

Columbia City Elementary School

7438 SW STATE ROAD 47, Lake City, FL 32024

<http://www.columbia.k12.fl.us/columbiacity/index.html>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

16%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Columbia County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	31

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Columbia City Elementary strives to be a school where learning never stops and students are welcome, 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 as the key to the future. A nurturing atmosphere is provided which challenges individuals to take risks in order to realize their potential. Together the faculty and staff are committed to the development of curious, well-rounded, and responsible citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Columbia City Elementary we strive to know our students on more than an academic level. We get to know families and their culture in a variety of ways. In the beginning of the school year, teachers initiate relationships by meeting parents during Meet the Teacher night. On this day they introduce themselves and make simple connections to families. To build on this, teachers communicate frequently with families through phone calls and emails. From this point, teachers hold conferences with students' parents often to address academic and social needs.

We have a variety of activities at school that foster relationships between schools and families including: A+ Celebration, a festival celebrating the previous school year's academic success; and Bingo for Books, a night where families play bingo in order to win free Accelerated Reading books. At CCE, we strive to have a healthy balance between academic work and fun activities in order to help families feel comfortable with our teachers and taking risks while learning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Columbia City Elementary, adults and students alike are held to a firm set of procedures and expectations. By having procedures in place, students know how to behave and what to expect in all situations. When necessary, students are also provided with consequences for their behavior, good or bad.

Additionally, students and teachers are informed of, and held accountable to following the district bullying policy. CCE Faculty and Staff are trained yearly and reminded continuously to recognize the signs of bullying and how to report bullying whenever necessary.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each grade level has a behavioral clip system that is customized to be age appropriate. The clip systems use colors that indicate graduating degrees of behavioral excellence. Teachers record and report student behavior each day to parents in student take-home folders or planners.

At the beginning of this year, CCE administration established a School Behavior and Discipline

Committee. The purpose of this committee was to create consistency in the behavior plans within each grade level. This provides a way for parents and students to know what to expect and reduces confusion within the school community in regards to behavioral expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of our students are being met in a variety of methods. At Columbia City, Regina Guetherman serves as our full-time School Counselor. We also receive services from Meridian Behavioral Counseling and other mental health counselors. At various times, we also have mentor and counseling services through the Partnership for Strong Families.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

95% of CCE teachers will document at least 2 parent interactions for the 2014-15 school year. Documentation will be shown through the Parent Interaction Log.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We invite parents and other community stakeholders to participate in all activities at our school level. Community organizations are brought in to our school for the purpose of presenting information to students as well and showing our students how a variety of roles and jobs are necessary to make a community successful.

We make sure that the community is aware of our efforts here at CCE by inviting community members to be a part of our School Advisory. Council.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jernigan, Hope	Principal
Christie, Michael	Assistant Principal
Cembruch, Malinda	Instructional Media
Guetherman, Regina	Guidance Counselor
Williams, Kim	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team is comprised of the principal, assistant principal, instructional coach, staffing specialist, school psychologist, speech/language pathologist, and the media specialist. The principal oversees the implementation and fidelity of of instruction as related to MTSS. The assistant principal assists in this role and also helps to "brain storm" and facilitate implementation and scheduling of interventionists. The instructional coach models effective instructional strategies at each tier of MTSS, delivers professional development in identified areas of need and supports teachers in the implementation of comon core stands and intervention, as needed. The speech/language pathologist is able to aide and support classroom teachers, as well as interventionists and students with varying degrees of speech/language issues. Our media specialist is part of our problem solving team and assists us in creatively scheduling our master schedule to meet the need of struggling learners. The guidance counselor coordinates with school-based leadership team and district-based MTSS support personnel in order to schedule tier transition meetings and problem solving meetings, as needed. The district staffing specialist and school psychologist are available to assist at any stage of the MTSS problem solving process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school's MTSSLT meets informally monthly during common, grade level planning in order to assess the needs of specific children and grade levels. We also participate in quarterly formal data meetings in which we analyze universal data and trends as well as specific classroom or student needs. Administrators closely monitor Tier 1 instruction as well as intensive intervention with frequent walk throughs, classroom observations and the monitoring of weekly lesson plans. We creatively schedule our interventionists in order to meet the needs of all students. Teachers feel that members of the MTSSLT are accessible and can be approached at any time to assist in problem solving and to help facilitate changes in interventions/schedules. Small group and individual needs are assessed both with research based measures as well as informally for effectiveness.

Our school currently serves two Migrant children. The MTSS/Rtl system is where the students are identified and is also the vehicle through which they receive services at our school.

Title 2-TBD

Title 6, Part B-TBD

Title 10 Homeless-coordinated through CCSD Homeless Office

Nutrition Programs-coordinated through CCSD School Food Service

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Quinn Bann	Parent
Malinda Cembruch	Teacher
Michael Christie	Education Support Employee
Kelli Crews	Parent
Kira Everett	Parent
Regina Guetherman	Parent
Henrietta Haley	Parent
Sonia Lando	Parent
Hope Jernigan	Principal
Akil Tunsil	Parent
Kimberly Williams	Education Support Employee
Kimmy Bush	Parent
Terrance Gainer	Parent
Tocarra Gainer	Parent
James Haley	Parent
Sonia Lando	Parent
Bryan Crews	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC was provided with a draft copy of CCE's 2013-2014 School Improvement Plan. At the October meeting, we reviewed the School Improvement Plan and received suggestions and made edits where necessary. As the year progressed, we provided SAC with updates on progress made towards achieving the school's goals.

Development of this school improvement plan

The SAC will review and have input to targets and goals set for the 2014-2015 School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC has been provided with the amount of their allocation in the School Improvement area of the budget. The SAC has been advised of a few areas that CCE may need to have these funds spent in. We will consider these expenditures in future meetings during the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Professional Development for teachers and other school needs that are brought to the attention of the SAC.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jernigan, Hope	Principal
Cembruch, Malinda	Instructional Media
Christie, Michael	Assistant Principal
Guetherman, Regina	Guidance Counselor
Williams, Kim	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Implementing CCSS with fidelity in K-2 and a blended curriculum 3-5. Support writing instruction in the classrooms. Have input into the planning of opportunities for professional development.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We have Common Planning Time by grade level daily for all teachers. Every week teachers meet with our Instructional Coach to provide instructional support, feedback based on observations, and assists in gathering resources. Occasionally, we offer professional development that assists in vertically aligns all grade levels.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal is responsible for overseeing the recruiting/hiring process, in accordance with CCSD HRMD practices and guidelines. Teachers are retained and assisted in being effective through a focus on well designed, targeted professional development. When filling open positions, interviews are conducted by committees, with representation from the area being recruited for, so there is buy-in from fellow teachers in the support of the new teacher.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers are paired with a partner who is knowledgeable not only in the subject/grade level, but also in the culture of our school and the workings of our district. The program used is the CCSD approved new teacher training program. Teachers/mentors are encouraged to meet and/or communicate as often as possible.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We strictly adopt resources that are research based and correlate with the Florida Standards. Our Instructional Coach and other Lead Team members lead teachers to other rigorous, non-state adopted resources that are also aligned to the standards. Our teachers do an excellent job in sharing resources that have been vetted to other colleagues in both a formal and informal manner.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Historical as well as baseline data is collected and analyzed by teachers. Information derived is used to drive instruction, determine student need and form strategic and specific interventions for students. For example, STAR data collected this year coupled with 3rd grade FCAT Reading data was used to determine which students would be given the research based intervention of Read Naturally. This intervention is designed to close the gap with 3rd grade students as well as our 4th grade students. Classroom instruction is modified in a variety of ways. Teachers use small group instruction where students are grouped based on ability. Another example is our use of Accelerated Math. This research proven intervention supplements the students individual abilities and improves their deficient areas in math while at the same time sharpens the skills through enrichment they have mastered.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 7,920

During 2013-2014 summer term, several different elementary and middle schools in Columbia County hosted a grant-funded Summer Enrichment Program (SEP). Students were chosen to participate in this program due to noted struggles in either reading or math. Reading and Math strategies were taught in small groups by certified teachers from Columbia County. This summer, there was not an Enrichment Program held at Columbia City, however Columbia City Elementary students were given the choice of participating in programs at other schools in the county.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Christie, Michael, christiem@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The STAR Reading and Math assessments were given throughout SEP. These tests were administered within the first three to four days of the program to collect baseline data. For students who did not attend SEP during the official first week, STAR Reading and Math data from the end of the school year was used. Students were tested every other week, through the end of SEP. Student growth was deemed "sufficient" by a student showing one month's growth in grade equivalency from the beginning of the program to the end. Student data was shared with students, parents, and each child's home school. Initial student data was used to ability group students. However if necessary, students were grouped based on age to address content appropriateness.

Strategy: Weekend Program

Minutes added to school year: 600

Super Hero Saturdays - In the 2013-2014 school year, teachers and volunteers provided small-group test taking strategy and core subject remediation to students in grades 3-5.

Strategy Rationale

We chose students who were achieving under the 50th percentile on their first two Performance Matters assessments. Our goal was to decrease the number of students who received Level 1 scores on the FCAT 2.0 assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jernigan, Hope, jerniganh@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR, FCAT, New Florida Standards Assessment

Strategy: Summer Program

Minutes added to school year: 3,960

Students who did not achieve a Level 2 or higher on the FCAT 2.0 Reading assessment were required to attend the twelve day Summer Reading camp held at one of two schools in Columbia County. These students received intense reading instruction in a small group setting. Students are taught test taking skills, comprehension strategies such as reciprocal teaching, as well as practicing fluency and word building skills.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jernigan, Hope, jerniganh@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students initial data included FCAT 2.0 information, end of year STAR Reading data, and anecdotal data from each student's classroom teacher. Students were placed in their classes based on their FCAT Developmental Scale Score (DSS). Students are given STAR Reading tests near the end of the Summer Reading Camp to provide teachers additional data at the beginning of the next school year, and to provide a clearer picture of growth over the duration of the program.

Strategy: Summer Program

Minutes added to school year: 7,200

Students in the Communications ESE classroom are able to participate in the Extended School Year program. Students are able to work on a variety skills and strategies that will help them achieve their individual goals. It would be to these student's detriment to not participate in an Extended School Year program due to their academic and social needs. The students' day is customized according to the needs stated on the students' IEP.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom teachers monitor the students' IEP goals by conducting informal assessments and observations of the students. Teachers provide anecdotal records of student progress to parents and administration throughout the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

CCE provides both a Pre-K Handicapped and a Voluntary Pre-K (VPK) classroom. Students are taught academic and social/coping skills that will help them transition to and be successful in our, or other, elementary schools

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. CCE Teachers will improve student achievement levels by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. CCE Teachers will improve student achievement levels by 10%. 1a

G049296

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Journeys Reading Series K-5
- Kids College
- FCAT Explorer
- Reading Eggs
- Think Central
- Renaissance Place (AR, AM, etc)
- Science Fusion
- Go Math Common Core K-2
- CPalms
- iCPalms
- PD 360;
- Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Parent Involvement
- Establishing rigor consistently across all grade levels

Plan to Monitor Progress Toward G1. 8

CCE will monitor progress toward meeting the goal of increased student proficiency.

Person Responsible

Hope Jernigan

Schedule

Biweekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

CCE will monitor progress through Performance Matters and STAR Reading and Math assessments. We will determine if sufficient progress is being made after each administration of the tests. Instructional decisions will be made based on the data collected. We will conduct data chats with all teachers following the administration of Performance Matters assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. CCE Teachers will improve student achievement levels by 10%. **1**

 G049296

G1.B4 Parent Involvement **2**

 B123182

G1.B4.S1 We will inform parents of events happening at Columbia City well in advance and in many forms. **4**

 S135091

Strategy Rationale

We will use fliers, School Messenger and the school website in order to provide information about events occurring at CCE. We need to provide this information in a variety of ways because of the high diversity in our student population and their level of access to information.

Action Step 1 **5**

Reminders sent in daily folders

Person Responsible

Michael Christie

Schedule

Daily, from 8/18/2014 to 6/30/2015

Evidence of Completion

Hard-copies of reminders about school events are copied by office staff and sent home in daily folders by teachers.

Action Step 2 5

School Website

Person Responsible

Malinda Cembruch

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

The school website contains important information about daily activities, student recognition, teacher contact information and educational websites for students to use at school and at home.

Action Step 3 5

School Messenger

Person Responsible

Hope Jernigan

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Parents will receive a phone call with pertinent information about Columbia City.

Action Step 4 5

We will implement classroom and school wide newsletters.

Person Responsible

Michael Christie

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Hard-copies of school newsletters; classroom newsletters will be submitted for approval to school administrators.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Strategies 1-5 pertaining to Parent Involvement

Person Responsible

Michael Christie

Schedule

Evidence of Completion

Hard-copies of documents; end of year parent surveys and website updates.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Strategies 1-5

Person Responsible

Schedule

Evidence of Completion

Observations; hard-copies of documents; website updates and text messages; end of the year parent survey.

G1.B4.S2 At Columbia City we will have a variety of activities for parents to be involved in, both during and after school. 4

S135092

Strategy Rationale

Families need to feel welcome in order to help their children be successful in school. By opening our school up to families for events that are both academic and fun in nature, we allow them to interact with school staff and feel comfortable discussing the needs of their children and how we can best serve them.

Action Step 1 5

Open House Nights

Person Responsible

Schedule

Evidence of Completion

Reminder fliers, attendance sheets.

Action Step 2 5

Family Activity Nights

Person Responsible

Schedule

Evidence of Completion

Reminders of event sent home in daily folder, activity advertised on school website

Action Step 3 5

Volunteer Opportunities (Classroom volunteers; Field Trip Chaperones; Health Screenings, etc.)

Person Responsible

Schedule

Evidence of Completion

Sign-in sheets; volunteer orientation logs, Raptor ID service

Action Step 4 5

Parent/Teacher Conferences

Person Responsible

Schedule

Evidence of Completion

Parent conference forms, scheduling information

Action Step 5 5

PTO (Parent Teacher Organization)

Person Responsible

Schedule

Evidence of Completion

Monthly meetings are held at school, agendas, minutes and PTO sponsored events and activities.

Action Step 6 5

SAC (School Advisory Council)

Person Responsible

Schedule

Evidence of Completion

Agendas, reminders of meetings, minutes, attendance sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Strategies 1-6

Person Responsible

Schedule

Evidence of Completion

Actual events taking place at the school; documentation of attendance; reminder notices sent home. End of the year survey data regarding participation

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Strategies 1-6

Person Responsible

Schedule

Evidence of Completion

Documentation of attendance; actual events; end of the year parent survey data.

G1.B8 Establishing rigor consistently across all grade levels **2**

 B123186

G1.B8.S1 As we transition to new standards, it is becoming increasingly apparent that teachers need additional support in creating rigorous activities for students. **4**

 S135095

Strategy Rationale

Teachers need to introduce students to materials that challenge them to reach higher goals. Our teachers are working on understanding the type of work that will help them meet these goals. In order to expedite this understanding, we will need to provide professional development opportunities from reputable sources.

Action Step 1 **5**

Training of teachers on how to increase rigor.

Person Responsible

Kim Williams

Schedule

Evidence of Completion

Attendance sheets; follow-up documents

Plan to Monitor Fidelity of Implementation of G1.B8.S1 **6**

Training of teachers on how to increase rigor.

Person Responsible

Kim Williams

Schedule

Evidence of Completion

Observations of actual lessons in classrooms; lesson plans submitted weekly

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Training of teachers on how to increase rigor.

Person Responsible

Kim Williams

Schedule

Evidence of Completion

Increase in student achievement on summative assessments; learning gains as measured by universal progress monitoring tools such as STAR Reading and Math; Performance Matters (Reading, Math and Science).

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Reminders sent in daily folders	Christie, Michael	8/18/2014	Hard-copies of reminders about school events are copied by office staff and sent home in daily folders by teachers.	6/30/2015 daily
G1.B4.S2.A1	Open House Nights		Reminder fliers, attendance sheets.	one-time	
G1.B8.S1.A1	Training of teachers on how to increase rigor.	Williams, Kim	Attendance sheets; follow-up documents	one-time	
G1.B4.S1.A2	School Website	Cembruch, Malinda	8/18/2014	The school website contains important information about daily activities, student recognition, teacher contact information and educational websites for students to use at school and at home.	6/30/2015 weekly
G1.B4.S2.A2	Family Activity Nights		Reminders of event sent home in daily folder, activity advertised on school website	one-time	
G1.B4.S1.A3	School Messenger	Jernigan, Hope	8/18/2014	Parents will receive a phone call with pertinent information about Columbia City.	6/30/2015 weekly
G1.B4.S2.A3	Volunteer Opportunities (Classroom volunteers; Field Trip Chaperones; Health Screenings, etc.)		Sign-in sheets; volunteer orientation logs, Raptor ID service	one-time	
G1.B4.S1.A4	We will implement classroom and school wide newsletters.	Christie, Michael	8/18/2014	Hard-copies of school newsletters; classroom newsletters will be submitted for approval to school administrators.	6/30/2015 monthly

Columbia - 0261 - Columbia City Elementary School - 2014-15 SIP
Columbia City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.A4	Parent/Teacher Conferences		Parent conference forms, scheduling information	one-time	
G1.B4.S2.A5	PTO (Parent Teacher Organization)		Monthly meetings are held at school, agendas, minutes and PTO sponsored events and activities.	one-time	
G1.B4.S2.A6	SAC (School Advisory Council)		Agendas, reminders of meetings, minutes, attendance sheets.	one-time	
G1.MA1	CCE will monitor progress toward meeting the goal of increased student proficiency.	Jernigan, Hope	8/18/2014	CCE will monitor progress through Performance Matters and STAR Reading and Math assessments. We will determine if sufficient progress is being made after each administration of the tests. Instructional decisions will be made based on the data collected. We will conduct data chats with all teachers following the administration of Performance Matters assessments.	6/30/2015 biweekly
G1.B4.S1.MA1	Strategies 1-5		Observations; hard-copies of documents; website updates and text messages; end of the year parent survey.	one-time	
G1.B4.S1.MA1	Strategies 1-5 pertaining to Parent Involvement	Christie, Michael	Hard-copies of documents; end of year parent surveys and website updates.	one-time	
G1.B8.S1.MA1	Training of teachers on how to increase rigor.	Williams, Kim	Increase in student achievement on summative assessments; learning gains as measured by universal progress monitoring tools such as STAR Reading and Math; Performance Matters (Reading, Math and Science).	one-time	
G1.B8.S1.MA1	Training of teachers on how to increase rigor.	Williams, Kim	Observations of actual lessons in	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			classrooms; lesson plans submitted weekly		
G1.B4.S2.MA1	Strategies 1-6		Documentation of attendance; actual events; end of the year parent survey data.	once	
G1.B4.S2.MA1	Strategies 1-6		Actual events taking place at the school; documentation of attendance; reminder notices sent home. End of the year survey data regarding participation	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. CCE Teachers will improve student achievement levels by 10%.

G1.B8 Establishing rigor consistently across all grade levels

G1.B8.S1 As we transition to new standards, it is becoming increasingly apparent that teachers need additional support in creating rigorous activities for students.

PD Opportunity 1

Training of teachers on how to increase rigor.

Facilitator

Instructional Coach; School Administrators

Participants

CCE Faculty and Administrators

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: CCE Teachers will improve student achievement levels by 10%.	1,600
Grand Total	1,600

Goal 1: CCE Teachers will improve student achievement levels by 10%.

Description	Source	Total
B8.S1.A1 - Kagan Training for new teachers (as well as teachers in need). This training will teach teachers how to help students communicate understanding of their learning in a cooperative environment. Students who can communicate understanding through multiple ways as they would in a classroom that utilizes Kagan Structures would be pushed to a naturally higher level of rigor.	Title II	1,600
Total Goal 1		1,600