



# Teacher Student Success Plan LAND Trust only

**Columbia Elementary - SY 2023**

Principal Darryl Denhalter

## 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, 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 33,461 residents in 2022 (<https://worldpopulationreview.com/us-cities/kaysville-ut-population>). 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 620 students in kindergarten through 6th grade. The student body is 91% Caucasian and 9% minority. Approximately 12% of Columbia's students have an Individualized Education Plan (IEP) to meet their academic and/or SEL (Social Emotional Learning) needs, and 12% 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 2%.

## **Staff**

Columbia has 22 certified classroom teachers and four certified special education teachers. We have five specialists who teach P.E., computer/STEM (Science, Technology, Engineering, and Math), music, art, and library-media classes. We have a full-time elementary guidance counselor who provides individual counseling sessions, small group interventions, whole-class social skill lessons, and oversees structured recess activities and our Hope Squad. We have a part-time family social worker. We have a part-time certified English Language Arts coordinator who oversees Language Arts instruction, trains teachers and reading teacher assistants on the Tier II instruction, trains grade-level teams on the McGraw-Hill Wonders program and coordinates our Davis Collaborative Teams (DCT's). Columbia employs 4 reading aides, a reading, math, and STEM specialist, a part-time School Enrichment Model (SEM) teacher, 8 essential elements class aides, resource assistants, a kindergarten aide for each kindergarten class, an aide for each grade level team, 3 cooks, 4 custodians, playground assistants, an office manager, a 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 part-time 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, a part-time school psychologist, an occupational therapist, an audiologist, and an adapted PE teacher.

## **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 supports (PBS). Students are recognized weekly for their achievements in areas such as learning gains, improved behavior, and consistent attendance. Approximately 60 students are recognized each week and are personally recognized through the Principal's 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 with two casts and approximately 80 student participants occur. 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 Vivint 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 one desktop computer lab and 1:1 (one device per student) technology in grades K-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, DreamBox), and is provided as a learning tool to enhance student learning and collaboration.

Our Kindergarten, 1st, and 2nd-grade students participate in the Imagine Math program. Our 3rd, 4th, 5th, and 6th-grade students participate in the Dream Box (math) program.

## Needs Analysis

### Notable Achievements

Columbia Elementary School earned significant State and National awards from the Imagine Learning company. Imagine Math is a web-based, personalized learning program combining rigorous adaptive instruction and a powerful motivation system that is used to complement classroom teacher-led direct instruction. 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 came in 1st place in Utah and ended in the top 16 of all schools nationally. That is based on 1,674 school districts, 9,761 schools, and almost 1 million students participating on a national level.

Columbia Elementary played a major role in representing the Davis School District Accreditation process by being chosen to represent several schools in the school district. 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 explore topics of their choosing (with parent and teacher guidance and involvement).

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, including performing the National Anthem at the Vivint Center Arena for professional basketball games.

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.

Columbia has many other accomplishments. We participate in the PTA Reflections Contest. We hold a school level National Geography 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

Students recently made modest academic gains of 3% improvement in Reading Language Arts during a challenging time through a pandemic. This is evidenced through a comparison of 2021-2022 Beginning of Year (BOY) and Middle of Year Acadience (MOY) Acadience reading scores averaged among all grades. A key support for this academic improvement comes as a result of acquiring 1:1 technology -meaning that every student has access to their own assigned iPad or laptop to aide in effective instruction. Teachers continue to identify and collaboratively target specific and individual student learning needs. These are collaborated by grade-level teams and are facilitated by weekly Davis Collaborative Team (DCT) meetings.

## Areas of Needed Improvement

Academic performance scores are notable as compared to overall district scores, however, the effects of the pandemic have negatively influenced overall academics. While recent improvement are manifesting in academic scores during the 2021-2022 school year, there was an overall decline in End-of-Year RISE scores for grades 3-6. Specifically, for the 2019-2021 school year as compared to the prior year, there were overall proficiency reductions of 4% in Language Arts, 7% in Math, and 3% in Science. In considering the precepts of Maslow's Hierarchy of Needs, we understand that student Social-Emotional Learning (SEL) needs must be addressed in order to significantly advance academically.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
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	Met goal	Grade-level teams collaborated through DCT's to enhance student learning in Reading and Math through implementing the strategies of Blended and Digital Learning and STEM. Progress was be

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

shared a minimum of twice per month by each team. Common formative assessments were created by grade level teams. Reteaching and enrichment activities were be planned based on needs as determined from student data.

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

Met goal

Imagine Math was implemented with fidelity and Columbia Elementary ranked in the top 4 of all schools nationwide (representing almost 1,000,000 participating students).

*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.*

Met goal

Student proficiency (students scoring at or above proficiency benchmark) increased 7%, from 65% Beginning of Year (BOY) to 72% Proficient Middle of Year (MOY).

Columbia Elementary will promote Social-Emotional Learning (SEL) through healthy activities that promote building grit, resiliency, and citizenship.

Met goal

School Climate Surveys and relevant issues were analyzed weekly by school administration and the school counselor, and issues were addressed. The Hope Squad was formed. Structured recesses were implemented. Sammy's Buddy Program was started. Counselor lessons were conducted in classrooms twice per week.

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.

Met goal

Most classes grades 3-6 participated. Parents and other cultural experts were invited to share grade-level presentations.

## Current Year Progress Report

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

Goal description	Progress toward goal	Comments
Grade level teams will collaborate through DCT's (Davis Collaborative Teams). Student learning will be supported by PCBL (Personalized Competency Based Learning) through implementing the strategies of Blended and Digital Learning and STEM (Science, Technology, Engineering, and Math). Students will demonstrate a 10%	Progressing according to plan	Grade-level teams collaborated through DCT's (Davis Collaborative Teams). Student learning was supported by PCBL (Personalized Competency Based Learning) through implementing the strategies of Blended and Digital Learning and STEM (Science, Technology, Engineering, and

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.

Math). Students demonstrated at least 10% cumulative 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) as reported by grade-level teams.

Progress and data were be shared by the grade-level teams with the principal twice per month.

Teacher assistants were provided, but funding was provided by the ESSER III or CARES Act, in response to Covid issues.

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

Progressing according to plan

K-3 students making at or above typical progress increased by 3% as determined by Acadience Pathways to Progress.

All students received Acadience Reading Assessments.

English Language Arts teacher assistants focused on teacher-directed instruction and collaboration for differentiated instruction in grades 1-4. Additional Language Arts support was offered through the use of a teacher assistant for kindergarten and special education classes.

LETRS (Language Essentials for Teachers of Reading and Spelling) implementation and training was offered to each teacher K-6 and SPED during the 2021-2022 school year.

"Kid Lips" materials were purchased for grades K-2 and Special Education Classes (Essential Elements and Resource), for the English Language Arts Coordinator (ELAC), and for the Reading Teacher Assistants.

The funding allocated for substitutes for the LETRS training was not needed, as training was scheduled on professional development days. This created additional carryover funds.

A stipend of \$300 per LETRS participant, per unit, was provided.

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.

Progressing according to plan

An additional classroom teacher was hired.

Funding was provided to purchase books for the school library.

New furniture was purchased.

Specific individual student math skills were determined by grade-level teams and opportunities were created to address deficits through Tier II instruction.

Grade level teams determined common assessments and students exceeded the 10% cumulative grade-level improvement from BOY to MOY comparisons as reported by each grade-level team.

Tier I and Tier II learning opportunities and PCBL were facilitated and increased using technology through learning opportunities such as, personalized second language acquisition, Infini D Lab, Mystery Science, Passion Projects, Imagine Learning, Dream Box, and Near pod.

Academic software licensing as provided for Infini-D Lab and Mystery Science.

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.

Progressing according to plan

Teacher foundational knowledge and capacity will be increased in the five CASEL competencies through faculty meeting and classroom training. These include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The school counselor and school administration analyzed the results from the School Climate Survey.

SEL meetings were calendared and held on a weekly basis. Training was provided with the school SEL Team and faculty - supported by the DSD (Davis School District) SEL Team. Teachers and students received ongoing training for using and implementing Mindfulness strategies and/or Move This World in the classroom. PCBL and SEL in both indoor and outdoor learning settings and



additional supervision/support for recess and record keeping was provided.

Funding for an SEL Coach to support all grades K-6 was provided, but due to staffing shortages, was not fully implemented as anticipated, with 15 hours weekly for 37 weeks, from August 23, 2021 to May 27, 2022.

Funding for Move This World SEL program was provided.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 29,321.45
B - Allocated new funds for current year SY21-22	\$ 73,794.00
C - Total Budget for current year SY21-22	\$ 103,115.45
D - Projected spending during current year SY21-22	\$ 83,429.45
E - Expected carryover from current year SY21-22	\$ 19,686.00
F - Projected new funding for next year SY22-23	\$ 79,503.00
G - Total projected funding for next year SY22-23	\$ 99,189.00

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>STEM (Science, Technology, Engineering, Math)</b>
<i>Goal Statement</i>	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.
<i>Measures</i>	Students will achieve a school-wide average 10% improvement from science pre and post common formative assessments for each grade level as determined by grade-level teams and/or the STEM Lab instructor.
<i>Action Plan (please number steps)</i>	1. A STEM lab will be created that will benefit all students in the school with the purpose of supplementing STEM instruction and raising science test



- scores through instruction based on grade-level standards (Technology Grant).
- 2. A STEM teacher will be hired and will create grade-level common formative assessments based on the grade-level standards that will be administered as a pre- and post-assessment for each unit taught (Land Trust).
- 3. The Infini-D lab will be maintained and implemented at least monthly for each class (Technology Grant).
- 4. A certified math specialist will provide Tier II math instruction (Land Trust & ESSER II).
- 5. The Mystery Science program will be provided (Technology Grant).
- 6. The Generation Genius program will be provided (Technology Grant).
- 7. The Imagine Math program will be provided for grades 1-2.
- 8. The Dream Box math program will be provided for grades 3-6 (ESSER II).
- 9. Additional computer mice and headsets will be acquired (ESSER II).

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

#Tech|#PCBL|#TeacherLeaders

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees

*Academic area(s) addressed by the goal*

Mathematics|Science|Technology

*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 - \$36,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Certified STEM Teacher (12 hrs/wk, 444 hours)	\$ 18,000.00
LAND Trust Academic	Salaries & Benefits	#4 Certified Math Specialist (combined total 754 hrs./approx. 4 hrs/day = \$23,500) Land Trust: (578 hrs) = \$18000 ESSER II: (176 hrs) = \$5,500	\$ 18,000.00

*Goal Short Title*

**Language Arts**

<p><i>Goal Statement</i></p>	<p>Students will achieve an increase of three percent of K-3 students scoring at or above Acadience Reading fluency benchmarks.</p>												
<p><i>Measures</i></p>	<p>Students in grades K-3 scoring below or well-below proficiency levels will achieve a combined average three percent improvement to scoring above or well-above proficiency levels as determined by Acadience Pathways to Progress.</p>												
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will provide Tier I instruction for their whole class.</li> <li>2. Tier II instruction will utilize teaching aides to provide support to teachers and students as teachers deliver interventions according to students' needs.</li> <li>3. The English Language Arts Coordinator (ELA) will provide professional development for classroom teachers. The ELA will also help train and support teacher assistants (TAs).</li> <li>4. Four reading TAs will be hired to work with students in grades 1-3, under the direction of classroom teachers to provide classroom support during targeted intervention time (Will be funded by Land Trust).</li> <li>5. Acadience Reading testing will be provided for grades 4-6 (TSSA).</li> <li>6. Stipends will be provided to teachers as they complete LETRS units (Land Trust).</li> <li>7. A full-time additional teacher will be provided to lower class size (TSSA).</li> <li>8. A certified language arts specialist will be hired to provide specialized intervention support (Esser II).</li> <li>9. An aide will be provided for each kindergarten class (Land Trust).</li> <li>10. A grade-level aide will be provided for grades 1-6 and sped (Esser III).</li> </ol>												
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #PCBL #TeacherLeaders</p>												
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement Empowered Employees</p>												
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing</p>												
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>No</p>												
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$63,080.00</p> <table border="1" data-bbox="461 1703 1484 2022"> <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>#4 4 Reading Aides for Grades 1-3 (10.5 hrs/wk x 26 weeks)</td> <td>\$ 16,400.00</td> </tr> <tr> <td>LAND Trust</td> <td>Salaries &amp;</td> <td>#6 LETRS Teacher Stipends</td> <td>\$ 15,600.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#4 4 Reading Aides for Grades 1-3 (10.5 hrs/wk x 26 weeks)	\$ 16,400.00	LAND Trust	Salaries &	#6 LETRS Teacher Stipends	\$ 15,600.00
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LAND Trust	Salaries &	#6 LETRS Teacher Stipends	\$ 15,600.00										

	Academic	Benefits		
	LAND Trust Academic	Salaries & Benefits	#9 Aide for 4 Kindergarten Classes (14 hrs/wk ea. x 37 wks)	\$ 31,080.00

## Additonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	LAND Trust Academic	Salaries & Benefits	#4 4 Reading Aides for Grades 1-3 (10.5 hrs/wk x 26 weeks)	\$16,400.00
Language Arts	LAND Trust Academic	Salaries & Benefits	#6 LETRS Teacher Stipends	\$15,600.00
Language Arts	LAND Trust Academic	Salaries & Benefits	#9 Aide for 4 Kindergarten Classes (14 hrs/wk ea. x 37 wks)	\$31,080.00
STEM (Science, Technology, Engineering, Math)	LAND Trust Academic	Salaries & Benefits	#2 Certified STEM Teacher (12 hrs/wk, 444 hours)	\$18,000.00
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### Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 79,503.00
G - Total projected funding for next year SY22-23	\$ 99,189.00
H - Total planned expenditures for next year SY22-23	\$ 99,080.00
I - Planned carryover into the following year SY23-24	\$ 109.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds 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.

This school is not a Title I school.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/31/2022
Number who approved	12
Number who did not approve	0
Number who were absent or abstained	0