



COMPOSITE SCHOOL PLAN

COLUMBIA ELEMENTARY - SY 2021

PRINCIPAL DARRYL DENHALTER

SCHOOL PURPOSE

DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

SCHOOL PURPOSE

The purpose of Columbia Elementary is to promote the Davis School District mission, Learning First! We focus on a holistic instructional approach to help students master priority academic concepts and gain the essential skills and knowledge to succeed in each grade level. To accomplish our purpose, we work in partnership with families and the community to provide and promote innovative educational learning opportunities for students. 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 and with glimpses of the Great Salt Lake to the west. Kaysville is a residential community with a population of 32,095 residents in 2020. 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 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 607 students in Kindergarten through 6th grade. Student body is 94% Caucasian and 6% minority. Approximately 12% of Columbia’s students have an Individualized Education Plan (IEP) to meet their academic and/or behavior needs, and 15% of Columbia’s students are considered economically disadvantaged, as indicated by the percentage of students who qualify for free or reduced-price lunch. There is a small English Language Learner (ELL) population of less than 1%.

STAFF

Columbia has 24 certified classroom teachers and 4 (3.5 positions) certified special education teachers. There are 5 certified specialists who teach P.E., computer/STEM, music, art, and library-media classes. There is a full-time elementary guidance counselor who provides individual counseling sessions, small group interventions, whole-class social skill lessons, and oversees structured recess and Hope Squad. There is a part-time certified English Language Arts coordinator who oversees Language Arts instruction, supervises the tier 2 reading program in 1st-3rd grades, trains grade levels teams on the McGraw-Hill Wonders program, and coordinates our Davis Collaborative Teams (DCT’s). Columbia employs 4 reading aides, 2 math aides, a part-time SEM (gifted and talented) teacher, 8 essential elements class aides, 1 resource assistant, 1 kindergarten aide, 3 cooks, 4 custodians, playground assistants, 1 head secretary, 1 part-time secretary, and access to a part-time school nurse. Administration includes a full-time principal and part-time administrative intern. Columbia has a certified school technology specialist. Many of Columbia’s teachers have endorsement specializations in various academic areas. Related services 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. They are fortunate to have an active Parent Teacher Association and a high percentage of parent volunteers. They believe in positive behavior support. Students are recognized weekly for their achievements in areas such as learning gains, improved behavior, and consistent attendance. Approximately 60 students are recognized weekly and personally recognized through the Principal's Voyager Awards program each Friday. Visitors often report Columbia Elementary has a warm and inviting culture and is a great place to attend school. Columbia has a supportive community that strives to serve students together.

According to students surveyed in the 2019 K-2 Climate Survey, 85% like to come to school, 100% know how to behave, 100% have friends, 100% received a reward for good behavior at school. On the grades 3-6 survey, of those surveyed, 94% of students feel welcomed at school, 95% know the rules, 91% would stop bullying if they saw it, and 89% feel they are treated respectfully by adults at school.

Parents who were surveyed on the 2019 Climate Survey show that 88% are positive about school, 98% feel welcomed, 98% feel like the school is safe, 89% recognize the evidence of an anti-bullying policy, 97% would report an incident of bullying to an adult at school.

Of the staff surveyed on the 2019 Climate Survey, 94% feel like they are treated equitably, 98% feel like school is a safe place for students.

Stake Holder involvement shows a count of school visitors as 3,269. By comparison, the district average is reported at 335.

UNIQUE FEATURES & CHALLENGES

Columbia serves students in two Essential Elements classes with approximately 20 students in grades K-6. These children are integrated into general education classrooms as appropriate.

Columbia Elementary generally serves a stable median income population. This presents supportive strengths, but also challenges, as financial and opportunity benefits of belonging to either a high income or low income population are less common.

ADDITIONAL INFORMATION

Columbia Elementary provides student leadership opportunities through a student council and Hope Squad. These student leadership groups promote belonging, school spirit, unity, and service. Many of the lower grade classes have upper grade "buddies" who tutor students in math and reading. Columbia facilitates student-led yearbook and newspaper committees and STEM and coding activities, working under the direction of the SEM and

computer lab teachers. There is also a school choir that includes 4th-6th grade students. The choir provides performances for the school and community and is often invited to sing the National Anthem at the Vivant Center Arena for professional basketball games. There is a school orchestra comprised of sixth grade students.

Significant advancements in educational technology have and are continuing to take place. The school currently has two desktop computer labs and in 2020-2021 will achieve 1:1 (one device per student) technology in grades 1-6. This technology supports writing instruction (Utah Compose and UltraKey), supplementary reading instruction (McGraw-Hill ConnectEd, and Imagine Language and Literacy), supplementary math instruction (Imagine Math), and is used as a learning tool to enhance student learning and collaboration.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Columbia Elementary School earned significant State and National awards from the Imagine Learning company, specifically in our focus on the Imagine Math component. Imagine Math is a web-based, personalized learning program combining rigorous adaptive instruction and a powerful motivation system that is used to compliment classroom teacher-led direct instruction. 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.

Our school played a major role in representing the Davis School District Accreditation process. Columbia was highly praised on all items addressed on the accreditation rubric of standards of school success as the school district achieved full accreditation status.

Columbia Elementary promotes innovative and holistic learning. We may be the only elementary school in the nation to provide students in grades 4-6 personalized second language learning opportunities of a student's choice from over 30 different languages. Because of our culturally rich community population, parents and community members are recruited to share cultural information, language basics, and pronunciation presentations to students studying those languages. We also promote innovative learning by encouraging passion projects, where students may work individually or in small groups to about topics of their choosing (with parent and teacher guidance).

Columbia is heavily involved in both the fine and performing arts. This year we hosted the musical, Peter Pan, which involved 81 students divided into two casts. Columbia PTA hosted a highly attended Literacy and Arts Night where student artwork was displayed. Our school choir performed for community functions, including performing the National Anthem at the Vivent Center Arena for a professional basketball game. Columbia has a school orchestra.

We now have an Infini D Learning Lab so students can apply learned science skills in teacher directed collaborative simulation modules and engaging team missions.

Columbia has had many other accomplishments. We participate in the PTA Reflections Contest. We held a school level National Geographic Bee and Spelling Bee. Students in grades 4-6 who reach Presidential Fitness Award proficiency as

part of our physical education program receive recognition at our end of year awards assembly.

AREAS OF RECENT IMPROVEMENT

AREAS OF NEEDED IMPROVEMENT

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR 2019 COMPOSITE SCHOOL PLAN

PRIOR YEAR 2019 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.

Met Goal (comments optional)

Comments:

PRIOR YEAR 2019 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.

Met Goal (comments optional)

Comments:

Enter some **rich text** here.

PRIOR YEAR 2019 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.

Met Goal (comments optional)

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

CURRENT YEAR 2020 GOAL #1:

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. Teachers will explore and implement innovative learning to enhance instruction through professional development.

Progressing according to plan

Comments:

Teachers are consistently meeting and reporting as outlined.

CURRENT YEAR 2020 GOAL #2:

Student reading proficiency will improve by increasing the percentage of K-3 students scoring at or above Acadience Reading (formerly DIBELS) beginning-of-year (BOY) 2019 to middle-of-year (MOY) 2020 by at least one percent.

Progressing according to plan

Comments:

Goal has been met.

CURRENT YEAR 2020 GOAL #3:

Students in grades 1-6 will show improvement from the Imagine Math beginning of year to middle of year benchmark scores.

Progressing according to plan

Comments:

LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$ 12,597.35
B - Allocated new funds for current year 2020	\$ 70,758.00
C - TOTAL Budget for current year 2020	\$ 83,355.35
D - Projected spending during current year 2020	\$ 78,713.97
E - Expected carryover from current year 2020	\$ 4,641.38
F - Projected new funding for next year 2021	\$ 73,547.00
G - Total projected funding for next year 2021	\$ 78,188.38

GOALS AND PLANNED ACTIONS / RESOURCES

2021 NEW GOAL #1:

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 by grade level teams. Reteaching and enrichment activities will be planned based on needs as determined from student data.

District Strategic Plan Area:

Empowered Employees,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics, Science, Technology,

Measures to determine progress/successful completion of the goal:

Grade level teams will submit DCT Team Feedback Sheets shared with the principal a minimum of twice per month.

Action Plan:

Teachers will be empowered through participation in Davis Collaborative Teams (DCT's) as grade-level teams develop and implement common formative assessments & specific supports based on ongoing analysis of student data. Teachers will explore and implement innovative learning to enhance instruction through professional development.

Teacher Assistants will be provided for grades 1, 3, 4, 5, & 6 for reteaching and enrichment based on common grade-level assessments.

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

Yes (complete the budget sections)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 7,138.00	\$.00	\$7,138 to provide for TA support to grades 1, 3, 4, 5, & 6.
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 7,138.00	\$.00	
GOAL TOTAL:	\$7,138.00		

2021 NEW GOAL #2:

Increase percent of K-6 students scoring at or above fluency benchmarks by 3% from BOY to MOY as measured by Acadience Assessment (DIBELS), or Power BI for grades 4-6.

District Strategic Plan Area:

Student Growth & Achievement,

Academic area(s) addressed by the goal:

Reading,

Measures to determine progress/successful completion of the goal:

Increase percent of K-6 students scoring at or above fluency benchmarks by 3% from BOY to MOY as measured by Acadience Assessment (DIBELS), or Power BI for grades 4-6.

Action Plan:

All students (K-6) will receive BOY & MOY Acadience Reading assessment. Students identified as Below Proficient, and K-3 students will receive Acadience Reading assessments three times annually (BOY, MOY, and EOY). Data will be analyzed during weekly grade-level DCT's. Testing salaries will be supplemented to provide for whole-school assessment.

English Language Arts teacher assistants will focus on teacher-directed instruction, collaboration, and the "push-in" model for differentiated instruction in grades 1-3. Additional Language Arts support will be offered through the use of a teacher assistant for kindergarten and special education classes. Grade 4-6 will have grade-level teacher assistants to facilitate the implementation of tier 2 instruction.

Accountability reports will be requested and reviewed from the teachers who are implementing the program, and reviewed by the Language Arts Coordinator and school administration.

Instructional opportunities will be available for teachers to utilize the Imagine Learning software to provide differentiated and targeted instruction.

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

Yes (complete the budget section)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Student BOY to MOY reading scores will increase.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 44,000.00	\$.00	\$30,000 to provide for 4 reading TA's. \$7,000 to provide for kindergarten. \$3,500 to provide for EEC SPED TA support. \$3,500 for Resource SPED TA support.
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 44,000.00	\$.00	
GOAL TOTAL:	\$44,000.00		

2021 NEW GOAL #3:

Students in grades 1-6 will show improvement from the Imagine Math beginning of year to middle of year benchmark scores.

District Strategic Plan Area:

Student Growth & Achievement,

Academic area(s) addressed by the goal:

Mathematics,

Measures to determine progress/successful completion of the goal:

Improvement will be shown on benchmark Imagine Math assessments.

Action Plan:

Teachers will evaluate individual student growth in Imagine Math benchmark assessments and report to school administration in the middle of the school year (end of the 2nd term).

Teachers will discuss student academic needs in their DCT's and determine which students and which skills need to be reinforced during the Tier 2 instructional time that is provided through this support. A report with student name and targeted intervention will be shared with school administration at least monthly by using the bi-monthly DCT reporting form.

Two math teacher assistants will oversee Imagine Math instruction, provide individual instruction as needed, and create ongoing opportunities for teachers to conduct Tier 2 instruction.

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

Yes (complete the budget section)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 12,000.00	\$.00	\$12,000 provides for 2 math TA's.
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 12,000.00	\$.00	
GOAL TOTAL:	\$12,000.00		

2021 NEW GOAL #4:

BUILD FOUNDATIONAL KNOWLEDGE AND CAPACITY FOR FACULTY AND STAFF IN THE FIVE CASEL COMPETENCIES OF SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS, RELATIONSHIP SKILLS, AND RESPONSIBLE DECISION MAKING BY CREATING A SCHOOL SEL PLAN USING THE DAVIS SCHOOL DISTRICT'S SEL SELF-ASSESSMENT AND WALKTHROUGH TOOL.

District Strategic Plan Area:

Culture, Safety & Security,

Academic area(s) addressed by the goal:

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

Measures to determine progress/successful completion of the goal:

DSD SEL Self-Assessment and Walk-Through tool and/or DSD Climate Survey

Action Plan:

- Organize an SEL Team for planning and implementation for strengthening foundational knowledge and capacity in the school. Calendar monthly meetings.
- Provide training with school SEL Team and faculty supported by the DSD SEL Team.
- Complete **DSD SEL Self-Assessment and Walkthrough** Tool for baseline data.
- Use DSD SEL Self-Assessment and Walkthrough data to inform professional learning.
- Continue to train teachers and students to use Mindfulness strategies in the classroom.
- Implement structured recess to support SEL school-wide plan.

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

Yes (complete the budget section)

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

Yes (complete the budget section)

Explain how these efforts directly affect student achievement.

Hiring a structured recess supervisor to provide Health Education and providing SEL incentives.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 8,550.00	\$.00	Academic Coach: 15 hours/week x \$15/hour x 38 weeks =\$8,550
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 8,550.00	\$.00	
GOAL TOTAL:	\$8,550.00		

2021 NEW GOAL #5:

Personalized language arts and math learning will be supported and enhanced as written in goals 2 and 3 through the use of technology hardware and software.

District Strategic Plan Area:

Student Growth & Achievement, Empowered Employees, Parent & Community Connections, Culture,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics, Science, Technology, World Languages,

Measures to determine progress/successful completion of the goal:

Tier 1 and Tier 2 learning opportunities will be facilitated and increased using technology through learning opportunities such as, personalized second language acquisition, Infini D lab, Mystery Science, Passion Projects, and NearPod.

Action Plan:

We will acquire the programs and hardware that support student learning. We will provide professional development as needed. If there are overages from the budget, they may be used for acquiring additional hardware or software in support of this goal.

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

Yes (complete the budget section)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #5

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
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Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$.00	\$.00	
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 3,000.00	\$.00	InfiniD Lab \$2,000, Mystery Science \$1,000.
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 3,000.00	\$.00	
GOAL TOTAL:	\$3,000.00		

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 73,547.00
I - Total projected funding for next year 2021	\$ 78,188.38
J - Total planned expenditures for next year 2021	-\$ 74,688.00
K - Planned carryover into following year 2022	\$ 3,500.38
L - Is planned carryover more than 10% of projected new funds?	No

PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)

Any carryover funding may be allocated to support these goals through the acquisition of additional hardware and software.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website, School newsletter,

If Other: Please explain

Principal's Message to Families & SIP goals posted inside common area in the school

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 7 2020

Number who approved:

Number who did not approve: 7

Number who were absent or abstained: 5