

Title I, Part A Schoolwide Plan Template Purpose and Directions

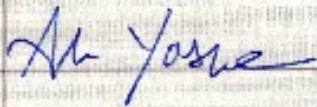
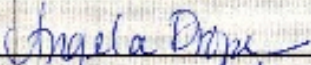


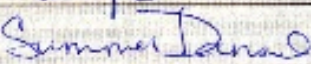
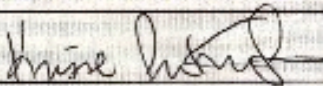
Utah Title I Schoolwide Planning Template

Part A: General Information

School Name: Columbia Elementary

LEA Name: Columbia Elementary

Title I Schoolwide Planning Team

	Name	Signature
Principal	Abram Yospe	
Title I facilitator or coordinator		
Faculty Member	Angela Drope	
Faculty Member	Sandy King	
Faculty Member	Taryn Cox	
Parent Representative	Summer Dansie	
Parent Representative	Krisse Prestwich	
Parent Representative		
Community/Business Representative		

Schoolwide Title I plan must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

LEA Title I Director	Signature	Date
Principal <i>Abram Yospe</i>		Date <i>10.15.18</i>

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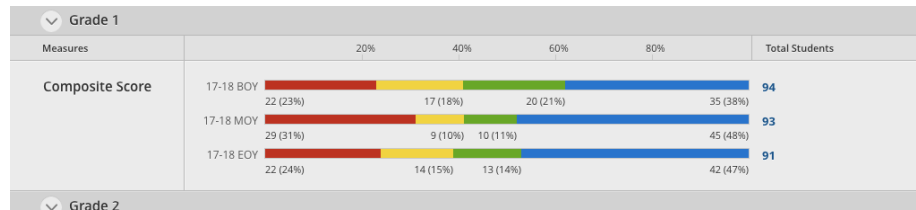
Comprehensive Needs Assessment *ESSA Sec. 1114(b)(6)*

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State’s academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

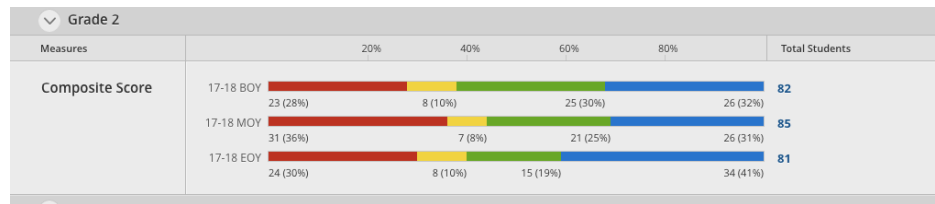
<p>Student achievement trends</p>	<div style="text-align: center;"> <p>SAGE Results for Columbia School</p> <table style="margin: auto; border-collapse: separate; border-spacing: 10px 0;"> <tr> <td style="background-color: #003366; color: white; padding: 5px; text-align: center;">Language Arts</td> <td style="background-color: #8B4513; color: white; padding: 5px; text-align: center;">Mathematics</td> <td style="background-color: #4B2039; color: white; padding: 5px; text-align: center;">Science</td> </tr> <tr> <td style="text-align: center; padding: 10px;">34%</td> <td style="text-align: center; padding: 10px;">42%</td> <td style="text-align: center; padding: 10px;">40%</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">2016 SAGE % Proficient</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>SAGE Results for Columbia School</p> <table style="margin: auto; border-collapse: separate; border-spacing: 10px 0;"> <tr> <td style="background-color: #003366; color: white; padding: 5px; text-align: center;">Language Arts</td> <td style="background-color: #8B4513; color: white; padding: 5px; text-align: center;">Mathematics</td> <td style="background-color: #4B2039; color: white; padding: 5px; text-align: center;">Science</td> </tr> <tr> <td style="text-align: center; padding: 10px;">27%</td> <td style="text-align: center; padding: 10px;">21%</td> <td style="text-align: center; padding: 10px;">24%</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">2017 SAGE % Proficient</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>SAGE Results for Columbia School</p> <table style="margin: auto; border-collapse: separate; border-spacing: 10px 0;"> <tr> <td style="background-color: #003366; color: white; padding: 5px; text-align: center;">Language Arts</td> <td style="background-color: #8B4513; color: white; padding: 5px; text-align: center;">Mathematics</td> <td style="background-color: #4B2039; color: white; padding: 5px; text-align: center;">Science</td> </tr> <tr> <td style="text-align: center; padding: 10px;">34%</td> <td style="text-align: center; padding: 10px;">29%</td> <td style="text-align: center; padding: 10px;">42%</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">2018 SAGE % Proficient</p> </div> <p style="margin-top: 20px;">In 2018 SAGE results for Columbia Elementary rose 7% in Language Arts, 8% in Math and 18% in Science.</p> <p style="margin-top: 20px;">Parents are informed three times a year of their student's progress on DIBELS. This information has been valuable to teachers. This information is analyzed during PLC. Reading skills, fluency,</p>	Language Arts	Mathematics	Science	34%	42%	40%	Language Arts	Mathematics	Science	27%	21%	24%	Language Arts	Mathematics	Science	34%	29%	42%
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decoding strategies are taught based on data. Instruction is being adjusted and an intentional focus on student achievement is a priority. Instruction is being adjusted based on student growth and proficiency.

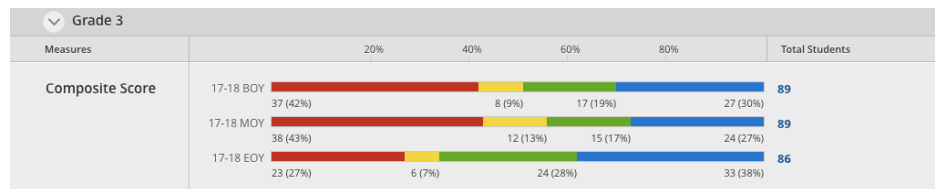
Kindergarten made amazing growth in Dibels in 2018. They went from 54 students below grade level to 17 by the end of the year.



First grade made minor growth in Dibels in 2018. They had 39 students below grade level at the beginning and ended with 36 students.



Second grade also made no growth on Dibels in 2018. They had 31 students below reading level at the beginning of the year and 32 by year's end.



Third grade made good growth in Dibels. They went from 45 students not on grade level to 29 at year's end.

Demographic data

COLUMBIA ELEMENTARY		
	Count	Percent
Student Enrollment Count	580	
Female	303	52.2%
Male	277	47.8%
Racial Minority	193	33.3%
Immigrant	10	1.7%
ELL	206	35.5%
Homeless	60	10.3%
Refugee	0	0.0%
SpEd	88	15.2%
Free/Reduced Lunch	376	64.8%

School climate

Table 3. Percentage Agreement from Students

	School Average Agreement (N=489)	District Average Agreement (N=18710)
SCHOOL CLIMATE		
I like my school.	84%	93%
I feel safe at my school.	85%	93%
I feel like I fit in at my school.	79%	84%
There is a lot to do at my school.	78%	88%
SCHOOL SAFETY		
Kids are safe from bullying at my school.	67%	80%
Kids at my school solve problems without fighting.	67%	74%
My things are safe when I bring them to school.	68%	83%
PRINCIPAL*		
My principal cares about me.		97%
My principal looks out for all kids at our school.		98%
My principal is fair when dealing with kids.		96%
TEACHER EMOTIONAL SUPPORT		
My teacher is nice to all students in our class.	93%	95%
My teacher is fair.	91%	95%
My teacher helps me if I need help.	94%	96%
TEACHER LEARNING SUPPORT		
My teacher makes sure I work hard every day.	91%	95%
My teacher makes sure I take part in class.	93%	96%
My teacher teaches so that I understand.	93%	95%

*Percentage of students who thought the principal knew them: 58.0%

Students at Columbia generally like the school. But they have concerns about their own safety and many worry about bullying issues.

Table 4. Percentage Agreement from Parents

	School Average Agreement (N=50)	District Average Agreement (N=5140)
SCHOOL CLIMATE		
I feel welcome at this school.	95%	97%
I think people from all backgrounds would feel welcome at this school.	95%	95%
There are plenty of opportunities for parents/guardians to be involved at this school.	93%	96%
There are many things about this school that I like.	93%	96%
SCHOOL SAFETY		
I think students at this school resolve their differences peacefully.	82%	91%
This school seems to do a good job keeping kids safe from bullying.	83%	89%
I think my child's personal belongings are safe at the school.	81%	94%
PRINCIPAL*		
I can rely on this principal to prioritize the learning needs of my child.		95%
This principal cares about my child's well-being.		96%
This principal is responsive to my concerns.		93%
This principal handles problems effectively.		92%
TEACHER EMOTIONAL SUPPORT		
This teacher will help my child if my child needs help.	98%	96%
This teacher is considerate of my child's feelings.	98%	95%
This teacher is a good role model for the children.	98%	96%
TEACHER LEARNING SUPPORT		
I think this teacher instructs so that my child understands.	100%	95%
This teacher challenges my child academically.	98%	96%
This teacher helps my child feel confident in his or her learning.	98%	93%
TEACHER COMMUNICATION		
This teacher communicates important information in a timely manner.	98%	92%
This teacher is clear and concise when communicating with me.	98%	93%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).	98%	93%

*Percentage of parents who reported ever meeting or speaking with the principal: 56.0%

Parents at Columbia feel welcome and really like the school. They generally like the teachers and feel that they communicate well. The parents are also somewhat concerned about safety and bullying.

Table 5. Percentage Agreement from Teachers and Staff

	School Average Agreement (N=44)	District Average Agreement (N=1358)
PROFESSIONAL ENVIRONMENT		
I coordinate my instruction with other teachers.	96%	97%
I have regular opportunities to collaborate with other teachers.	93%	97%
I have participated in professional development that supports my teaching of Utah Core Standards.	93%	97%
Professional development generally supports school-wide goals.	90%	96%
This school provides a positive work environment for teachers.	69%	86%
This school provides a positive work environment. [Staff]	45%	93%
I receive ongoing training or feedback that helps me fulfill my role at this school. [Staff]	36%	86%
A person from any culture would feel comfortable working at this	73%	95%
I feel that the work I do is appreciated. [Staff]	45%	92%
SCHOOL SAFETY		
Students at this school solve problems without fighting.	70%	83%
Personal belongings are safe at this school.	80%	92%
Students at this school are safe from bullying.	68%	83%
RESOURCES		
I have access to the resources I need to teach effectively.	89%	92%
The resources at this school are well-managed.	84%	92%
I have the training necessary to use the resources available to me.	64%	91%
I am able to provide my students adequate resources to support their	93%	91%
PARENTAL SUPPORT		
In general, parents/guardians are responsive when I request	82%	93%
In general, parents/guardians work with me to support student	82%	92%
I believe the parents/guardians of my students have high academic expectations for their children.	68%	86%
PRINCIPAL CONSCIENTIOUSNESS		
My principal is effective when dealing with teachers.		86%
My principal is concerned about my well-being.		90%
My principal shows respect for all people at our school.		91%
My principal is an effective leader for this school.		89%
My principal treat staff fairly. [Staff]		87%
PRINCIPAL INSTRUCTIONAL SUPPORT		
My principal provides useful guidance on effective instruction.		90%
My principal observes my class and gives me useful feedback about my teaching.		85%
My principal and I discuss topics related to my progress as a teacher in a productive way.		88%

Teachers at Columbia felt that they had ample resources. However, they did not feel appreciated and they did not feel that there was a positive work environment at the school. In addition, teachers craved more feedback about how they are doing their jobs.

Teacher qualifications	Last Name	First Name	Endo Rec'd	Endorsement
	Adams	Jennifer	09/06/2007	English as a Second Language
	Adams	Jennifer	06/24/2004	Mild / Moderate Disabilities
	Adams	Jennifer	09/06/2007	English as a Second Language
	Carpenter	Melinda	09/07/2012	English as a Second Language
	Carpenter	Melinda	03/09/2017	Elementary Mathematics
	Chugg	Sarah	05/12/2016	English as a Second Language
	Cox	Taryn	02/28/2006	Gifted / Talented
	Cox	Taryn	09/06/2007	English as a Second Language
	Derrick	Emily	05/14/2018	English as a Second Language
	Drope	Angela	06/28/2011	English as a Second Language
	Drope	Angela	07/16/2009	American Sign Language
	Flint	Melinda	06/05/2009	Educational Technology
	Flint	Melinda	08/27/2002	English as a Second Language
	Flint	Melinda	11/09/2000	History
	Foote	Karen	06/03/2010	Advanced Reading
	Foote	Karen	06/03/2010	Reading
	Foote	Karen	03/07/2018	Visual Art (K-6) level II
	Foote	Karen	10/30/1997	English as a Second Language
	Gomez	Teresa	06/13/2018	English as a Second Language
	Hagman	Caroline	03/03/2017	English as a Second Language
	Hagman	Caroline	03/07/2018	Science, Earth
	Harris	Kelsey	06/13/2018	English as a Second Language
	Hourmanesh	Najmeh	10/30/1987	Mathematics Endorsement 2
	Hourmanesh	Najmeh	10/30/1987	French
	Hourmanesh	Najmeh	10/30/1987	Chemistry
	Hourmanesh	Najmeh	10/30/1987	Science, Biological
	Hourmanesh	Najmeh	10/30/1987	Chemistry
	Hourmanesh	Najmeh	10/30/1987	Science, Biological
	Hourmanesh	Najmeh	10/30/1987	Mathematics Endorsement 2
	Hourmanesh	Najmeh	10/30/1987	French
	Hurst	Courtney	05/14/2015	English as a Second Language
	Jarvis	Katlyn	10/26/2016	English as a Second Language
	Jarvis	Katlyn	07/25/2014	Mild / Moderate Disabilities
	Karren	Irene	09/11/2009	English as a Second Language
	King	Sandra	06/06/2014	English as a Second Language
	Leavitt	Stacey	03/10/2014	English as a Second Language
	Leavitt	Stacey	03/09/2017	Elementary Mathematics
	Miller	Sheryl	09/21/2015	English as a Second Language
	Shurtleff	Kathryn	05/08/2012	History
	Struthers	Tammy	07/09/2010	Reading
	Struthers	Tammy	11/09/2010	English as a Second Language
	Turner	Jennifer	06/22/2016	English as a Second Language
	Walton	Thomas	07/13/2016	English as a Second Language
	Walton	Thomas	06/30/1998	Mild / Moderate Disabilities
	Yospe	Abram	10/31/2013	Gifted / Talented
	Yospe	Abram	09/06/2007	English as a Second Language

Columbia has many teachers with many endorsements. The majority of the teachers have an English as a Second Language Endorsement.

Highly Qualified Teacher Status

Jennifer Adams	Y	
Cynthia Alvarado	N	Has Idaho teaching license. Has applied for a Utah license.
Lisa Anderson	Y	
Jennica Bodenhofer	Y	
Michelle Brigman	Y	
Melinda Carpenter	Y	
Sarah Chugg	Y	
Kymberli Cosner	N	Has Florida teaching license. Has applied for a Utah license.
Taryn Cox	Y	
Sabrina Davitt	N	Has level 1 APT license. Working on becoming highly qualified.
Emily Derrick	Y	
Meghan Dorenbosh	Y	
Angela Drope	Y	
Melinda Flint	Y	
Karen Foote	Y	
Mandy Gomez	N	Has a New Mexico teaching license. Has applied for a Utah license.
Teresa Gomez	Y	
Caroline Hagman	Y	
Kelsey Harris	Y	
Najmeh Hourmanesh	Y	
Courtney Hurst	Y	
Jan Jarrett	Y	
Katlyn Jarvis	Y	
Tiffany Jessop	Y	
Irene Karren	Y	
Sandra King	Y	
Abbey Knight	Y	
Stacey Leavitt	Y	
Raina Lingmann	Y	
Sheryl Miller	Y	
Jodi Petersen	Y	

Kaylee Saller	N	Has a California teaching license. Has applied for a Utah license.
Kathryn Shurtleff	N	ARL license. Will have a full Utah license within a year.
Tammy Struthers	Y	
Jennifer Turner	Y	
Nicole Wachner	Y	
Thomas Walton	Y	
Kristin Whiting	Y	
Brooke Wood	Y	
Abram Yospe	Y	

Columbia has five teachers that are not currently highly qualified. Three of the teachers have out of state licenses and should receive their Utah licenses within this school year. One teacher is on the APT path to getting her license and one teacher on the ARL path. Both should receive level 2 Utah licenses within two years on their current path.

Last Name	First Name	Degree Description	Degree Major
ADAMS	JENNIFER	MASTER OF EDUCATION	EDUCATION
ALVARADO	CYNTHIA	BACHELOR OF SCIENCE	ELEMENTARY EDUCATION SPEECH LANGUAGE
ANDERSON	LISA	MASTER OF SCIENCE	PATHOLOGY
BODENHOFER	JENNICA	BACHELOR OF SCIENCE	ECONOMICS
BRIGMAN	MICHELLE	BACHELOR OF SCIENCE	ELEMENTARY EDUCATION
CARPENTER	MELINDA	BACHELOR OF ARTS	EDUCATION
CHUGG	SARAH	BACHELOR OF SCIENCE	ELEMENTARY EDUCATION
COLLINS	CAITLAN	BACHELOR OF ARTS	Early Childhood
COSNER	KYMBERLI	BACHELOR OF ARTS	
COX	TARYN	BACHELOR OF ARTS	Early Childhood
DAVITT	SABRINA	BACHELOR OF SCIENCE	
DERRICK	EMILY	BACHELOR OF SCIENCE	ELEMENTARY EDUCATION
DORENBOSCH	MEGHAN	BACHELOR OF ARTS	ENGLISH
DROPE	ANGELA	MASTER OF EDUCATION	EDUCATION
FLINT	MELINDA	BACHELOR OF ARTS	ELEMENTARY EDUCATION
GOMEZ	MANDY	BACHELOR OF ARTS	
GOMEZ	TERESA	BACHELOR OF ARTS	Liberal Studies
GUTIERREZ	ANNAMELISSA	Master of Social Work	Social Work
HAGMAN	CAROLINE	MASTER OF EDUCATION	CURRICULUM AND INSTRUCTION
HARRIS	KELSEY	BACHELOR OF SCIENCE	ELEMENTARY EDUCATION

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TURNER	JENNIFER	MASTER OF ARTS	ELEMENTARY EDUCATION																																																																																																		
WACHNER	NICOLE	MASTER OF ARTS	Teaching																																																																																																		
		MASTER OF EDUCATION	CURRICULUM AND INSTRUCTION																																																																																																		
WALTON	THOMAS	BACHELOR OF SCIENCE																																																																																																			
WHITING	KRISTIN	BACHELOR OF SCIENCE	HEALTH EDUCATION																																																																																																		
WOOD	BROOKE	BACHELOR OF ARTS	ELEMENTARY EDUCATION																																																																																																		
Instructional practices	<ul style="list-style-type: none"> - Cooperative Learning - Objectives - Providing feedback - Using manipulatives and non-linguistic representations - Reinforcing effort and providing recognition - Teacher clarity and explicit instruction - Highlighting, summarizing and note taking - Visualization - Inquiry based instruction - Technology in the classroom - Differentiation - Advance Organizers 																																																																																																				

Other data determined by the school	2016-2017	258
	2017 - 2018	134
	2018 - 2019	(As of Oct. 1, 2018) 13
Office referrals for negative behaviors were nearly cut in half last year from 268 to 134. The downward trend seems to continue this year.		

**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

LITERACY GOAL

SMART Goal	The goal for Columbia faculty, staff, and students is to increase student proficiency by 6% and to ensure a year's growth for each student in Language Arts. Language Arts proficiency was 34% in 2017-18. The Columbia Literacy goal for Language Arts Proficiency for 2018-19 is 40%.
Strategies	<ol style="list-style-type: none"> 1. Journeys used to build lessons and common assessments, provide a master schedule for PLC and common planning time during science, media, computer, Art and music. Assistants and teachers will be hired as needed to support common planning time. 2. Build deeper understanding of literacy understanding through student and teacher discussions by analyzing literacy concepts. Teachers will be provided professional development to support an environment where students well participate. 3. Provide an environment where students can develop, explain, and prove their Language Arts comprehension and writing ability. 4. Provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement, and opportunity to teach specific skills needed. 5. Extended learning times will be provided in the form of extended day kindergarten and after school programs.

	<ol style="list-style-type: none"> 6. Assistants will be hired to provide enrichment and RTI in small group settings. 7. Teachers will be provided compensation for working beyond contract hours while attending family nights and professional development and providing student instruction. 8. Extra supplies, materials and technology will be provided as needed for student instruction and professional development. 9. Teachers will be hired to reduce class size. 10. Additional teachers will be hired to teach RTI and enrichment classes. 11. Coaches/Specialists will be hired to provide teacher support to improve instruction and provide professional development. 12. Substitutes will be provided for teachers to attend professional development. 13. Enrichment classes, assemblies, field trips and activities to support the Utah Core Curriculum will be provided for students. This will be paid for through title one, district gifted grants, Jordan Education Foundation, cell tower funds and PTA donations. 16. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction. Celebrations to acknowledge successes. 14. There will be intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to insure high outcomes of student achievement.
<p>Evidence-Based Research Support</p>	<p>Get Better Faster, P. Bambrick-Santoya, 2016. Explicit Instruction, A. Archer, C. and Hughes, 2011. Focus, M. Schmoker, 2011. Teach Like a Champion, D. Lemoy, 2010. Driven by Data, P. Bambrick-Santoyo, 2010. High-Poverty Schools into High-Performing School, w. Parrett, 2012. Help Teacher Engage Students, A. Brinkman, 2009. What Works in Schools, Translatin Research into Action, R. Marzano, 2003. Making Content Comprehensible for English Language Learners. Accountability for Learning, D. Reeves, 2004. Never Under Estimate Your Teachers, R. Jackson, 2013, Building Academic Vocabulary, R. Marzano, 2005. Classroom Instruction that Works, R. Marzano2001. Instructional Coaching, J. Knight, 2007. Learning by Doing, R. DeFour, 2006. Transforming Professional Development into Student Results, D. Reeves, 2010. Leverage Leadership, P. Bambrick-Santoyo, 2012. Journeys, Houghton Mifflin Harcourt, 2018. DIBELS: https://acadiencelearning.org/acadience.html SRA FLEX, McGraw Hill http://flexliteracy.com</p>

<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected Impact in core academic areas will increase depth of knowledge and proficiency in Core Language Arts content by 6% assessed with RISE, SRI reading levels, DIBELS, Pre and Post Benchmarks for Language Arts.</p> <p>Teachers will track student progress of Student Learning Outcomes by giving the JSD Language Arts pre-test benchmark and end of year post-benchmark. Daily quick checks will be given and the end of Tier I instruction to identify individual student understanding. Common assessments will be given every two weeks to check progress of Tier II. This will guide instruction and identify student the need further interventions. Formative assessments and mid-year common assessment will be given to guide instruction. Other JSD created benchmarks will be given as scheduled. Practice RISE tests will be given.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Forty-minute, grade level Language Arts professional development twice a month will be held during PLC. 2. PLC and common planning time will be provided weekly. 3. Coaches and principal will observe classroom and identify Tier I literacy strengths and areas for growth. 4. Coaching will provide support to grade levels and individual teachers. 5. Teachers and coaches will given opportunities to attend imbedded and beyond contract professional development at school and conferences and district classes to increase knowledge in Language Arts as applicable.
<p>Timeline</p>	<p>Monthly Faculty meetings and weekly one PLC will be utilized to provide each grade level to provide individualized professional development in content and pedagogy.</p>
<p>Responsible Parties</p>	<p>Nancy Ward (Title One Director), Becky Gerber (District Literacy Curriculum), Taryn Cox (Columbia teacher specialists and coach), Sandy King (Columbia teacher specialists and coach), Angela Drape (Columbia teacher specialists and coach), and Meghan Dorenbosh (Columbia multi-grade intervention teacher), and Abram Yospe (Principal).</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Informal and formal observations. The JSD pre-test benchmark will establish the baseline for the year. Three other benchmarks will be used as formative assessments to track student progress and mastery. Student progress will be monitored and evaluated through DIBELS, SRI tests given monthly (4-6) and monthly-guided reading progress will be assessed through running records. During PLC each grade level use formative assessments to help teachers make decision on how best to align Tier I and Tier II instruction to support student progress.</p> <p>For writing, students will turn in a complete writing essays monthly (K-6) and teachers will analyze by using a common rubric or Utah Compose. They will discuss student work samples in PLCs to determine growth and need for further Tier I instruction or RTI. Weekly participation in PLC's will result in the generation and implementation of effective strategies teachers to support continued progress.</p>

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MATHEMATICS GOAL

<p>SMART Goal</p>	<p>The goal for Columbia administrator, leadership, faculty, staff, and students is to increase student proficiency by 10% and to ensure a year's growth for each student in mathematics. Mathematics Proficiency was 29% in 2017-2018. The Columbia Math goal for Math Proficiency for 2018-2019 is 39%.</p>
<p>Strategies</p>	<ol style="list-style-type: none"> 1. Collaborative experiences: build lessons and common assessments provide a master schedule for PLC and common planning time during science, media, computer, Art and music. Assistants and teachers will be hired as needed to support common planning time. 2. Build deeper understanding of mathematical understanding through student and teacher discussions by analyzing mathematical concepts. Teachers will be provided professional development to support an environment where students well participate. 3. Provide a setting where peers (student to student or teacher to teacher) can develop mathematical concepts, explain, and prove their mathematical thinking and provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement and opportunity to teach specific skills needed. 3. Extended learning times will be provided in the form of extended day kindergarten, after school programs and summers school. Teachers will be provided compensation at contract rate. 4. Assistants will be hired to provide enrichment and RTI in small group settings. 5. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction. 6. Extra supplies, materials and technology will be provided as needed for student instruction and professional development. 7. Teachers will be hired to reduce class size. 8. Additional teachers will be hired to teach RTI and enrichment classes. 9. Coaches/Specialists will be hired to provide teacher support to improve instruction and provide professional development.

	<p>10. Substitutes will be provided for teachers to attend professional development.</p> <p>11. Enrichment classes, assemblies, fieldtrips and activities to support the Utah Core Curriculum will be provided for students. This will be paid for through title one, district gifted grants, Jordan Education Foundation, cell tower funds and PTA donations.</p> <p>12. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction.</p> <p>13. Teach core curriculum (review to solidify and enrichment to explore) through arts and movement. The guaranteed five learning objectives for each grade level will be taught using arts and kinesthetic activities.</p> <p>16 Celebrations to acknowledge successes.</p> <p>17 There will be an intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to insure high outcomes of student achievement.</p>
<p>Evidence-Based Research Support</p>	<p>Get Better Faster, P. Bambrick-Santoya, 2016. Explicit Instruction, A. Archer, C. and Hughes, 2011. Focus, M. Schmoker, 2011. Teach Like a Champion, D. Lemov, 2010. Driven by Data, P. Bambrick-Santoyo, 2010. High-Poverty Schools into High-Performing School, w. Parrett, 2012. Help Teacher Engage Students, A. Brinkman, 2009. What Works in Schools, Translation Research into Action, R. Marzano, 2003. Making Content. Accountability_for Learning, D. Reeves, 2004. Never Under Estimate Your Teachers, R. Jackson, 2013, Building Academic Vocabulary, R. Marzano, 2005. Classroom Instruction that Works, R. Marzano, 2001. Instructional Coaching, J. Knight, 2007. Learning by Doing, R. DeFour, 2006. Transforming Professional Development into Student Results, D. Reeves, 2010. Leverage Leadership, P. Bambrick-Santoyo, 2012.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected impact on core academic areas will increase depth of knowledge and proficiency in Core Mathematics content by 10%. Teachers will track student progress by giving the JSD Math pre-test benchmark and end of year post- benchmark. Daily quick checks will be given and the end of Tier I instruction to identify individual student understanding. This will guide instruction and help identify students' that need further interventions. Formative unit assessments and mid-year common assessment will be given to guide instruction. Teachers will work collaboratively to create lesson tailored to skill needs. Through close monitoring and intentional interventions student progress is expected.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Forty-minute, grade level Math professional development will be held during PLC and Faculty meetings. 2. PLC and common planning time will be provided weekly. 3. Coaches and principal will observe classroom and identify Tier I literacy strengths and areas for growth. 4. Coaching will also be provided as requested by grade levels or individual teachers as needed.

	<p>5. Teachers and coaches will give opportunities to attend imbedded and beyond contract professional development at school, conferences and district classes to increase knowledge in Math as applicable.</p> <p>6. Qualified presenters may be hired as needed.</p>
Timeline	Professional development during the 2018-19 school year starting in October and continuing monthly.
Responsible Parties	Melissa Garber (JSD mathematic specialists), Taryn Cox (Columbia teacher specialists and coach), Sandy King (Columbia teacher specialists and coach) Angie Drope (Columbia teacher specialists and coach), Meghan Dorenbosh (Columbia multi-grade intervention teacher), Caroline Hagman (Columbia multi-grade science teacher), and Abram Yospe (principal).
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Informal and formal observations. Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. Data will be analyzed by student proficiency results. Tier 1 instruction and RTI groups will be created and monitored every two weeks. SLO progress will be the major focus. On-going benchmarks assessments will also guide Tier I, II and III instruction.

**Title I, Part A Schoolwide Plan Template
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Complete one page for each goal.

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SCIENCE GOAL

SMART Goal	The goal for Columbia administrator, leadership, faculty, staff, and students is to increase student proficiency by 3% and to ensure a year's growth for each student in Science. Science Proficiency was 42% in 2017-18. The Columbia goal for Science Proficiency for 2018-2019 is 45%.
Strategies	<ol style="list-style-type: none"> 1. Collaborative experiences: build lessons and common assessments provide a master schedule for PLC and common planning time during science, media, computer, Art and music. Assistants and teachers will be hired as needed to support common planning time. 2. Build deeper understanding of science through student and teacher discussions by analyzing scientific concepts. Teachers will be provided professional development to support an environment where students well participate. 3. Provide a setting where peers (student to student or teacher to

	<p>teacher) can develop scientific concepts, explain, and prove their scientific thinking.</p> <ol style="list-style-type: none"> 4. Provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement and opportunity to teach specific skills needed. 5. Extended learning times will be provided in the form of extended day kindergarten, after school programs and summers school. Teachers will be provided compensation at contract rate. 6. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction. 7. Extra supplies, materials and technology will be provided as needed for student instruction and professional development. 8. Teachers will be hired to reduce class size. 9. Additional teacher has been hired to teach science enrichment classes. All students will attend science class at least once per week. 10. Coaches/Specialists will be hired to provide teacher support to improve instruction and provide professional development. 11. Substitutes will be provided for teachers to attend professional development. 12. Enrichment classes, assemblies, fieldtrips and activities to support the Utah Core Curriculum will be provided for students. This will be paid for through title one, district gifted grants, Jordan Education Foundation, cell tower funds and PTA donations. 13. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction. 14. Teach core curriculum (review to solidify and enrichment to explore) through arts and movement. The guaranteed five learning objectives for each grade level will be taught using arts and kinesthetic activities. <p>Celebrations to acknowledge successes.</p> <ol style="list-style-type: none"> 15. There will be a and intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to insure high outcomes of student achievement.
<p>Evidence-Based Research Support</p>	<p>Get Better Faster, P. Bambrick-Santoya, 2016. Explicit Instruction, A. Archer, C. and Hughes, 2011. Focus, M. Schmoker, 2011. Teach Like a Champion, D. Lemov, 2010. Driven by Data, P. Bambrick-Santoyo, 2010. High-Poverty Schools into High-Performing School, w. Parrett, 2012. Help Teacher Engage Students, A. Brinkman, 2009. What Works in Schools, Translation Research into Action, R. Marzano, 2003.</p>

<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>The goal for Columbia administrator, leadership, faculty, staff, and students is to increase student proficiency by 3% and to ensure a year's growth for each student in science.</p> <p>Informal and formal observations. Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. Data will be analyzed by student proficiency results. Tier 1 instruction will be monitored every two weeks. SLO progress will be the major focus. On-going common assessments will also guide Tier I, II and III instruction.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Forty-minute, grade level Science professional development will be held during PLC and Faculty meetings. 2. PLC and common planning time will be provided weekly. 3. Coaches and principal will observe classroom and identify Tier I science strengths and areas for growth. 4. Coaching will also be provided as requested by grade levels or individual teachers as needed. 5. Teachers and coaches will give opportunities to attend imbedded and beyond contract professional development at school, conferences and district classes to increase knowledge in science as applicable. 6. Qualified presenters may be hired as needed.
<p>Timeline</p>	<p>Professional development during the 2018-19 school year starting in October and continuing monthly.</p>
<p>Responsible Parties</p>	<p>Taryn Cox (Columbia teacher specialists and coach), Sandy King (Columbia teacher specialists and coach) Angie Drope (Columbia teacher specialists and coach), Caroline Hagman (Columbia multi-grade science teacher), and Abram Yospe (principal).</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Informal and formal observations. Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. Data will be analyzed by student proficiency results. Tier 1 instruction will be monitored every two weeks. SLO progress will be the major focus. On-going common assessments will also guide Tier I, II and III instruction.</p>

**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

Goals and Strategies to Address Supports for Most At-risk Students

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SCHOOL CLIMATE GOAL

<p>SMART Goal</p>	<p>Columbia's goal will be to reduce the number of students referred to the office for behavior problems by 25%. Major behavior referrals in 2017-18 were 154. The goal will be to reduce the major referrals to 100 in 2018-2019. Columbia will be a place of learning where teachers, parents, and students take ownership and pride. Columbia teachers will strive to have 95% to 100% student engagement during learning activities. Students will be active in their own learning by having high levels of participation through discussion, analysis using high levels of Bloom's Taxonomy. Teacher will challenge student thinking by using questions that press for depth of knowledge. Playworks has been initiated to support healthy play and positive conflict resolution. Student leadership opportunities have been increased: 12 Playworks Junior Coaches, 30 Safety Patrol, and 12 Student Council positions have been filled.</p> <p>Two parent nights, an upper and lower grade night, will be held to help parent's better support their children's learning. Parents are involved in their child's learning through increased communication and participation in school activities. There is two-way communication near 100% of the time in both English and Spanish. Parents are involved in the decision-making processes by being involved in School Community Council, Parent-Teacher Association and CSIP leadership, and parent leadership. Parent classes are held in the Family Learning Center for GED, English, and computers. Mommy and Me classes are held to support parents learning how to preschool students get a jump-start on their child's education.</p>
<p>Strategies</p>	<ol style="list-style-type: none"> 1. Columbia teachers will strive to have 95% to 100% student engagement during learning activities. 2. Students will be active in their own learning by having high levels of participation through discussion, keep personal data, using analysis to determine their progress and set goals. 3. Teacher will challenge student thinking by using questions that press for depth of knowledge. Columbia will provide opportunities for consistent communication about their child's academic and behavioral progress. Parents will be invited to attend school programs. 4. Parents will be encouraged and invited to be involved in their child's learning and participate in Parent Night Activities. Parent involvement funds (7802) will be use to increase parent participation. Teachers who attend parent-student activities during off-contract time will be compensated with contract pay. Refreshments may be provided as needed and within Title One funding guidelines. 5. Parents will be given a parent version of Student Learning Objectives. Teachers will send home support strategies with homework assignments. 6. Playworks has been implemented to help students resolve conflict and engage in constructive play. 7. The Family Learning Center uses Joyce Epstein's six elements of family involvement as the foundation for all activities. Families are encouraged and trained in skills so they can support their children at home, and advocate for their children.: <i>Learning at Home</i> (Make & Take), <i>Parenting</i> (Routines & Procedures), and <i>volunteering</i> (learn, create, share). In addition, we will continue to offer GED, Computer and English classes, and will extend our parenting skills classes. Parents are sharing what they learn from the Internet with each other. Parents are volunteering at the

	<p>school. The FLC has become a hub for parent to find support and to find others to support. Parents with extreme financial needs are provided extra support. We have also added a parent check out area (books/resources) to our center and a computer area where parents who speak limited English, and their children, can work through <i>Imagine Learning</i>, a leveled interactive program for ELL's.</p> <p>8. Pre-School will be provided in combination of Special Education Pre-School and the Parents and Preschoolers Program. Specialists, teachers, and assistants will be hired to coordinate needed services.</p> <p>9. Involve parents in the decision-making process on School Community Council, Parent Teacher Association and School Leadership Committee.</p> <p>10. Hire a full-time psychologist and a full-time social worker to support students with extenuating needs and family dynamics that may be lacking.</p> <p>11. Professional development incorporating Language Art, Math, and science and PLC+ will be provided.</p> <p><u>Substitutes, off-contract compensation will be provided.</u></p>
Evidence-Based Research Support	Classroom Discussions, S. Chapman, 2003. National School Partnership, Playworks, Epstein's Six Keys to Parent Participation, and Professional Learning Communities + Positive Behavior Support.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected impact on core academic areas will increase depth of knowledge and proficiency in Core Mathematics and Language Arts content by 10%. Track number of parents participating in school activities. Track parent participation as volunteers and hours of volunteer service given in the school. Track parent participation in English, GED and computer classes. Track parent participation School Community Council, Parent-Teacher Association, and CS/P leadership and parent leadership, SWIS (School-wide Information System) data for major and minor behavior entries, Skyward data entries, stop to think positive reward data.</p>
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Professional Learning Communities+ Positive Behavior Support (PLC+) professional development is being provided by a grant which includes six days of training for the leadership team. Also, there will be bi-monthly meetings with leadership team, which will include representation from District leaders. Professional development will be provided to the faculty. Substitutes will be provided for professional development as needed. 2. Teachers will be paid in-service rate for attending training during off contract time. 3. Qualified presenters may be hired as needed. 4. Preschool, Parenting, and Parents and Preschoolers classes will be provided. 5. Hold School Leadership Committee Meetings to inform parents of school progress and to help them be informed decision makers.
Timeline	Monthly meetings held by TAT team. The leadership team will also be involved in setting school wide behavior expectations, professional development, support and celebrations.

Responsible Parties	Najmeh Hourmanesh (Columbia Psychologist), Sandy King (Columbia Teacher Specialist), Taryn Cox (Columbia Teacher Specialist), Angela Drope (Columbia Teacher Specialist), Meghan Dorenbosh (RTI\ Multi-Grade Teacher), Katlyn Jarvis (special education teacher), Mandy Gomez (special education teacher) and Abram Yospe (principal)
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Tracking of SWIS (behavior data), Skyward data entry for major infractions, classroom Think-Time and (How will the positive rewards data, and Epstein's Six Keys to Parent Participation will measure parent involvement after school monitor the teach parent activity and monthly as an overall data collection point.

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Cell Tower/In Lieu	\$10, 752	Professional Conferences/ESL endorsements/aides
Local Funding	\$17,412.00	Provide assistants to cover specials to release teachers to participate in PLCs.
Local Funding	\$4,000	Art teacher that teaches every other week to provide release time for teachers to go to PLCs.
Local Funding	\$40,067	Text books and programs to enhance learning, build classroom libraries and provide professional development.
Local Funding	\$41,401.00	Technology and software to track and enhance learning and a computer assistant.
Farm to Home	Undetermined	Fruits and vegetable program delivered to students twice a week.
Local Funds K – 3	\$45,000	Provide one and a half teacher salary to support full-day kindergarten and literacy assistant
Utah Food Bank	\$4,000	Provide food for families once/month
Local Funds	\$16,060	Equipment needed to furnish school and provide extra useful areas for special programs.
Land Trust	\$71,093	Provide salary of Highly Qualified teacher as an intervention assistant specialist for math and literacy.
Title I	\$16,000	Playworks program to decrease behavior problems on the playground and increase awareness of
Title I	\$394,000	Full time salary for Highly Qualified teachers to reduce class size, coaches, specialists and salary for intervention teacher aides.

Local Funding	\$500	Gifted/Talented experiences
Business Partners	\$2,000	Supplies and field trips
Media	\$8,000	Library books and media supplies
Postage	\$895	Communication with parents and transfer of files when students move from Columbia
Local Funds	\$53,425	School Supplies