SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of Columbia Elementary is to promote the mission of learning first for all. To accomplish our purpose, we work in partnership with families and the community to promote educational excellence for students. We focus on helping children master priority skills and gain the essential skills and knowledge to succeed in each grade level. We work towards teaching all Columbia Voyagers to emulate the focus from our three school rules: Be Safe, Be Kind, and Be Reliable.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Columbia Elementary School is located at 378 South 50 West in Kaysville, UT with a beautiful view of the Wasatch mountains to the east with glimpses of the Great Salt Lake to the west. Kaysville is a residential community with a population of 31,243 residents in 2018. The city, known as "Utah's Hometown", is approximately 20 minutes north of Salt Lake City. Kaysville has the feel of a small-town community with many of the amenities of an urban city. Columbia Elementary is one of nine Davis District elementary schools in Kaysville. We are located just west of Davis High School and share connecting property with Kaysville Junior High School.

STUDENT BODY

Columbia Elementary has a student body of 671 students in Kindergarten through 6th grade. We have a population consisting of 92% Caucasian and 8% minority students. Approximately 12% of Columbia's students have an Individualized Education Plan (IEP) to meet their academic and/or behavior needs, and 18% of Columbia's students have been identified as economically disadvantaged. Our school has a small ELL population of less than 1%.

STAFF

We have 24 certified classroom teachers and 3 certified special education teachers. We also have 5 specialists who teach P.E., computer, music, art and media classes. Our computer lab teacher is a certified teacher, while the others are classified employees. We have a part-time elementary guidance counselor who provides individual counseling sessions, small group interventions and whole-class social skill lessons. We have a part-time certified English Language Arts coordinator who oversees our supplemental reading program in 1st-3rd grades, trains grade levels teams on the McGraw-Hill Wonders program, and coordinates our Davis Collaborative Teams (DCT's). We employ 4 reading tutors, 2 math tutors, a part-time SEM (gifted and talented) teacher, 4 functional skills assistants, 2 learning center assistants, 1 resource assistant, 1 kindergarten aide, 3 cooks, 4 custodians, 2 playground assistants, 1 head secretary and 1 part-time secretary. We have access to a school nurse who provides support at multiple schools. Administration includes a full-time principal and part-time administrative intern. We have access to a certified school technology specialist. Many of Columbia's teachers have endorsement specializations in various academic areas. Related servers assigned to Columbia include a full-time speech & language pathologist and a part-time school psychologist, occupational therapist, audiologist, and an adapted PE teacher.

SCHOOL CULTURE

Columbia teachers share a commitment to meet the unique individual needs of all students. We have an active Parent Teacher Association and a high percentage of parent volunteers in the classroom. We believe in positive behavior support. We recognize students weekly for their achievements in learning gains, improved behavior, or consistent attendance. We announce and personally recognize approximately 60 Principal's Voyager Awards each Friday. Visitors often report Columbia Elementary has a warm and inviting culture and is a great place to attend school. We feel supported by the community as we strive to serve students.

UNIQUE FEATURES & CHALLENGES

We have a functional skills classroom with 13 students in grades K-3 and a learning center classroom with 12 students in grades 3-4. These children are integrated into general education classrooms as appropriate. We have seen an increase in the number of economically disadvantaged families living with grandparents and other relatives. This has led to some changes in school demographics, including an increase in the number of students receiving free and reduced lunch.

ADDITIONAL INFORMATION

We have an active student council comprised of 10 sixth-grade students who learn leadership skills, make weekly announcements, begin assemblies, and organize service learning opportunities for the school. Many of our lower grade classes have upper grade "buddies" who tutor students in math and reading. We have student-led yearbook and newspaper committees who work under the direction of our SEM teacher. We have a school choir that includes 4th-6th grade students. The choir provides performances for the school and community. We have a school orchestra comprised of about 30 sixth grade students. We have made significant investments in educational technology. The school currently has three desktop computer labs, one Lenovo portable laptop lab, two portable Cloud Book labs, and three sets of iPad minis which are shared between grade levels. With the combined support of the district's Technology Refresh Plan and this School Improvement Plan, we will add an additional 3 portable Cloud Book labs and two portable iPad labs. We use this technology to support writing instruction (Utah Compose and UltraKey), reading instruction (McGraw-Hill ConnectEd, iReady, and Imagine Literacy and Language) and math instruction (Imagine Math and iReady).

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Columbia Elementary School earned two significant awards recently from Imagine Math, a web based learning program combining rigorous adaptive instruction and a powerful motivation system. Columbia received licenses for Imagine Math (3rd-6th grade) and iReady (K-2) through a grant from the Utah STEM Action Center. Our students were awarded the Utah Math Cup for third consecutive year (2016, 2017 & 2018). Out of a total of more than 7,800 participating schools, Columbia Elementary was nationally recognized as advancing to the Final 4 of highest performing schools in the nation.

We've had many other accomplishments. This school year we've had students place at the region and state levels of the PTA Reflections Contest. We had three sixth grade students represent our school at the district science fair. Two students competed and won the state level in a robotics competition and will compete nationally in Tennessee. We held a school level National Geographic Bee in January. Sixteen students participated in the school spelling bee and three of these advanced to the district level spelling bee. Each year upper grade students participate in the Constitution Bowl and compete against their teachers in the final competition (the students won). The Davis District holds an annual Math and Science Olympiad where Columbia students consistently place high in the events. Our P.E. teacher identifies students to represent our school at the Davis Decathlon and recognizes students for athletic achievements. Those in grades 4-6 who reach Presidential Fitness Award program benchmarks receive recognition at our end of year awards assembly. Our school choir performed for Kaysville City's Sesquicentennial Celebration.

AREAS OF RECENT IMPROVEMENT

In drawing a comparison of the PACE report card from the past three years, 2015-17 data shows an increase of 2 points (currently 182/300). Our state-issued school grade continues as a "B."

Each grade level team meets at least weekly in Davis Collaborative Teams (DCT's). During these DCT meetings, teams review data from common formative assessments (CFA), discuss students who need additional support or are already excelling and need challenge, determine the DESK standards to be taught during the upcoming week and work together to create the next common formative assessment. We continue to improve our DCT's by meeting weekly, reporting on those meetings to school administration, and conducting whole-faculty monthly DCT's training and meetings.

Through the development of "push-in" teacher-directed literacy support using trained teacher assistants, our DIBELS scores increased significantly to 83.5% proficiency, which is a 4.5% improvement.

SAGE Benchmark pre and post assessments were conducted and students showed an average improvement of 24%.

Our total PACE score improved from 352/600 for the 2015-2016 school year to 392/600 for the 2016-2017 school year. The "all students' growth score" improved from 114/200 in 2015-2106 to 141/200 in 2016-2017. The "below proficient growth score" improved from 55/100 in 2015-2016 to 69/100 in 2016-2017. Columbia's achievement points show an improvement from 169/300 to 182/300.

Data was accessed from the USOE website data gateway (https://datagateway.schools.utah.gov) to compare Columbia Elementary with the 20 most demographically similar schools. This data ranks Columbia Elementary as improving from 19th for mathematics median growth percentile to 12th, from 12th for science proficiency to 7th, and from 16th in science median growth percentile to 5th. These rankings represent an improvement from the 2015-2016 school year.

AREAS OF NEEDED IMPROVEMENT

 Data was accessed from the USOE website data gateway (https://datagateway.schools.utah.gov) to compare Columbia Elementary with the 20 most demographically similar schools. This data ranks Columbia from 8th for language arts proficiency to 9th, staying at 5th for language arts median growth percentile, staying at 13th for mathematics proficiency. These rankings represent either no increase or a decrease from the 2015-2016 school year.

Teachers have expressed a desire to become more expert in implementing technology and blended learning. This will be reflected in our first school goal in the School Improvement Plan.

Even though we've noticed improvement in many areas, we recognize Math and Language as areas we'd like to continue to place attention.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON <u>PRIOR YEAR</u> (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 80% in 2016 to 82% in 2017 (2% increase or approximately 8 students.)

☐ Met Goal *(comments optional)*

☒ Did Not Meet Goal *(comments required)*

Comments:

Columbia Elementary scored 79% MOY proficient.

Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 8% to 6% (2% reduction or approximately 16 students.)

☐ Met Goal *(comments optional)*

☒ Did Not Meet Goal *(comments required)*

Comments:

In the 2015-2016 school year, Columbia Elementary had 32 chronically absent students. At the end of the 2016-2017 school year, there was an increase to 44 students.

Goal #3:

Columbia Elementary will implement professional learning communities under the new Davis Collaborative Teams model.

☒ Met Goal *(comments optional)*

☐ Did Not Meet Goal *(comments required)*

Comments:

Each grade level team met at least weekly in Davis Collaborative Teams (DCT's). During these DCT meetings, teams reviewed data from common formative assessments (CFA),

discussed students who needed additional support or were already excelling and needed challenge, determined the DESK standards to be taught during the upcoming week and worked together to create the next common formative assessment. We continued to improve our DCT's by meeting weekly, reporting on those meetings to school administration, and conducting whole-faculty monthly DCT's training and meetings.

Goal #4:

Achieve a median growth percentile (MGP) on 3rd-6th grade SAGE mathematics of 55 or higher.

☐ Met Goal *(comments optional)*

☒ Did Not Meet Goal *(comments required)*

Comments:

> Overall, Columbia Elementary achieved 50.50% growth. It may be of interest to note that 6th grade excelled by achieving 72% growth.

Goal #5:

There was no goal #5. (No report required.)

☐ Met Goal *(comments optional)*

☐ Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON <u>CURRENT YEAR</u> (2017-2018) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

Teacher effectiveness will improve through participation in Davis Collaborative Teams (DCT's) as grade-level teams develop and implement common formative assessments & supports based on ongoing analysis of student data.

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

> All teachers have had an opportunity to receive formal DCT/PLC training. Teachers meet formally at least weekly to discuss student needs and to develop a plan to address learning gaps. Teachers submit a weekly meeting summary to the principal and consult with him in person as needed. The English Language Arts Coordinator has provided training and support through faculty meetings, grade-level meetings, and individual teacher mentoring. It is expected this goal will be met.

Goal #2 (College, Career, and Community Readiness):

Student reading fluency will improve by increasing the percentage of K-3 students scoring at or above DIBELS middle-of-year (MOY) composite score benchmark from 79% in 2016-2017 to 80% in 2017-2018.

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

> This goal has been met. Columbia Elementary scored an 83.5% proficient in the MOY assessment, which is an increase of 4.5% from our prior score, which far exceeded the goal.

Goal #3 (Quality Staffing):

Students in grades 3-6 will show 10% improvement using form A as a pre-test and form B as a post-test in a math SAGE benchmark assessment as collaboratively determined by their grade-level team.

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

This goal has been met. SAGE Benchmark pre and post assessments were conducted and students showed and average improvement of 24%.

Goal #4:

There was no goal #4. (No report required.)

☐ Progressing according to plan

☐ Not progressing according to plan

Comments:

Goal #5:

There was no goal #5. (No report required.)

☐ Progressing according to plan

☐ Not progressing according to plan

Comments:

Goal #6:

There was no goal #6. (No report required.)

☐ Progressing according to plan

☐ Not progressing according to plan

Comments:

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018 .... $64,775.55

B - Estimated total spending during 2017-2018 ....$63, 955.55

C - Expected carryover from 2017-2018 to 2018-2019 ....$820.00

D - Projected new funding for 2018-2019 .... $64,522.00

E - Total projected funding for 2018-2019 ....$65,342.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1: Quality Staffing –Blended and Digital Learning

Grade Levels will collaborate through DCT's to enhance student learning in Reading and Math through implementing the strategies of Blended and Digital Learning and STEM. Progress will be shared a minimum of twice per month. Common formative assessments will be created based needs as determined from student data.

District Goal Area:

☒ Literacy   ☒ Ready for Success at the Next Level

☒ STEM   ☒ Teaching for Learning

☒ School Identified Area: Blended Learning, especially focusing on reading and math.

Academic area(s) addressed by the goal:

☒ Reading   ☒ Technology   ☒ Social Studies

☒ Mathematics   ☒ Science   ☒ Health

☒ Writing   ☒ Fine Arts   ☐ World Languages

Measures to determine progress/successful completion of the goal:

Monthly blended learning professional development based on the book <u>BOLD SCHOOL: Old School Wisdom + New School Technologies = Blended Learning that Works</u>

Action Plan:

- A year-long book study of <u>BOLD SCHOOL: Old School Wisdom + New School Technologies = Blended Learning that Works</u> will be implemented with the faculty.
- Twice monthly DCT Progress Reports will be shared with the principal.
- Supportive instructional technology will be implemented/sustained.

Will LAND Trust funds be used to support the implementation of this goal?

☐ Yes *(complete the budget sections below)*

☒ No *(skip the budget section below)*

Does this action plan include behavioral/character education/leadership efforts?

☐ Yes *(answer the next question)*

☒ No *(skip the next question)*

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures *Behavior, Character Education, Leadership*	Expenditures *Academic*	Description
Salaries & Benefits	$	$	
Prof. Services	$	$	
Repairs & Maint.	$	$	
Printing	$	$	
Transportation/Travel	$	$	
General Supplies	$	$	
Textbooks	$	$	
Online Curriculum	$	$	
Library Books	$	$	
Software	$	$	
Technology Equipment	$	$	
Equipment	$	$	
Total	**$**	**$**	

GOAL #2: Student Achievement –Reading & Language Fluency

Student Reading fluency will improve by increasing the percentage of K-3 students scoring at or above DIBELS middle-of-year (MOY) composite score benchmark from 83.5% proficient in 2017-2018 to 84.5% proficient in 2018-2019.

District Goal Area:

☒ Literacy	☒ Ready for Success at the Next Level
☒ STEM	☒ Teaching for Learning
☐ School Identified Area:	

Academic area(s) addressed by the goal:

☒ Reading	☒ Technology	☐ Social Studies
☐ Mathematics	☐ Science	☐ Health
☐ Writing	☐ Fine Arts	☐ World Languages

Measures to determine progress/successful completion of the goal:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year (MOY) composite score benchmark from 83.5% proficient in 2017-2018 to 84.5% proficient in 2018-2019

Action Plan:

- All students (K-6) will receive BOY DIBELS benchmark assessments and K-3 students and struggling students will receive DIBELS benchmark assessments 3X per year (BOY, MOY, EOY).
- Data will be analyzed during grade-level DCT's.
- English Language Arts Teacher Assistants will focus on teacher-directed instruction, collaboration, and utilizing the "push-in" model for deliberate and targeted instruction in grades 1-3.
- Instructional opportunities will be available for teachers to utilize the Imagine Language and Literacy software.
- DSD DIBELS testing salaries will be supplemented to provide for whole-school assessment.

Will LAND Trust funds be used to support the implementation of this goal?

☒ Yes *(complete the budget sections below)*

☐ No *(skip the budget section below)*

Does this action plan include behavioral/character education/leadership efforts?

☐ Yes *(answer the next question)*

☒ No *(skip the next question)*

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures *Behavior, Character Education, Leadership*	Expenditures *Academic*	Description
Salaries & Benefits	$	$37,700	$30,000 for 4 TAs, $700 to supplement DIBELS testing salaries, $7,000 to provide Kindergarten and SPED TA support (1TA).
Prof. Services	$	$	
Repairs & Maint.	$	$	
Printing	$	$	
Transportation/Travel	$	$	
General Supplies	$	$	
Textbooks	$	$	
Online Curriculum	$	$	
Library Books	$	$	
Software	$	$	
Technology Equipment	$	$	
Equipment	$	$	
Total	**$**	**$37,700**	

GOAL #3: Student Achievement –Mathematics Proficiency

Students in grades 3-6 will show a 10% improvement using pre-tests and post-tests from Mathematics SAGE Benchmark Assessments –as determined collaboratively by grade-level teams.

District Goal Area:

☐ Literacy   ☒ Ready for Success at the Next Level

☒ STEM   ☒ Teaching for Learning

☒ School Identified Area: Blended Learning

Academic area(s) addressed by the goal:

☐ Reading   ☒ Technology   ☐ Social Studies

☒ Mathematics   ☐ Science   ☐ Health

☐ Writing   ☐ Fine Arts   ☐ World Languages

Measures to determine progress/successful completion of the goal:

10% improvement using pre-tests and post-tests from Mathematics SAGE Benchmark Assessments

Action Plan:

- Teachers will analyze SAGE Benchmarks Assessments, Imagine Learning, and iReady data to determine Tier 2 instructional needs in Mathematics.
- Two Mathematics Teacher Assistants will oversee Imagine Learning and iReady instruction to create regular opportunities for teachers to conduct Tier 2 instruction.
- Additional portable computer labs will be created to provide Tier 2 instructional opportunities for classroom teachers.

Will LAND Trust funds be used to support the implementation of this goal?

☒ Yes *(complete the budget sections below)*

☐ No *(skip the budget section below)*

Does this action plan include behavioral/character education/leadership efforts?

☐ Yes *(answer the next question)*

☒ No *(skip the next question)*

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures *Behavior, Character Education, Leadership*	Expenditures *Academic*	Description
Salaries & Benefits	$	$11,000	2 TAs to run computer labs to create Tier 2 instruction opportunities
Prof. Services	$	$	
Repairs & Maint.	$	$	
Printing	$	$	
Transportation/Travel	$	$	
General Supplies	$	$	
Textbooks	$	$	
Online Curriculum	$	$	
Library Books	$	$	
Software	$	$	
Technology Equipment	$	$16,642	12 Cloud Books ($210ea =$2,520), 30 Apple TV's ($149ea =$4,470), 8 Projectors ($626ea =$5,008), 44 iPad Covers ($16ea =$704), 4 Charging Stations ($985ea =$3,940)
Equipment	$	$	
Total	**$**	**$27,642**	

GOAL #4:

District Goal Area:

☐ Literacy   ☐ Ready for Success at the Next Level

☐ STEM   ☐ Teaching for Learning

☐ School Identified Area:

Academic area(s) addressed by the goal:

☐ Reading   ☐ Technology   ☐ Social Studies

☐ Mathematics   ☐ Science   ☐ Health

☐ Writing   ☐ Fine Arts   ☐ World Languages

Measures to determine progress/successful completion of the goal:

Action Plan:

Will LAND Trust funds be used to support the implementation of this goal?

☐ Yes *(complete the budget sections below)*

☐ No *(skip the budget section below)*

Does this action plan include behavioral/character education/leadership efforts?

☐ Yes *(answer the next question)*

☐ No *(skip the next question)*

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures *Behavior, Character Education, Leadership*	Expenditures *Academic*	Description
Salaries & Benefits	$	$	
Prof. Services	$	$	
Repairs & Maint.	$	$	
Printing	$	$	
Transportation/Travel	$	$	
General Supplies	$	$	
Textbooks	$	$	
Online Curriculum	$	$	
Library Books	$	$	
Software	$	$	
Technology Equipment	$	$	
Equipment	$	$	
Total	**$**	**$**	

GOAL #5:

District Goal Area:

☐ Literacy   ☐ Ready for Success at the Next Level

☐ STEM   ☐ Teaching for Learning

☐ School Identified Area:

Academic area(s) addressed by the goal:

☐ Reading   ☐ Technology   ☐ Social Studies

☐ Mathematics   ☐ Science   ☐ Health

☐ Writing   ☐ Fine Arts   ☐ World Languages

Measures to determine progress/successful completion of the goal:

Action Plan:

Will LAND Trust funds be used to support the implementation of this goal?

☐ Yes *(complete the budget sections below)*

☐ No *(skip the budget section below)*

Does this action plan include behavioral/character education/leadership efforts?

☐ Yes *(answer the next question)*

☐ No *(skip the next question)*

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #5

Budget Category	Expenditures *Behavior, Character Education, Leadership*	Expenditures *Academic*	Description
Salaries & Benefits	$	$	
Prof. Services	$	$	
Repairs & Maint.	$	$	
Printing	$	$	
Transportation/Travel	$	$	
General Supplies	$	$	
Textbooks	$	$	
Online Curriculum	$	$	
Library Books	$	$	
Software	$	$	
Technology Equipment	$	$	
Equipment	$	$	
Total	**$**	**$**	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019 .... $64,522.00

G - Total projected funding for 2018-2019 .... $65,342.00

H - Total planned expenditures for 2018-2019 .... $65,342.00

I - Planned carryover into 2019-2020 .... $0

J - Is planned carryover more than 10% of projected new funds?

☐ Yes   ☒ No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was "No")*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Additional funding will be used to support any of our school goals based on School Community Council recommendations and may include items such as additional supportive technology or employee salaries for instructional support.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

☐ Letters to policy makers   ☒ School newsletter

☐ Labels to identify LAND Trust purchases   ☒ School website

☐ School assembly   ☐ School marquee

☐ Other (please explain):

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: 11 April 2018

Number who approved: 13

Number who did not approve: 0

Number who were absent or abstained: 3