as Lead Team members will meet with teachers bi-monthly during PLC's to analyze and evaluate ELA and math data, as well as instructional practices.

**#3. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our 2022-2023 F.A.S.T data, only 44% of students in grades 3-5 made a level 3 or higher on the ELA portion of the F.A.S.T test. That was down 7 points from the previous year.

**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 6% based on the results of the 2023-24 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 Days 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and/or tutors will also be utilized in the classroom to help improve student achievement in the area of ELA. 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 teachers may use in class.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

Resources used to implement strategy:

- Core Curriculum (Wonders)
- Study Island
- i-Ready (MTSS students)
- Read Naturally
- Heggerty Phonemic Awareness
- i-Ready Teacher Toolbox
- UFl Phonics
- Secret Stories Phonics

- LLI Kits
- Lalilo

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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), Lalilo, Core Curriculum, Study Island, Heggerty Phonemic Awareness, UFLi Phonics, Read Naturally, LLI, 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.
- \* 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)

**By When:** The Principal, as well as Lead Team members will meet with teachers bi-monthly during PLC's to analyze and evaluate ELA data and instructional practices.



**#4. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To increase Parent and Family Engagement to help achieve student growth and success for all students, while focusing on our Students With Disabilities (SWD). According to the Federal Percent of Points Index, Students with Disabilities scored below 41% achievement.

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 2023 - 2024 school year, proficiency in ELA, Math, Science, and SWD will increase by 3% through the implementation of activities/strategies addressed in our 2023-2024 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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, and Parent Square.
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 family members in providing resources and training in the use of the resources so that family members 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 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)

**By When:** The Curriculum Resource Teacher (CRT), as well as Lead Team members will make sure the above actions take place throughout the 2023-24 school year.

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

All SIP spending must have the approval of the schools School Advisory Council (SAC). According to Florida State Statute 101.452, a School Advisory Council shall be assembled to assist in the preparation, implementation and evaluation of the school improvement plan. The School Advisory Council is made up of parents, employees, and other stakeholders within the community. During these meetings, the SAC will jointly develop the Title I Budget, School Improvement Plan, Parent Family Engagement Plan, and other items pertaining to Title I. Any funding source that is given to the schools is always based on student achievement and need. The SAC Committee allows for parent input and transparency when it comes to how any Federal/ State grant funds are spent. All meeting minutes and documents pertaining to SAC are public record and can be viewed by anyone upon request.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**

### 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 2022-2023 STAR Reading and STAR Early Literacy end of year data, Summers had 35% of kindergarteners who did not score at or above grade level on the STAR Early Literacy end of year assessment. We had 45% of first graders and 43% of second graders who did not score at or above grade level on the STAR Reading end of year assessment. These students would not be on track to score a level 3 or above on the statewide, standardized ELA assessment.

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

According to our 2022-2023 FAST end of year data, Summers had 62% of third graders, 56% of fourth graders, and 50% of fifth graders who did not score proficient on the ELA portion of the F.A.S.T. end of year assessment.

### 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 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 Measurable Outcomes

Students in Kindergarten will increase student achievement in ELA by at least 5%, in order to be on or above grade level on the 2023-2024 end of year STAR Early Literacy assessment.

Students in first grade will increase student achievement in ELA by at least 5%, in order to be on or above grade level on the 2023-2024 end of year STAR Reading assessment.

Students in second grade will increase achievement in ELA by at least 5%, in order to be on or above grade level on the 2023-2024 end of year STAR Reading assessment.

### Grades 3-5 Measurable Outcomes

Students in third grade will increase student achievement in ELA by at least 12%, in order to score a level 3 or higher on the 2023-2024 end of the year FAST state test.

Students in fourth grade will increase student achievement in ELA by at least 6%, in order to score a level 3 or higher on the 2023-2024 end of year FAST state test.

According to our 2022 - 2023 ELA end of year FAST data, students in fifth grade improved by 4% from the previous year. We had 50% of students score a level 3 or higher on the end of year ELA FAST state test. We would like our students to increase student achievement in ELA by at least 5%, in order to score a level 3 or higher on the 2023-2024 end of year state test.

## Monitoring

### 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 impact student achievement outcomes.

Bi-weekly Professional Learning Communities (PLC) 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 frequent classroom walkthroughs in order to monitor ELA instruction and best practices.

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

Progress monitoring will be given 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

### Description:

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. §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 Area of Focus will be targeted based intervention. All students will receive standard-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 and lessons related to a B.E.S.T. standard. Grade level teachers, paraprofessionals, tutors, and/or members of the lead team will also be utilized in classrooms to help improve student growth and achievement in the area of ELA.

During small group, instruction will be differentiated to ensure appropriate remediation and/or acceleration processes are in place. These groups will change as needed according to the results of student progress and growth on progress monitoring assessments, as well as teacher judgement and data.

### **Rationale:**

Explain the rationale for selecting 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 evidence-based 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 area of ELA. The following resources will be used to help implement this strategy.

- \* Heggerty for Phonemic Awareness (strong)
- \* UFlI for phonics instruction (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)
- \* Read Naturally (moderate)

### **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>The evidence-based strategy being implemented for the Area of Focus will be targeted based intervention. All students will receive standard-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 and lessons related to a B.E.S.T. standard. Grade level teachers, paraprofessionals, tutors, and/or members of the lead team will also be utilized in classrooms to help improve student growth and achievement in the area of ELA.</p> <p>During small group, instruction will be differentiated to ensure appropriate remediation and/or acceleration processes are in place. These groups will change as needed according to the results of student progress and growth on progress monitoring assessments, as well as teacher judgement and other classroom data.</p>	Cooper, Robert, cooperr@columbiak12.com
<p>Rex Mitchell, an Educational and NEFEC Consultant, as well as Sonya Judkins, a Columbia County District Office Personnel employee, will offer guidance and support to our school. They will assist in analyzing data, as well as offer support, input, and feedback to teachers and administrators. They will help conduct walkthroughs during our targeted based intervention time to observe and then provide feedback on our strengths and weaknesses. Their support and guidance will help us improve as a school and increase student growth and achievement.</p>	Cooper, Robert, cooperr@columbiak12.com
<p>Summers will utilize Kaleb Watkins, the State Regional Literacy Director, to conduct professional development. He will offer PD on ELA topics and skills that will aid and support teachers when teaching reading comprehension, vocabulary, phonics, and other ELA components. This will increase student growth and achievement in the area of ELA. We will 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 to classroom teachers, and be a part of a team in analyzing data to help drive ELA instruction.</p>	Tilton, Valerie, tiltonv@columbiak12.com

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which include the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request it from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through

newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as needed.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Family and parent information, academic progress reports, 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: monthly newsletters, the school marquee, flyers, School Messenger calls, planners, school/district websites, social media, Parent Square, 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.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))**

Summers will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction. We will also conduct data days quarterly to monitor and analyze data. Our 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. Progress Monitoring will be implemented to help support individualized instruction for all students.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development



opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.

2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resources to teachers.
3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.
5. Title I, Part A and Title II, Part A collaborate with professional development.
6. Title V and Title I collaborate with technology/software purchases.
7. State and Local funds are used to support the instructional program in all core content areas.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Opting out of this section

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Not Applicable.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Opting out of this section

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The school provides professional learning for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Learning activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school. The school will recruit and retain effective teachers.



**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

The school provides a Kindergarten Orientation Night/Kindergarten Roundup in June where parents have an opportunity to get to know the school, meet school-based administrators, and teachers as well as receive supply lists and receive information about Kindergarten, register for Kindergarten, Child Find is employed and in some situations, vision and hearing screenings occur. Parents receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten and to prevent "Summer Slide". Translators will be provided as feasible. The LEA provides a modified schedule for Kindergarten students during the first week of school. In the first two days of school, the students only attend for a half-day to help the child transition into a full day of formalized education. Prior to the first day of school, the teachers conduct one on one conferences with each parent and child in order for the teacher to discuss academic standards expectations and gather information about the student. During the meeting, the parent is provided ample opportunities to ask questions to help the child acclimate to the new learning environment. This type of meeting and student schedule significantly enhances the transition into school and lowers the student's anxiety level.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Science</b>				<b>\$9,047.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0141 - Summers Elementary School	Title, I Part A		\$6,524.63
			<i>Notes: Flocabulary and BraniPop : one year subscriptions</i>			
	5100	519	0141 - Summers Elementary School	Title, I Part A		\$2,522.87
			<i>Notes: Ink cartridges</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$17,008.53</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0141 - Summers Elementary School	Title, I Part A		\$8,858.53
			<i>Notes: Materials and supplies: magnetic/white boards, letter tiles Simple Solutions Math workbooks</i>			
	5100	369	0141 - Summers Elementary School	Title, I Part A		\$8,150.00
			<i>Notes: iknowitmath.com and Freckle Math Both are math interactive math practice websites for students</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: ELA</b>				<b>\$5,250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0141 - Summers Elementary School	Title, I Part A		\$5,250.00

			<i>Notes: Lalilo by Renaissance</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$3,723.08</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0141 - Summers Elementary School	Title, I Part A		\$2,250.58
			<i>Notes: Materials and Supplies for PFE events such as: Literacy Nights, Math Night, Science Night, All Pro Dads, and All Star Moms.</i>			
	6150	510	0141 - Summers Elementary School	Title, I Part A		\$797.50
			<i>Notes: Communication folders to use for school/home connection</i>			
	6150	510	0141 - Summers Elementary School	Title, I Part A		\$300.00
			<i>Notes: Colored copy paper for newsletters, flyers, and other important information to be sent home to families.</i>			
	6150	369	0141 - Summers Elementary School	Title, I Part A		\$100.00
			<i>Notes: 1-year subscription software for All Pro Dads</i>			
	6150	519	0141 - Summers Elementary School	Title, I Part A		\$275.00
			<i>Notes: Ink for printer to copy newsletter and other important documents pertaining to PFE.</i>			
<b>Total:</b>						<b>\$35,029.11</b>

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No