

Columbia County School District

Columbia City Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Columbia City Elementary School

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<http://cce.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Jordan, Jonathan	Principal	Serves as the school instructional leader by conducting classroom walkthroughs and completing teacher evaluations. Mr. Jordan also maintains a safe school environment, monitors student behavior and academic achievements.
Folsom, Laura	Assistant Principal	Mrs. Folsom assists the principal in safely running an effective school. Conducts classroom walkthroughs, evaluates student and teacher data.
Milton, Deborah	Curriculum Resource Teacher	Mrs. Milton works as the Curriculum Resource Teacher at Columbia City Elementary. As a part of her duties, Mrs. Milton maintains resources for Parents to check out to use at home from the Parent Resource Room. Mrs. Milton is also the school's Volunteer Coordinator, Title I Coordinator, SAC Chairman, and Tutoring Coordinator.
Boggs, Lisa	Instructional Coach	Ms. Boggs supports student achievement by working with teachers to improve their craft. Teachers depend on Ms. Boggs to provide mentorship, modeling, professional learning resources and to keep them updated on new movements in being an educator in Columbia County, Florida.
Cembruch, Malinda	Instructional Media	Mrs. Cembruch supports the school leadership team and instructional personnel by promoting literacy through supplemental programs and providing students and teachers with resources necessary to enhance instruction. These resources range from texts for instruction, grade-level appropriate texts, and technological resources.
Green, Lisa	School Counselor	Ms. Green serves as the school Guidance Counselor. As a part of this job, Mrs. Green serves the teachers and families of Columbia City as the MTSS Coordinator, Assessment Coordinator, and ELL Services Coordinator. Also, students in need of

Name	Position Title	Job Duties and Responsibilities
		counseling services are provided a means to get the help they need when the opportunity arises.

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.

SIP development at CCE begins with the school leadership team. We look at the most updated data and compare this with the data points from the school year and the three year trend. We discuss how we can use the data to improve for the upcoming school year. This discussion includes: Staff movement/ development, core curriculum and supplemental curriculum usage. We also look at the resources that will be available to us for tutoring students. We then take this information back to our teachers and staff and share our findings and ask for input. The third step in the process is to take the SIP to our SAC members and discuss our findings, potential goals, and any other changes we feel necessary to improve student achievement. The SAC team is made up of teachers, parents, community members, and business partners. We ask for input and take those ideas and suggestions into account before submitting a completed SIP.

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))

The SIP is a "living document". At the mid-year point, we revisit our goals and make changes as needed with the input from all stakeholders. The lead team looks at the data from our PM 1 and PM 2. This data comparison shows potential areas of need within a grade level, subject area or individual students. We look at any adjustments that need to be made to address areas of concern. We hold data chats with all teachers to discuss findings and get their input on any concerns and what they feel needs to be changed. At the January SAC meeting, all of our findings and discussions are given to our SAC for their input. Our Instructional Coach explains the data findings and trends, both exceeding our expectations and those that we feel need to be addressed. After SAC has had the opportunity for questions, discussion, and input; we move to make the necessary changes. The SIP will again be reviewed in July after receiving PM 3 data and updated as deemed necessary. SAC will reconvene in September to begin the process of giving input for the upcoming school year's SIP.

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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	17	27	12	12	16	19	0	0	0	103
One or more suspensions	5	4	5	9	8	10	0	0	0	41
Course failure in English Language Arts (ELA)	0	13	18	4	4	5	0	0	0	44
Course failure in Math	0	5	6	0	5	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	4	7	16	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	3	10	12	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	8	21	39	27	19	0	0	0	134

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	4	10	18	13	14	14	0	0	0	73

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	4	5	2	4	1	1	0	0	0	17
Students retained two or more times	0	0	0	4	0	2	0	0	0	6

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	0	2	0	0	0	0	0	0	0	2
One or more suspensions	7	2	5	4	7	5	0	0	0	30
Course failure in ELA	0	10	5	4	6	7	0	0	0	32
Course failure in Math	0	1	3	0	8	4	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	3	11	16	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	2	14	12	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	3	3	3	5	5	0	0	0	32

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	1	2	4	3	11	9	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	11	4	3	4	2	0	0	0	31
Students retained two or more times	0	0	0	0	2	3	0	0	0	5

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	0	2	0	0	0	0	0	0	0	2
One or more suspensions	7	2	5	4	7	5	0	0	0	30
Course failure in ELA	0	10	5	4	6	7	0	0	0	32
Course failure in Math	0	1	3	0	8	4	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	3	11	16	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	2	14	12	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	3	3	3	5	5	0	0	0	32

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	1	2	4	3	11	9	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	11	4	3	4	2	0	0	0	31
Students retained two or more times	0	0	0	0	2	3	0	0	0	5

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*	62	52	53	65	58	56	63		
ELA Learning Gains				66			52		
ELA Lowest 25th Percentile				54			41		
Math Achievement*	65	63	59	72	55	50	63		
Math Learning Gains				70			47		
Math Lowest 25th Percentile				58			41		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	62	49	54	57	67	59	44		
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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	246
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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	7
Percent Tested	99
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	42			
ELL				
AMI				
ASN				
BLK	38	Yes	1	
HSP	74			
MUL	75			
PAC				
WHT	61			
FRL	58			

2021-22 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	37	Yes	1	
ELL				
AMI				
ASN				
BLK	41			
HSP	65			
MUL	77			
PAC				
WHT	65			
FRL	59			

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												
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
All Students	62			65			62					
SWD	39			52			42				4	
ELL												
AMI												
ASN												
BLK	25			50							2	
HSP	74			74			73				3	
MUL	81			69							2	
PAC												
WHT	60			65			64				4	
FRL	58			63			61				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	65	66	54	72	70	58	57					
SWD	37	46	27	46	38	33	29					
ELL												
AMI												
ASN												
BLK	29	50		41	64		20					
HSP	63	46		86	64							
MUL	73	70		73	90							
PAC												
WHT	68	69	48	73	70	58	66					
FRL	53	63	58	63	63	61	49					

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	63	52	41	63	47	41	44					
SWD	27	30		44	38	60	32					
ELL												

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
AMI												
ASN												
BLK	38			38								
HSP	63			63								
MUL	44			47								
PAC												
WHT	67	55	47	67	45	40	45					
FRL	51	48	39	51	47	44	38					

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	65%	57%	8%	54%	11%
04	2023 - Spring	70%	58%	12%	58%	12%
03	2023 - Spring	53%	51%	2%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	72%	-10%	59%	3%
04	2023 - Spring	75%	66%	9%	61%	14%
05	2023 - Spring	59%	60%	-1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	50%	9%	51%	8%

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.

The third grade cohort showed a decrease in ELA scores. They were 67% in 21-22 but fell to 54% in proficiency in 22-23. This group of students had a SS average of 282 on PM 1, the lowest in the district. They improved to a SS score of 297 on PM 3. Although the scores declined they were still higher than the district and state third grade scores.

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

Our overall Math proficiency dropped from 72% in 21-22 to 66% in 23-24. The factors that contributed to this decline included new Math standards and a new Math curriculum. Our teachers were adjusting to both of these factors.

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.

Our third through fifth grade students scored higher than the state average in ELA, Math, and Science. We added a tutor to implement the Barton System with our students who showed large deficits in phonics. Under the supervision of our Instructional Coach, the program was used with fidelity and those students showed significant growth in both phonics and fluency. Our teachers used Study Island Math as a supplemental program to our core curriculum. We also continued to push I Know It Math which is a spiral review of grade level standards to increase Math proficiency. Our Tech Lab teacher used Study Island Science to review Science standards from previous grade levels. We feel that that was key to our Science scores increase.

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

Science continued to improve in 22-23 with a 59% proficiency rate. This exceeds the 21-22 growth which was at 57% and greatly exceeds the 44% we achieved in 20-21. We have continued to use our Tech Lab Special Area as a way to practice Science standards from 3rd, 4th, and 5th grades. Our teachers felt that students needed more practice with 3rd and 4th grade Science standards while learning 5th grade standards. We continued to use PM Science data as a way to monitor student achievement throughout the year. Teachers also utilized Study Island for extra Science review and practice.

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

After reviewing the EWS data we saw three areas of concern: Attendance and students with a Substantial Reading Deficiency (SRD).

Attendance below 90% for the school year 22-23 was 2; whereas, the attendance below 90% for 22-23 was 103. This is a large change in our attendance rates. We will discuss with staff and SAC ways to encourage better attendance with our students.

Our students with a SRD also increased. This is partly due to changes in who qualifies as having a SRD. We will discuss with staff and SAC our ideas for decreasing our SRD students.

PM 2 data from the 2022-23 school year showed our SWD students were slightly below the Federal Index at 37%. Our PM 3 data looked promising and we will continue to follow up with students to increase Reading proficiency.

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

1. Attendance
2. Students with a Substantial Reading Deficiency
3. Increase SWD Reading proficiency

Area of Focus

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

#1. 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. 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, and Science 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 the use of parent/family surveys.

Person responsible for monitoring outcome:

Deborah Milton (miltond@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." CCE plans to implement frequent, positive, and two-way communication with family members. Helping families feel welcome is an important first step on the road to building trusting relationships with families. We will help support families by offering events that are meaningful, relevant, and focus on how the family can help educate their child at home, in order to be more successful at school.

Rationale for Evidence-based 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.

Garcia and Thornton (Nov. 2014). " The Enduring Importance of Parental Involvement" NEAT Today

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, 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 parents and family members in providing resources and training in the use of resources so that the parent or family member may build their skills in helping the child academically at home. In addition, family involvement activities will be provided at various times during the day and evening each month in order to accommodate parent schedules.
3. Share and analyze data with all stakeholders, students, and families through SAC meetings, family conferences, and data chats with students and parents.
4. Provide families the opportunity to provide input, ideas, and feedback on ways to improve our school.

Person Responsible: Deborah Milton (miltond@columbiak12.com)

By When: May of 2024

#2. 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.

Our ELA proficiency rate is as follows: 3rd Grade = 54%, 4th Grade = 72%, and 5th Grade = 65%. Our overall proficiency stayed at 65%, the same as 2021-22. For our K - 2nd Grade students, the proficiency rates are as follows: K = 72% on STAR Early Lit and 80% on STAR Reading, 1st Grade = 66%, and 2nd Grade was 67%. The goal is 3% improvement in overall ELA score.

Measurable Outcome:

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

We will increase student achievement in the area of ELA by at least 3% based on the results of the 2023-24 F.A.S.T. State Test.

Monitoring:

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

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

Person responsible for monitoring outcome:

Lisa Boggs (boggs1@columbiak12.com)

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

Rationale for Evidence-based 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 pertaining to a particular subgroup.

Resources used to implement strategy:

- Core Curriculum (Wonders)
- Study Island
- i-Ready Reading
- Heggerty Phonemic Awareness
- Curriculum Associates Phonics for Reading
- SRA Reading Kit
- Hattie's Visible Learning

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.

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

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

By When: May 2024

#3. Instructional Practice specifically relating to Math**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 FSA Math data, CCE had 67% proficiency in Math for students in grades 3-5. This is down from 72% in 2021-22; but, higher than the 63% we had in 2020-21.

We would like that percentage to be even higher in 2022-23.

CCE Math Subgroup Achievement Data:

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Lisa Boggs (boggs@l12.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 tutors will also be utilized in the classroom to help improve student achievement in the area of Math. The I Know It digital Math program will provide a continuous review of Math Standards and provide enrichment opportunities for students. Math progress monitoring results will help drive instruction throughout the year.

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

subgroup.

Resources to implement strategy:

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

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.

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

- * We will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
- * Instructional Coach will provide professional learning activities for all teachers in the areas of Math to help with achievement.
- * Data days will take place each semester to monitor and analyze data.
- * The Instructional Coach will meet with each grade level monthly to review data and ensure all interventions are being carried out with validity.
- * Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups

Person Responsible: Lisa Boggs (boggsi@columbiak12.com)

By When: May 2024

#4. 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.

Our fifth grade Science scores improved to 61%. This is up from 57% in 2021-22 and up 17 points from 2020-21. We will continue to make Science an instructional goal as we strive for continuous improvement in this subject area.

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Lisa Boggs (boggsl@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 tutors will also be utilized in the classroom 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 (Florida Science)

*Study Island

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. Students will use Study Island Science in the Technology Lab weekly.
2. Teachers will assign Study Island Science for students to have extra practice and review of previous grade level standards.
3. Teachers will administer mini assessments to collect data to drive instruction.
4. Teachers will use hands-on instruction for application of knowledge.
5. Semester Data Days will help monitor data and instruction.
6. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

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

By When: May 2024

#5. 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.

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Lisa Boggs (boggs@l@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.)

We are implementing iReady Reading as a supplemental program because of the ESSA rating of strong. iReady is self paced and automatically challenges the student based on program analytics. Teachers will use Study Island Science to supplement Science. Study Island has an ESSA rating of moderate.

We also have a program called Child Safety Matters. This program is a comprehensive, evidence-based curriculum for elementary sk-5 students. The program educates and empowers children and all relevant adults with information and strategies to prevent , recognize, and respond to bullying, cyberbullying, all types of abuse, and digital abuse dangers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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. The inclusion teachers will work with the classroom teacher to provide support on grade-level standards.
2. The inclusion teachers will provide intervention activities based on individual needs.
3. iReady Reading will be used for ELA (strong).
4. Study Island Science will be used for Science (Moderate).
5. Implement the five easy-to-remember Safety Rules included in the Child Safety Matters curriculum.

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

By When: May 2024

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).

Columbia City is classified as a ATSI school due to falling below the Federal Index (37%) in the SWD category in Reading. We have used funding for extra tutors who work with students in a small group under the direction of our instructional coach. We have 3 tutors who are push in support for teachers and work in the classroom or pod area with small groups of students to provide extra support during the school day. We also provide free tutoring to students who are struggling to meet grade level expectations in Reading after school. These tutors utilize Study Island and other items as suggested by the classroom teacher.

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

NA

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

NA

Measurable Outcomes

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

- Each grade K -3, using the 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

NA

Grades 3-5 Measurable Outcomes

NA

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.

NA

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

NA

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?

NA

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

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 if 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))

The Columbia City Elementary website is: cce.columbiak12.com. CCE values relationships with all stakeholders. To this end, we make communication with families a priority. Newsletters are sent home every month with Title 1 information and resources, school events information, important dates, testing information, and any other information we feel will help our families connect to our school. Our School Advisory Council (SAC) meets several times a year to help our school make decisions about how to disperse funds, data updates, input on the CNA and SIP, and any other discourse needed to help our school meet the needs of all stakeholders.

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)

CCE uses a variety of supplemental programs to meet each student's needs. Our digital programs include: iReady Reading and Math for grades 3-5. Grades K-2 use Freckle Reading and math. We have I Know It Math for all grades and provides a math standards spiral review. Teachers may assign lessons for each of these programs to provide extra review or enrichment. We also use Study Island Reading, Math, and Science to support our accelerated learners.

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))

We have a program called Child Safety Matters. This program is a comprehensive, evidence-based curriculum for students K-5. The program educates and empowers children and all relevant adults with information and strategies to prevent, recognize, and respond to bullying, cyberbullying, all types of abuse and digital abuse dangers.

Our Guidance Counselors are available for counseling and ensure that parents are informed of resources available to families.

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).

Administrators, ESE Staffing Specialist, and Guidance Counselors will meet with teachers to ensure IEP Goals, 504 Plans and MTSS Plans are monitored and accommodations are provided consistently and with fidelity. Teachers are provided guidance for developing and implementing a Behavior plan for their classes and individual students when needed.

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.

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$2,619.72
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0261 - Columbia City Elementary School	Title, I Part A		\$900.00
<i>Notes: Communication Folders</i>						
	6150	310	0261 - Columbia City Elementary School	Title, I Part A		\$450.00
<i>Notes: Do Dads Labs</i>						
	6150	510	0261 - Columbia City Elementary School	Title, I Part A		\$950.00
<i>Notes: Dad and Mom specific activities.</i>						
	6150	369	0261 - Columbia City Elementary School	Title, I Part A		\$100.00
<i>Notes: All Pro Dad site license to implement program.</i>						
	6150	510	0261 - Columbia City Elementary School	Title, I Part A		\$219.72
<i>Notes: Grandparents Day Materials and Supplies.</i>						
2	III.B.	Area of Focus: Instructional Practice: ELA				\$15,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0261 - Columbia City Elementary School	Title, I Part A		\$10,275.00
<i>Notes: iReady Reading for Grades 3-5.</i>						
	5100	369	0261 - Columbia City Elementary School	Title, I Part A		\$5,625.00
<i>Notes: Freckle reading for Grades K-2.</i>						
3	III.B.	Area of Focus: Instructional Practice: Math				\$4,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0261 - Columbia City Elementary School	Title, I Part A		\$4,350.00
<i>Notes: I Know It Math</i>						
4	III.B.	Area of Focus: Instructional Practice: Science				\$351.08

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0261 - Columbia City Elementary School	Title, I Part A		\$351.08
			<i>Notes: Materials and Supplies for hands-on Science labs.</i>			
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$23,220.80

Budget Approval

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

No