



# Teacher Student Success Plan LAND Trust Goals only

Columbia Elementary - SY 2024

Principal Chris Mudrow

## 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 helping all Columbia Voyagers to emulate the focus from our school mission statement to L.E.A.D the Voyage (Learn, Empower, Achieve, Discover).

## 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, glimpses of the Great Salt Lake to the west, and the Kaysville Ponds just across and down the street a bit. Kaysville is primarily a residential community with a population of around 30,000+ residents. Known as “Utah’s Hometown”, Kaysville 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 about 580 students in kindergarten through 6th grade. The student body is 91% Caucasian and 9% minority. Approximately 14% of Columbia's students have an Individualized Education Plans (IEP), and 17% 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 two percent.

## **Staff**

Columbia has 21 certified classroom teachers and four certified special education teachers. Many of Columbia's teachers have endorsement specializations in various academic areas. We have four prep specialists who teach P.E., computer science, music, and art. We also have a media-specialist and a full-time elementary guidance counselor. We have a part-time family social worker and a part-time certified English Language Arts coordinator. Columbia employs several classroom teachers' aides, several special education teacher assistants, and playground assistants. We also employ a part-time School Enrichment Model (SEM) teacher, three cooks, four custodians, an office manager, a part-time secretary, and access to a part-time school nurse. Columbia has a part-time certified school technology specialist. Related servers assigned to Columbia include a full-time speech & language pathologist, a part-time school psychologist, an occupational therapist, an audiologist, and an adapted PE teacher. Administration includes a full-time principal and part-time administrative intern.

## **School Culture**

We strive to build and maintain a positive school culture that results from high expectations and a focus on our 3 school rules: Be Safe, Be Kind, and Be Reliable. Building upon this culture is expected of every student, school employee, and all who enter the school doors. Columbia teachers share a commitment to meeting the unique individual needs of all students. We are fortunate to have a caring and committed Community Council and an active Parent Teacher Association with a high percentage of parent volunteers. We believe in positive behavior intervention supports (PBIS). Students are recognized weekly for their achievements in areas such as learning gains, improved behavior, and consistent attendance. Several students are recognized each week and are personally recognized through the Voyager Awards program. 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.

## **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 higher or lower-income populations are less common.

## **Additional Information**

Columbia Elementary provides student leadership opportunities through a Student Council and Hope Squad. These service-oriented student leadership groups promote belonging, school spirit, unity, and service. Our Hope Squad has aligned with the Kaysville Junior High School Hope Squad and engages in a collaborative activity each month. We have recently partnered with Kaysville Junior High School in a program called Sammy's Buddies. Service-oriented junior high students visit and interact with students from our Essential Elements classes. They engage in service activities involving arts, academics, recreation, social activities, and lunch together. Many of the lower grade classes have upper grade "buddies" who tutor students in math and reading. Columbia facilitates student-led yearbook and newsletter committees. We engage in STEM and coding activities under the direction of the SEM (gifted and talented education) and computer lab teachers. Opportunities are provided to experience performing arts. An annual school musical takes place. There is also a school choir that includes 4th-6th grade students. 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 one computer lab and 1:1 (one device per student) technology in grades K-6. This technology supports writing instruction, supplementary reading instruction, supplementary math instruction, and is provided 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. Our Kindergarten, 1st, and 2nd-grade students participate in the Imagine Math program. In considering the average number of lessons completed and passed, Columbia Elementary placed high in Utah and ended among the top schools nationally. Columbia Elementary promotes innovative and holistic learning. Columbia Elementary is heavily involved in both the fine and performing arts. Each year we host a school musical that involves about 80 students divided into two casts. Our school choir performs for community functions. Columbia has a 6th-grade school orchestra. We have an Infini D Learning Lab. In this setting, students apply learned science skills in teacher-directed collaborative simulation modules and engaging team missions reminiscent of NASA's Mission Control. We participate in the PTA Reflections Contest. We also participate in a school and district level Spelling Bee.

### Areas of Recent Improvement

Columbia saw some modest gains in the areas of RISE testing: Science scores went from 50% proficient the year before to 58% proficient and the end of last year. Math scores went from 53% proficient the year before to 57% proficient last year. Language Arts scores stayed at 53% proficient for both years. All of the scores were above both district and state averages.

Acadience scores also showed some improvement: MOY Composite reading scores went from 74% at or above grade level the year before to 79% at or above grade level last year. These scores were also above district and state averages. We will be focusing on this area next year in order to greatly improve of these scores even more.

### Areas of Needed Improvement

Columbia has a few areas that needs some improvement going into next year. One area will focus on raising the Acadience overall literacy scores from the start of the year to the end of the year. We are striving to greatly improve on this measure in the next three to five years. The second area we are going to focus on for next year will be to raise the overall academic scores of our special education population. We will adding some new curriculum and hiring some additional support to help with this need.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Grade level teams will collaborate through DCT's (Davis Collaborative Teams). Student learning will be supported by PCBL (Personalized Competency Based	Did not meet	DCT teams were formed and

Learning) through implementing the strategies of Blended and Digital Learning and STEM (Science, Technology, Engineering, and Math). Students will demonstrate a 10% improvement from Below Proficiency to At or Above Proficiency of team-created common formative assessments based on a comparison of BOY (Beginning of Year) to MOY (Middle of Year). Progress and data will be shared by the grade-level teams with the principal twice per month. Common formative assessments will be created by grade level teams. PCBL and reteaching and enrichment activities will be planned and supported based on needs as determined from student data.

We will have an increase of 3% of K-6 students scoring at or above fluency benchmarks.

Mastery of math skills will improve 10% in each grade level, school wide. Specific individual student math skills will be determined, and opportunities will be created to address deficits through Tier II instruction.

Teacher foundational knowledge and capacity will be increased in the five CASEL competencies. These include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. This will be supported as outlined in the school SEL (Social-Emotional Learning) plan using the DSD's (Davis School District's) SEL Self-Assessment and Walkthrough Tool, DSD Climate Survey, and/or other measures as determined by the school counselor and school administration.

goal	assessments were put into place, but not all grade levels reached the predicted 10% growth rate on the assessments.
Did not meet goal	Columbia El. saw a slight decrease in oral reading fluency percentages from 79% (2021-EOY) to 77% (2022-EOY).
Did not meet goal	Grades levels came up with math skills assessments to chart growth but not all grade levels made the 10% predicted jump.
Met goal	Foundational SEL knowledge was increased by faculty. Teachers became more familiar with Sanford Harmony and Move This World SEL curriculums and implemented lessons in classrooms.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments

Overall science scores dropped in all measurements with a 61-50% decline over the past three years. Math proficiency scores have declined in higher grades. Each grade has lower math scores than the prior (younger) grade. Overall math scores declined 59-52% over the past three years. We recognize that an overall STEM focus is needed.

Not progressing according to plan

STEM lab and teacher were not instituted due to lack of ongoing funding.

RISE Science proficiency averages did increase from 50% in 2021 to 58% in 2022 which fell above district average.

Students will achieve an increase of three percent of K-3 students scoring at or above Acadience Reading fluency benchmarks.

Progressing according to plan

Progress is being made toward goal. Language Arts interventionist did not end up getting hired because the person who was going to work in the position decided not to come back after last year. Funding was used to pay for part-time SpEd teacher to go full-time and serve as an interventionist.

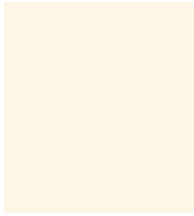
In considering the pandemic impact, we recognize our students' greatest needs involve academic achievement, behavior issues, and anxiety.

We believe there are precursors necessary for successful learning. In considering the precepts of Abraham Maslow's Hierarchy of Needs, we believe it is necessary to be proficient in the higher levels of Love/Belonging (being cared for, having a stable family life, receiving appropriate nurturing from teachers), and Esteem (self-esteem, confidence, respect for and from others), so that "Self-Actualization," or higher-levels of learning and character traits will be achieved. Teachers share these needs or paths of growth as much as their students do. If teacher needs are met, teachers will be inspired and will have increased capacity to excel in best practices and innovative learning for their students. As teachers meet these needs in their students, students become prepared to achieve academic and civic excellence.

Progressing according to plan

Move This World curriculum is being utilized across all grade levels. Jr. Hope Squad and SEL coaches were hired and utilized for SEL and structured recess.

Student and teacher foundational knowledge and capacity will be increased in the five CASEL competencies. These include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Support will be provided by the Move This World program.



## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 44,890.49
B - Allocated new funds for Current Year SY22-23	\$ 79,433.14
C - Total Budget for Current Year SY22-23	\$ 124,323.63
D - Projected spending during Current Year SY22-23	\$ 76,948.92
E - Expected carryover from Current Year SY22-23	\$ 47,374.71
F - Projected new funding for Next Year SY23-24	\$ 78,696.65
G - Total projected funding for Next Year SY23-24	\$ 126,071.36

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Goal</b>
<i>Goal Statement</i>	Students in grades K-3 will show an increase in composite reading scores by eight percent on EOY Acadience Reading Fluency scores.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Progress will be tracked using the Acadience Reading Fluency assessment. Progress will be measured at benchmarks from the beginning of the year, the middle of the year, and the end of the school year.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers will provide Tier I and Tier II instruction for their whole class.</li> <li>2. Tier II instruction will utilize teaching aides to provide support to teachers and students using SIPPs curriculum.</li> </ol>

3. The English Language Arts Coordinator (ELA) will provide Tier I professional development for classroom teachers.
4. Four reading TAs will be hired to work with students in grades 1-3 to provide classroom support during targeted intervention time. (LAND Trust funds)
5. A TA will be provided to work with teachers and students in kindergarten. (LAND Trust funds)
6. Acadience Reading assessments will be provided for grades 4-6.
7. Stipends will be provided to teachers as they complete LETRS units. (LAND Trust funds)
8. UFLI supplemental phonics programming will be purchased for younger grade teachers. (LAND Trust funds)

*This goal can be categorized as... (choose all that apply)*

#PCBL|#CollegeCareerReady|

*District Strategic Plan Area(s)*

Student Growth & Achievement|

*If you selected 'School Identified Area', please describe*

*Academic area(s) addressed by the goal*

Reading|Writing|

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

*Will LANDTrust funds be used to support the implementation of this goal?*

Yes

Goal LAND Trust Expense Total - \$33,720.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	#4 Reading Teacher Aides for Grades 1-3 (x4)	\$ 17,000.00
LAND Trust Academic	Salaries & Benefits	#5 Kindergarten Teacher Assistant	\$ 8,000.00
LAND Trust Academic	Salaries & Benefits	#7 LETRS Teacher Stipends	\$ 8,000.00
LAND Trust Academic	Textbooks	#8 UFLI Phonics Curriculum (\$70 x 10 + \$20shipping)	\$ 720.00

*If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.*

<i>Goal Short Title</i>	<b>Math Goal</b>
<i>Goal Statement</i>	Sixty-five percent of students in grades K-3 will demonstrate proficiency in composite score on MOY Acadience Math Benchmark. Sixty percent of students in grades 4-6 will demonstrate proficiency in according to RISE Math Summative testing.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Math benchmarks will be used to measure progress in grades K-3. Rise Math benchmarks will be used to measure progress in grades 4-6.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"><li>1. Teachers will provide Tier I and Tier II instruction for their whole class.</li><li>2. Online math/STEM programs will be purchased to supplement individual and whole class instruction. (LAND TRUST FUNDS)</li><li>3. Tier II instruction will utilize teaching aides to provide support to teachers and students.</li><li>4. Three TAs will be hired to work with students in grades 4-6 to provide classroom support during targeted intervention time. (LAND TRUST FUNDS)</li><li>5. Individual student devices will be purchased and used to access RISE math benchmarks in grades 4-6. (LAND TRUST FUNDS)</li><li>6. A part-time interventionist will be utilized to support student interventions.</li><li>7. A full-time additional teacher will be provided to help lower class size.</li></ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady #PCBL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	Mathematics



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

No

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

Yes

Goal LAND Trust Expense Total - \$40,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	#2 Infini-D License	\$ 8,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Dreambox Licenses, Imagine Math Licenses,	\$ 3,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 iPads and iPad Accessories	\$ 3,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 Laptops and Laptop Accessories	\$ 2,000.00
LAND Trust Academic	Salaries & Benefits	#4 Teacher Assistants for grades 4-6 (x3)	\$ 24,000.00

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Goal Short Title

**SpEd Growth Goal**

Goal Statement

SWD (Students With Disabilities) will show a 3-5% increase in growth measures on EOY Acadience Reading Fluency benchmarks.

TSI SCHOOL  
QUESTION: Will this goal focus on TSI student populations; on changing

<i>your TSI status?</i>																					
<i>Measures</i>	Acadience Reading Fluency Benchmarks will be used to measure progress.																				
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>Salary for part-time SpEd teacher will be increased so teacher can be full-time. She will work directly with struggling SWD. (LAND TRUST FUNDS)</li> <li>SIPPS curriculum will be purchased to work with SWD and struggling students in general education setting. (LAND TRUST FUNDS)</li> <li>Training for SIPPS curriculum will be provided to teachers and teacher assistants. (LAND TRUST FUNDS)</li> <li>Purchase of decodable reading books for younger grades and struggling older readers. (LAND TRUST FUNDS)</li> </ol>																				
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups																				
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture																				
<i>If you selected 'School Identified Area', please describe</i>																					
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science																				
<i>Does this action plan include behavioral / character education / leadership efforts?</i>																					
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes																				
	Goal LAND Trust Expense Total - \$51,500.00																				
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#1 Increase part-time SpEd teacher to full-time for the school year.</td> <td>\$ 32,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Textbooks</td> <td># 2 SIPPS Curriculum</td> <td>\$ 5,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Textbooks</td> <td>#4 Decodable books for struggling readers.</td> <td>\$ 10,000.00</td> </tr> <tr> <td>LAND</td> <td>Professional and</td> <td>#3 SIPPS Training</td> <td>\$ 4,500.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Increase part-time SpEd teacher to full-time for the school year.	\$ 32,000.00	LAND Trust Academic	Textbooks	# 2 SIPPS Curriculum	\$ 5,000.00	LAND Trust Academic	Textbooks	#4 Decodable books for struggling readers.	\$ 10,000.00	LAND	Professional and	#3 SIPPS Training	\$ 4,500.00
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Trust  
AcademicTechnical  
Services

*If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.*

## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#2 Infini-D License	\$8,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Dreambox Licenses, Imagine Math Licenses,	\$3,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 iPads and iPad Accessories	\$3,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 Laptops and Laptop Accessories	\$2,000.00
Math Goal	LAND Trust Academic	Salaries & Benefits	#4 Teacher Assistants for grades 4-6 (x3)	\$24,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#4 Reading Teacher Aides for Grades 1-3 (x4)	\$17,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#5 Kindergarten Teacher Assistant	\$8,000.00
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Reading Goal	LAND Trust Academic	Textbooks	#8 UFLI Phonics Curriculum (\$70 x 10 + \$20shipping)	\$720.00
SpEd Growth Goal	LAND Trust Academic	Salaries & Benefits	#1 Increase part-time SpEd teacher to full-time for the school year.	\$32,000.00

SpEd Growth Goal	LAND Trust Academic	Textbooks	# 2 SIPPS Curriculum	\$5,000.00
SpEd Growth Goal	LAND Trust Academic	Textbooks	#4 Decodable books for struggling readers.	\$10,000.00
SpEd Growth Goal	LAND Trust Academic	Professional and Technical Services	#3 SIPPS Training	\$4,500.00

## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 78,696.65
G - Total projected funding for Next Year SY23-24	\$ 126,071.36
H - Total planned expenditures for Next Year SY23-24	\$ 125,220.00
I - Planned carryover into the Following Year SY25-26	\$ 851.36
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any unexpected carryover or additional funding will be used to enhance current goals.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/30/2023
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	1