

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA ELEMENTARY SCHOOL (4620004) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

The Team Members for Columbia Elementary School are:

Dr. Leslie Smith, Principal
Melissa Jordan, Assistant Principal
Kimberly Davis, Interventionist
Blake Smith, Special Services Teacher
Emma Ellis, Third Grade Teacher
Danielle Whittington, Fourth Grade Teacher
Courtney Holland Fifth Grade Teacher
Katie Ball, Parent

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Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

To develop the schoolwide plan, the planning team meets in the spring to review the comprehensive needs assessment (CNA) data. One of the data points in the CNA, is the survey. The survey is completed by parents, teachers, and students. The survey is used to both obtain input on the plan and as one of the tools of evaluation of the plan. The staff involved includes at a minimum, the principal, teachers from various areas, paraprofessional, and Title I employee. The strengths and weaknesses are identified, and priorities are established. After a review of the evidence-based data, goals, strategies, and action steps are determined. To review and update the plan, the schoolwide planning team and the leadership team meet at established times to review the schoolwide plan and check progress of goals. The schoolwide plan is revised as necessary. The CNA data and the ongoing school data are used to evaluate the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator. The plan and any changes are shared with all staff members at a faculty meeting and a link to the schoolwide plan in MCAPS is placed on the website.

In addition to the schoolwide plan (SWP) meetings, the leadership team meets monthly to review on-going school data. The leadership team reviews a variety of data points (state test scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.). Progress toward goals checked. The schoolwide plan is monitored and revised as necessary based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

School Plan - Demographics

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Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2020-21																		
2021-22																		
2022-23																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Columbia Elementary School (CES) has an enrollment of 369 students. All students eat free. The staff at CES consists of 18 general education teachers, four activity teachers, five special education teachers, two speech pathologists, an interventionist, a guidance counselor, two secretarial staff, five teaching assistants, an assistant principal and a principal. The school demographic is 44% African-American, 52% white, with the remaining 4% consisting of Hispanic and two or more races.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The community that makes up the district has a poverty rate of 29.5%. The median household income is \$21,606.00 per year. The community is a small town setting in rural south Mississippi. There are approximately 20% of the adult population with college degrees and 55.3% with a high school diploma. The population is 48.7% African American, 48% white, and 3.3% other.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	☐	☐	☐
2021-22	☐	☐	☐
2022-23	☐	☐	☐

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	48.00	59.30	57.62	49.30	60.50	60.97	50.10	53.80	77.20			
Growth All Students		76.40	72.60		74.80	72.80				98.30	99.33	99.40
Growth Low 25%		82.10	61.10		67.80	55.10				98.30	99.30	99.40
2020-21				2021-22				2022-23				
Accountability Grade	B			A				A				
Total Points				493.00				498.00				

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2020-21						2021-22						2022-23											
	Select... ▼						Select... ▼						Select... ▼											
Total Points																								

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA ELEMENTARY SCHOOL (4620004) Public School - School Plan - Rev 0**Reading/Language Arts/Literacy (Progress Monitoring Instrument)**

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

MAAP

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21						
2021-22						
2022-23						

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21	59.00	47.00	50.00				
2021-22	40.00	59.00	47.00				
2022-23	49.00	45.00	29.00				

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I

2020-21	44.00	47.00	59.00				
2021-22	36.00	44.00	47.00				
2022-23	43.00	28.00	46.00				

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21	47.00			
2021-22	27.00			
2022-23	29.00			

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

Benchmarks that have been taken indicate that progress is being made in areas of weakness. Teachers are spending concentrated time on skills that students struggled with on the 2023-23 MAAP assessment. The intervention time that is a part of the daily schedule assists all students in areas of weakness. The intervention includes every student in the school and is standard focused.

There are significant differences among students with disabilities and those without according to the 2022-23 MAAP assessment. The students who have an IEP are receiving the services that are indicated on their IEP's but, are still struggling academically. The general education and special services teachers will continue to provide grade level instruction.

According to the 2022-23 MAAP assessment, there is a significant difference among our students of color with those students who identify as white. Teachers are providing the same instruction for all students and will continue to do so.

The weakness identified throughout benchmarks and MAAP assessments is the deficits in phonics, reading comprehension, and critical thinking. The deficit of phonics is due to the lack of the foundation of reading being taught in the primary years. The last few years teachers have worked to continue strengthen students ability to decode and blend sounds to pronounce and understand unknown words. Teachers have had to implement phonic lessons to bridge the gap so students can read on grade level. In addition, students are challenged and exposed to enriched text to challenge their comprehension levels and critical thinking skills.

Over the last couple of years students have shown growth in all subjects. The data has allowed the breakdown in subgroups of race, gender, EL, IEP, etc to target specific needs and develop a plan for intervention and enrichment time that is granted each day. The EL data has allowed teachers to reflect on students individual to ensure that material is presented to meet the students needs. In addition, the data has assisted teachers in being opening to learning more about the best strategies to strengthen the English language for these students and their families. Face to face instruction is needed to ensure the needs of students and grade level standards are met and mastered. This progress has been made due to teachers and intervention team scaffolding standards to meet the students where they are and building from there.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

Explicit instruction and professional development and strategies are implemented school-wide with all teachers. Computer aided instruction will be implemented in reading and writing. The Intervention schedule that is place allows teachers to target specific standards that were problematic. Individualized or small group instruction is implemented to address the deficiencies.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA ELEMENTARY SCHOOL (4620004) Public School - School Plan - Rev 0☐ ☐ Not Applicable**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2020-21					
2021-22					
2022-23					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

☐ ☐ Not Applicable**Postsecondary Preparation Opportunities for Students**

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA ELEMENTARY SCHOOL (4620004) Public School - School Plan - Rev 0**Out-of-School Suspensions**

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

Disciplinary actions are taken to prevent or deter the number of suspensions and expulsions. The data indicates the number of days black students were suspended each year is more than white students.

Teachers and administrators make difficult decisions involving school discipline knowing that students must be in school to be successful. Only after exhausting all other options, students are removed from the classroom.

For the 2024-25 school year, Columbia Elementary School will continue to implement an in-school suspension program to keep students at school and focused on academic progress while serving a suspension.

The priority for CES is to lessen student discipline referrals to increase positive behavior across the campus. Staff desire that students are taught strategies to ensure students can remain in the learning environment at all times. Counselors, Behavioral Specialist, teachers, etc work continuously with students who have continual behavioral issues to build a positive relationship and develop positive behavior traits in each student.

Over the last few years, CES has implemented PBIS to lessen the numbers above. Based on classroom data and MSIS data, student behavior has improved. All staff continue to teach and model expected behavior.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Out-of-school suspensions are used for severe discipline infractions and when multiple options were enforced and not effective. When possible, students will be placed in in-school suspension or day treatment classes to prevent negative impacts on academic achievement. Staff meetings and PLC agendas will focus on classroom management practices and procedures to reduce infractions and thereby reduce the need for disciplinary action. In addition, during our monthly teacher support team (TST) meetings, students who've exhibited habitual or extremely disruptive behavior are discussed and considered what level of Tier is needed to address the behavior.

For the 2024-25 school year, Columbia Elementary School will continue to implement an in-school suspension program to keep students at school and focused on academic progress while serving a suspension.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Students who exhibit habitual or extremely disruptive behavior are referred to a teacher support team (TST). The team designs a specific behavior plan for each student with specific short-term and long-term behavioral goals. Checkpoints with designated adults are built in the plan throughout the day to monitor progress. The design of the plan is such that it may be modified as behavior issues increase or diminish. Teacher assistants have been placed in the intervention team to allow more students to be serviced.

The Positive Behavior Incentive System (PBIS) in place at CES reinforces positive character traits in our scholars. Each month students who've showcased positive behavior are given various incentives to encourage them to continue being leaders amongst their peers.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

A school wide effort to move instruction from teacher-centered to more student centered is ongoing. Teachers share strategies during PLC's and through observation feedback. Teachers attend professional development that is structured to assist with other instructional strategies.

In addition to regular academic instruction, CES offers instruction in art, music, and gifted education. These are in place to help address the varying learning and interests of our students. Each of these supplemental courses integrate and reinforce academic standards into their content standards

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Professional development in using data to plan/drive/reflect, on/improve instruction, in using technology as an instructional tool, and in performance-based activities/assessments. These professional development needs will be met through ongoing job-embedded PD provided by the Professional Development Specialist and/or administrators and through PLC's.

PLC's ongoing review/analysis of student achievement data indicates a need to improve Tier I instruction. Professional development activities are planned to increase teacher observations/feedback, modeling best practices, peer observations, and use of cameras to self-evaluate and outside-evaluate.

We implement strategies through art and music activities to improve students' skills outside the academic subject areas. The American Institutes for Research (AIR) undertook a research review, examining hundreds of reports to identify arts education interventions that meet the ESSA evidence-based standards. According to the meta-analysis conducted as part of this evidence review, the average effect found in the 20 well-designed studies examined was moderate and statistically significant (effect size = 0.38), indicating that an average child would gain 15 percentile points in a relevant student outcome examined in this review. The 15-percentile-point increase would put the average effect of arts education interventions at the 75th percentile among the 70 interventions in mathematics, reading, and science reviewed by the WWC.

We implement counseling strategies. Our counselor meets with students on a regular basis concerning grades and or behavior. We also partner with our local mental health care provider, although, at this time this counselor is not on campus.

All teachers will provide interventions as needed. In addition, an interventionist and learning strategies instructor will provide targeted interventions to meet the needs of struggling students. Research from WWC practice guides indicates strong evidence that interventions have a statistically significant positive effect on student achievement. WWC considers a positive, statistically significant effect or large effect size (greater than 0.25) as an indicator of positive effects. <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

All students will have access to Art and Music classes. The American Institutes for Research (AIR) undertook a research review, examining hundreds of reports to identify arts education interventions that meet the ESSA evidence-based standards. According to the meta-analysis conducted as part of this evidence review, the average effect found in the 20 well-designed studies examined was moderate and statistically significant (effect size = 0.38), indicating

that an average child would gain 15 percentile points in a relevant student outcome examined in this review. The 15-percentile-point increase would put the average effect of arts education interventions at the 75th percentile among the 70 interventions in mathematics, reading, and science reviewed by the WWC.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

N/A

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	31	31	0	0	0				
2021-22	31	31	0	0	2				
2022-23	29	29	0	0	5				

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

The following PD activity topics: academic teaching strategies, identifying and overcoming biases and barriers to equity, classroom management of instruction, using technology as an instructional tool, meeting needs for special needs students and struggling subgroups, parent/family engagement, differentiated instruction, reading skills, manipulative-based math instruction, behavior interventions, training on unit- writing, and/or the writing process. The types of professional development activities that will be implemented to address these topics include Professional Learning Community (PLC) time embedded during the school day for all instructional staff and through high quality online PD available on demand to all staff. To promote diversity and to increase growth opportunities, staff may join multiple PLC's which may include but is not limited to grade-level PLC, subject-area PLC, leadership PLC, and/or school-wide PLC. School-wide PLC's will meet at least once a month to report and evaluate progress.

John Hattie's research meta-analysis indicates professional development has a .41 effect size in increasing student achievement.

<http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

<http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

100% of the teachers are teaching in certified areas.

All certified staff at CES are highly qualified teachers. Therefore, each student is granted the opportunity to be educated by effective and very knowledgeable in content in the subject areas each teach. Teachers and administration ensure that each student's needs are analyzed and considered when placing students in homeroom classes. This presents parents from being allowed to recommend teacher request because we want to ensure that each student is paired with the teachers that we as a team will meet each individual need. In addition, we ensure that each classroom has a comparable ratio of students with IEPs, EL, Gifted, and various levels of performance. This ensures equitable access to all highly qualified and effective teachers on the CES campus.

Based on the CNA, the one area of focus for professional development will be emotional and social mental health and to ensure effective intervention is taking place for all students. Within the last few years, the needs of students' emotional and mental health has risen. Our counselor and behavior specialist are maxed in servicing students needs. In addition, teachers try to do what they can, however, many do feel trained or equipped to know how to address the emotional and

mental health needs students have. Based on our 22-23 MAAP data, students in the lower 25% did not all show growth. Therefore, our focus in PLCs will be to view weekly data to guide instruction and intervention.

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Each week staff take part in PLC meetings where they focus on various topics to improve instruction. In addition, during this time they review assessment data and discuss areas of strengths and weaknesses. Teachers reflect on data to discuss adjustments to be made in lesson plans and the needs to be addressed during intervention and enrichment time. In addition, staff are allowed to attend professional development outside the school setting to meet their individual instructional needs. Teachers have two data meetings throughout the year with administration. During these meetings teachers use benchmark data to show progress in student growth. A plan is discussed to continue to see performance levels of students increase throughout the year.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

District personnel attend job fairs to showcase our district and encourage future educators to apply.

For new teachers we have a mentorship program that is implemented from Day 1. Each new teacher is assigned a tenure general education that will be the one to check on them weekly/bi weekly, answer questions they have, train on programs if need be, whatever to ensure the new teacher transitions smoothly into the new year. Throughout the year, the mentor, admin, and teacher will meet to discuss concerns and set goals to work toward. Those goals are monitored and assistance provided to ensure the goals are met. New teachers are required to go and observe their mentor and other colleagues to learn from his or her colleagues. In addition, the mentor and admin will observe the new teacher to work on answers to improve from the beginning of the school year. Our staff does a great job of working along side our new staff to ensure they feel welcomed and continue to grow throughout their tenure at CES.

For high performing teachers, admin ask those particular teachers to model strategies that have shown performance growth in their classroom during monthly PLC meetings. Teachers present a presentation and model teaching to the staff and use student work to show growth that has occurred. In addition, admin will ask teachers to go and observe the higher performing teachers each semester. During the observation, teachers have to submit an evaluation of something they observed they could benefit from using in their personal classrooms. In addition, they gave input to the high performing teacher as to how to expand what they were doing. This creates an effective collaboration opportunity for teachers to learn and grow from their colleagues.

The strongest teachers are matched with the students who need them the most. Student schedules are reviewed to ensure low income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.

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1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

The planning team consists of at least one parent. The team is responsible for the development and ongoing amending of the plan as needed. The plan is evaluated by analyzing benchmark assessment data, as well as discipline and attendance data. In addition to this data, the team will also review results of parent and student surveys. Throughout the planning and revision process, the planning team will ensure that all activities and events will emphasize and focus on academic needs.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

We will work with stakeholders which may include but is not limited to Columbia-Marion County Public Library, Excel By Five initiative, school staff, parent teacher organizations, district parent committee, Marion County Development Partnership, and/or the Marion County Collaborative by providing ongoing two-way communication toward planning and implementing effective PFE activities. Provide parenting tips via school newsletters and/or websites, will provide parental engagement templates for use (examples: School-Parent Compacts, Annual Meeting PowerPoint, etc.), utilize effective ways to communicate with parents (such as online calendars of events posted on web sites, online parent communication services, etc.), schedule volunteer opportunities for parents, and/or address identified barriers to parental engagement.

Using the results from our annual CNA and input from parents through the representatives on the planning team, the team as a whole decide what activities would best meet the needs of parents to assist students to be socially and academically successful, however, the parents make the final decision of how funds are spent, and the activities chosen. When planning activities, the team considers the socio-economic factors of the parents and community and plan events at varying times, with consideration of costs and transportation for the families to and from events. Activities are planned and implemented to assist families with limited academic experiences to help their scholars be academically and socially successful.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

The school provides opportunities for parents to come to school with their students as we can. Teachers plan parent nights to review student expectations and inform parents of ways to help from home. During these sessions, parents get to see assessments, online resources, student data, etc. to clarify any concerns they have.

Teachers and administrators continually use the district network to provide digital curriculum and instructional resources for parents to help reinforce skills at home, or to allow for assignments to be completed at home when absences occur.

To meet the needs of all populations, the school provides day planners and communication folders to all students and families that prefer hard copies of resources instead of digital items.

In the Spring, students, staff, parents, community members, etc. take part in One School, One Book. Each person receives a free copy of a book staff and students have had input on choosing. A plan is sent home to encourage families to read each night together. Each day trivia questions are asked and prizes are given out to a couple students who get the answer correct. At the end of the book, the leadership team puts on a finale fun day to close out the event for

the year. '

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

Ensure the information provided to parents (state assessment data, parent's right to know, parent programs, meetings, relative professional development, handbooks, and/or other parent-related activities) is in an understandable and user-friendly format, and to the extent practicable, in a language the parents can understand (translated to languages spoken in the home). TransAct, online resources, and/or translators are used to ensure accurate translations are understandable and have uniform format. Parent information may be posted to school websites, copies may be mailed, newspaper or other media may be used, online parent communication services, and social media may be used which may include but is not limited to school Facebook pages.

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1. Summarize successes your school has experienced and why.

CES is successful enriching the instruction given in each classroom. Based on the MAAP data, over 50% of our students in math, ELA, and science scored proficient or higher. Contributing factors include a commitment of strong instruction taking place daily. Also, the ongoing diagnostic and benchmark assessments along with additional data points work well to identify learning gaps. Ongoing Professional Learning Communities (PLCs) use this data to plan for and take action to fill the learning gaps. These plans and action steps include proactive as well as reactive Tier I, II, and III interventions. All staff work together in the intervention process including administrators, classroom teachers, interventionists, and assistants. Another contributing factor is that the students have more opportunities for success with the availability of individual technology devices and many other technological resources.

Other contributing factors include:

The positive behavior incentive system (PBIS) is having a positive impact on student behavior, not only in the reduction of disruptive behavior, but in the notable increase of positive interactions between students and staff.

The parental engagement with the monthly student recognition has been something that has had a positive impact on our students and their families. The school's ability to have Open House and other family related events has done a great deal to enhance the relationship between our parents, students, and staff.

The benchmark assessments and screeners have provided data for better instructional decisions regarding intervention, reinforcement, differentiation, and enrichment.

Data walls, data binders, and regular data meetings with teachers, parents, and students, have helped raise awareness of needs and weaknesses, allowing teachers and staff members to better allocate resources to meet targeted needs.

The creative scheduling for intervention, enrichment, and remediation has had a positive impact on student performance and behavior. Time is allotted in the instructional day for students that were pulled from instruction in the past.

2. Summarize challenges your school has experienced and why.

Based on the MAAP data, the lower 25% students did not show the growth that was projected. Teachers continuously provide enriched instruction, however, due to the pace of instruction it hinders time allotted to address the needs of the lower 25%. The school as a whole implements a 45 minute intervention time which allows the intervention team and special service team to pull students to address deficits. However, this schedule causes general education teachers to not have that one on one or small group time with the lower 25%.

Challenged to meet academic and social/emotional needs of students. The effects of COVID 19 are still prevalent on our campus. The time spent outside of the classroom has shown more effects in math and science. Covid 19 had an impact on learning loss throughout all grade levels on our campus. Continuity of instructional materials across grade levels has been an issue. Students coming to us from another campus are exposed to a more rigorous approach to the curricula and struggle to adjust. Consistent instructional resources across grade spans in all subjects is needed. In addition, a larger percentage of students are dealing with social and mental health than ever. Counselors and outside behavioral resources are working continuously to assist students in learning strategies to help improve their mental and social health.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

#1 - Our number one priority is to increase student achievement. Student achievement data indicates that a number of our students perform below grade level. The MTSS process requires more intervention assistance. Reliable benchmark assessments provide valuable student data to assist in making informed instructional decisions.

b. College and Career Readiness

c. School Climate and Culture

#2 - Keep students healthy, happy, and safe will always remain priority and supports all our goals.

d. Curriculum and Instruction

#3 - To achieve our first priority of improving student achievement, we must have quality curricula and instruction. A lack of consistency in student performance from year to year and the results of staff surveys indicate a critical need for uniform curricula and professional development across grade levels.

e. Professional Development

#4 Professional Development helps teachers to constantly be updated on the best instructional practices which in turns impacts student achievement.

f. Parent and Family Engagement

#5 Research indicates that family engagement is the number one predictor of student success in school. Successful implementation of our family engagement plan is critical to the success of our students.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

N/A

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA ELEMENTARY SCHOOL (4620004) Public School - School Plan - Rev 0**Plan Items ()****1) District-Level: Reading/Language Arts, Math, Science, and U.S. History - School-Level: Reading/Language Arts, Math, Science, and U.S. History**

Description:

District-Level: All students will increase proficiency in Reading/Language Arts, Math, Science, and U.S. History as indicated on state assessments.

Performance Measure:

District-Level: All students will show growth and/or obtain/maintain proficient or better (or level 3 or above) on state assessments and/or pass and score above the state average on the MKAS.

1.1) District-Level: Address teaching and learning needs related to academic problems - School-Level: Address teaching and learning needs related to academic problems

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

AS 1.1.1) Quality Instructional Staff

Description:

Employ certified/licensed/qualified instructional staff to provide support for all students. Hire staff to provide instruction, interventions, and/or any activities/instructional strategies to improve student achievement, behavior, and/or attendance.

Benchmark Indicator:

School Board minutes indicating staff hired, lesson plans and/or teaching schedule indicating additional support provided to students, and student state assessment data will show 1% increase in proficient and advanced for each tested area.

Person Responsible:

Leslie Smith

Estimated Completion Date:

4/12/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$169,956.78

1.2) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

§ 1.3) District-Level: Instructional & Educational Materials/Services - **School-Level: Instructional & Educational Materials/Services**

Description:

District-Level: Purchase supplemental instructional and educational materials and/or services that support the scientifically research based curriculum of the district.

AS 1.3.1) Instructional & Educational Materials

Description:

Purchase supplemental instructional and educational materials that support student learning.

Benchmark Indicator:

1% annual increase in student proficiency on state assessment

Person Responsible:

Leslie Smith

Estimated Completion Date:

4/12/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$17,008.93

§ 1.4) District-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science) - **School-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science)**

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading, mathematics, and science.

AS 1.4.1) Resources Parental

Description:

Purchase materials, services, and supplies to educate parents and to provide two-way communication. Purchase may include but is not limited to flyers, paper for flyers/announcements, folders, texts, multi-media, software, technology equipment, and/or training services.

Benchmark Indicator:

Records of purchases, event sign-in sheets, parent survey participation will increase 10%, and student state assessment data will show 1% increase in proficient and advanced for each tested area.

Person Responsible:

Leslie Smith

Estimated Completion Date:

4/12/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$2,457.19

§ 1.5) District-Level: Address district or school achievement issues

Description:

District-Level: Remove barriers that keep high school students from participating in AP classes/exams, ACT, and dual college/dual enrollment.

§ 2) District-Level: Provide a safe, healthy, and positive K-12 school climate (culture)

Description:

District-Level: Each school year, policies and procedures will be followed to ensure the safety and well-being of all students. Students will receive opportunities to learn about alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics. As a result, the number of discipline referrals will be reduced.

Performance Measure:

District-Level: The number of student suspensions reported via MSIS will decrease 1% annually.

§ 2.1) District-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drug problems as a means of insuring a safe, drug-free environment for the student population.

§ 3) District-Level: Ensure Federal, State, and Local Compliance

Description:

District-Level: Meet federal and state requirements for spending federal funds to include but not limited to parental engagement funds, indirect costs, administration costs, and homeless set aside

Performance Measure:

District-Level: Meet 100% of Federal and State guidelines as stated in the assurances, EDGAR and/or Circulars, and/or monitoring instruments. Annual individual school district audits and MDE monitoring visits will have zero findings.

§ 3.1) District-Level: Expend funds

Description:

District-Level: Following EDGAR, circulars, and/or State/local policies/procedures, all funds will be allocated/spent throughout the year according to the approved plan