

**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	Abram Yospe	Abram Yospe
Faculty Member	Sandy King	Sandy King
Faculty Member	Melinda Carpenter	Melinda Carpenter
Faculty Member	Summer Dansie	Summer Dansie
Parent Representative	Tralia Almazan	Tralia Almazan
Parent Representative	Jessica Perez	Jessica Perez
Parent Representative	Sara Vest	Sara Vest
Community Representative		

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

LEA Title I Director	Signature	Date
Principal: Abram Yospe	Abram Yospe	9.30.14

Title I, Part A Schoolwide Plan Template Purpose and Directions

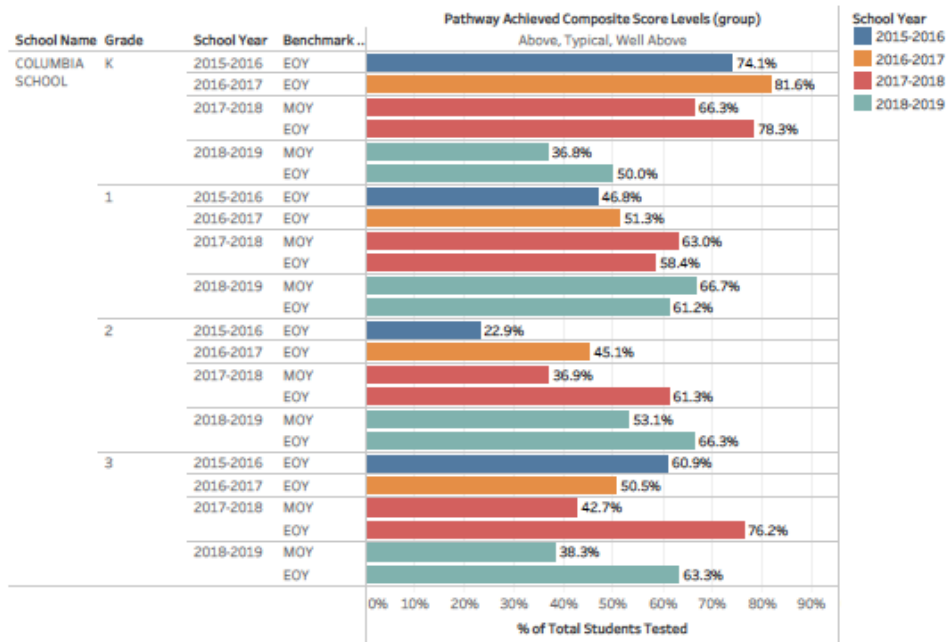
Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

School-wide 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:

Student achievement trends	<div style="text-align: center;"> <h4>SAGE Results for Columbia School</h4> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> <div style="background-color: #003366; color: white; padding: 5px; font-weight: bold;">Language Arts</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">27%</div> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <div style="background-color: #8B4513; color: white; padding: 5px; font-weight: bold;">Mathematics</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">21%</div> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <div style="background-color: #4B2020; color: white; padding: 5px; font-weight: bold;">Science</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">24%</div> </td> </tr> </table> <p style="font-size: 10px; margin: 5px 0;">2017 SAGE % Proficient</p> <h4>SAGE Results for Columbia School</h4> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> <div style="background-color: #003366; color: white; padding: 5px; font-weight: bold;">Language Arts</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">33%</div> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <div style="background-color: #8B4513; color: white; padding: 5px; font-weight: bold;">Mathematics</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">29%</div> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <div style="background-color: #4B2020; color: white; padding: 5px; font-weight: bold;">Science</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">39%</div> </td> </tr> </table> <p style="font-size: 10px; margin: 5px 0;">2018 SAGE % Proficient</p> </div> <div style="margin-top: 10px;"> <h4>2019 RISE ELA Average Proficiency by Elementary School</h4> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>School</th> <th>Proficiency Level (group)</th> <th>Average % of Students</th> </tr> </thead> <tbody> <tr> <td>COLUMBIA SCHOOL</td> <td>Highly Proficient & Proficient</td> <td style="text-align: right;">38.9%</td> </tr> </tbody> </table> </div> <div style="margin-top: 10px;"> <h4>2019 RISE Math Average Proficiency by Elementary School</h4> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>School</th> <th>Proficiency Level (group)</th> <th>Average % of Students</th> </tr> </thead> <tbody> <tr> <td>COLUMBIA SCHOOL</td> <td>Highly Proficient & Proficient</td> <td style="text-align: right;">28.3%</td> </tr> </tbody> </table> </div> <div style="margin-top: 10px;"> <h4>2019 RISE Science Average Proficiency by Elementary School</h4> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>School</th> <th>Proficiency Level (group)</th> <th>Average % of Students</th> </tr> </thead> <tbody> <tr> <td>COLUMBIA SCHOOL</td> <td>Highly Proficient & Proficient</td> <td style="text-align: right;">38.9%</td> </tr> </tbody> </table> </div> <div style="margin-top: 20px; text-align: center;"> <p>Parents are informed three times a year of their student's progress on Acadience/DIBELS testing. This information has been valuable to teachers. The information is analyzed during PLC. Reading skills, fluency, decoding strategies are taught based on data. There is an intentional focus on student achievement, and instruction is adjusted based on student growth and proficiency. Improving student outcomes is the priority.</p> </div>	<div style="background-color: #003366; color: white; padding: 5px; font-weight: bold;">Language Arts</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">27%</div>	<div style="background-color: #8B4513; color: white; padding: 5px; font-weight: bold;">Mathematics</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">21%</div>	<div style="background-color: #4B2020; color: white; padding: 5px; font-weight: bold;">Science</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">24%</div>	<div style="background-color: #003366; color: white; padding: 5px; font-weight: bold;">Language Arts</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">33%</div>	<div style="background-color: #8B4513; color: white; padding: 5px; font-weight: bold;">Mathematics</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">29%</div>	<div style="background-color: #4B2020; color: white; padding: 5px; font-weight: bold;">Science</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold; text-align: center;">39%</div>	School	Proficiency Level (group)	Average % of Students	COLUMBIA SCHOOL	Highly Proficient & Proficient	38.9%	School	Proficiency Level (group)	Average % of Students	COLUMBIA SCHOOL	Highly Proficient & Proficient	28.3%	School	Proficiency Level (group)	Average % of Students	COLUMBIA SCHOOL	Highly Proficient & Proficient	38.9%
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Acadience Reading Growth by School and Grade, 2015-2019



Students in kindergarten went from 36.8% proficient at midyear to 50% proficient at the end of the year.

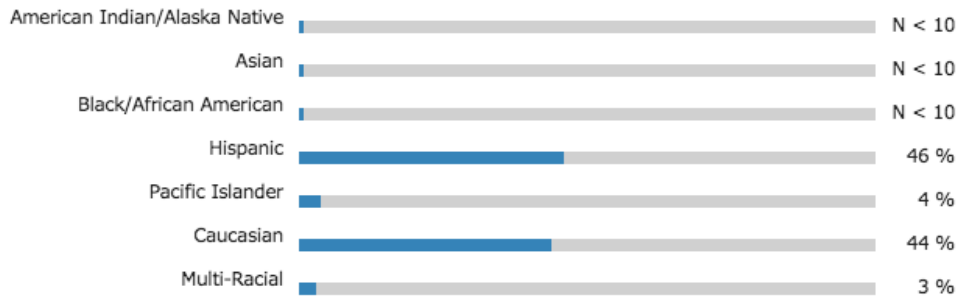
78.3% of first grade students were proficient at the end of their kindergarten year. 61.2% of first grade students were proficient at the end of their first grade year. First grade teachers went from 58% proficient students in 2018 to 61% in 2019.

58.4% of second grade students were proficient at the end of their first grade year. 66.3% of second graders were proficient at the end of their second grade year. Second grade teachers went from 61% proficient in 2018 to 66% proficient in 2019.

61.3% of third graders were proficient at the end of their second grade year. 63.3% of third grade students were proficient at the end of their third grade year. Third grade teacher Acadience scores fell in 2019 from 76% proficient in 2018 to 63% proficient in 2019.

Dem. data

POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS



School climate

	School Average Agreement	District Average Agreement
School Climate		
I like my school.	93%	92%
I feel safe at my school.	90%	92%
I feel like I fit in at my school.	83%	84%
There is lots to do at my school.	87%	87%
School Safety		
Kids are safe from bullies at my school.	74%	80%
Kids at my school solve problems without fighting.	74%	74%
My things are safe when I bring them to school.	82%	83%
Elementary Principal Scales		
My principal cares about me.	98%	97%
My principal looks out for all kids at our school.	97%	98%
My principal is fair when dealing with kids.	96%	95%
Teacher Emotional Support		
My teacher is nice to all the students in our class.	97%	94%
My teacher is fair.	96%	94%
My teacher will help me if I need help.	97%	96%
Teacher Learning Support		
My teacher makes me work hard every day.	91%	94%
My teacher makes sure I take part in class.	95%	96%
My teacher teaches so that I understand.	97%	95%

*Percentage of students who thought the principal knew them: 98 %

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

Table 4. Percentage Agreement from Parents

	School Average Agreement	District Average Agreement
School Climate		
I feel welcome at this school.	98%	97%
I think people from all different backgrounds would feel welcome at this school.	98%	95%
There are plenty of opportunities for parents/guardians to be involved at this school.	95%	96%
There are many things about this school that I like.	95%	96%
School Safety		
I think students at this school resolve their differences peacefully.	85%	92%
This school seems to do a good job keeping kids safe from bullying.	79%	89%
I think my child's personal belongings are safe at this school.	84%	95%
Principal*		
I can rely on this principal to prioritize the learning needs of my child.	100%	94%
This principal cares about my child's well-being.	100%	95%
This principal is responsive to my concerns.	96%	92%
This principal handles problems effectively.	97%	91%
Teacher Emotional Support		
This teacher would help my child if my child needed help.	98%	97%
This teacher is considerate of my child's feelings.	98%	95%
This teacher is a good role model for the children.	95%	97%
Teacher Learning Support		
This teacher teaches so that my child understands.	93%	96%
This teacher challenges my child academically.	98%	95%
This teacher helps my child feel confident in his or her learning.	95%	94%
Teacher Communication		
This teacher communicates important information in a timely manner.	93%	93%
This teacher is clear and concise when communicating with me.	93%	95%
I am satisfied with the methods this teacher uses to communicate with me (i.e., email, websites, notes, etc.).	93%	94%

*Percentage of parents who reported ever meeting or speaking with the principal: 76 %

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.

	School Average Agreement	District Average Agreement
Faculty Professional Environment		
Professional development is generally aligned with school-wide goals.	79%	95%
I coordinate my instruction with other teachers.	85%	95%
I have regular opportunities to collaborate with other teachers.	95%	96%
I have participated in professional development that supports my teaching of Utah Core Standards.	89%	96%
This school provides a positive environment for teachers.	95%	89%
Staff Professional Environment		
This school provides a positive work environment.	n < 10	92%
I receive ongoing training or feedback that helps me fulfill my role at this school.	n < 10	84%
A person from any culture would feel comfortable working at this school.	n < 10	95%
I feel that the work I do is appreciated.	n < 10	88%
School Safety		
Students at this school solve problems without fighting.	100%	86%
Personal belongings are safe at this school.	83%	94%
Students at this school are safe from bullying.	83%	86%
Resources		
I have access to the resources I need to do my job effectively.	83%	91%
The resources at this school are well-managed.	83%	92%
I have the training necessary to use the resources available to me.	83%	91%
I am able to provide my students adequate resources to support their learning.	80%	93%
Parental Support		
In general, parents/guardians are responsive when I request communication.	79%	95%
In general, parents/guardians work with me to support student learning.	68%	94%
I believe the parents/guardians of my students have high academic expectations for their children.	79%	89%

Teachers at Columbia felt that they had ample resources. They feel that there is a positive atmosphere at the school it is a place that they enjoy working. They feel like there is a collaborative culture, but also feel like the professional development could be improved.

Teacher
qualifications

Teacher Qualifications 2019-2020

Assignment	Name	Degree	Endorse.	HQ
Kindergarten	Jan Jarrett	BACHELORS Early Childhood Education/Early Childhood Special Education		Y
Kindergarten	Tiffany Jessop	BACHELORS Elementary Education/Early Childhood	ESL	Y
Kindergarten	Sheryl Miller	BACHELORS Elementary Education Minor Early Childhood Education	ESL	Y
Kindergarten	Mikayla Christensen	BACHELORS Early Childhood Education		Y
1st Grade	Jessica Dilley	BACHELORS Secondary		Y
1st Grade	Cynthia Alvarado	BACHELORS Elementary Education	ESL	Y
1st Grade	Sabrina Davitt	BACHELORS- General Education		Y
1st Grade	Heather Larsen	BACHELORS Interdisciplinary Studies K-8		Y
2nd Grade	Angie Drope	BACHELORS Elementary Education MASTERS	ESL, Am. Sign Language, Technology, Administration	Y
2nd Grade	Abbey Knight	BACHELORS Elementary Education		Y
2nd Grade	Sarah Chugg	BACHELORS Elementary Education	ESL	Y

	2nd Grade	Michelle Larsen	BACHELORS Elementary Education		Y
	3rd Grade	Raina Lingmann	BACHELORS Elementary Education		Y
	3rd Grade	Teri Gomez	BACHELORS Elementary Education	ESL	Y
	3rd Grade	Jessica Hacking	BACHELORS Elementary Education		Y
	3rd Grade	Danisha Quiroz	Intern		N
	4th Grade	Tammy Struthers	BACHELORS Elementary Education	ESL, Reading	Y
	4th Grade	Amanda Torgeson	BACHELORS Elementary Education		Y
	4th Grade	Kaylee Rogers	BACHELORS Liberal Studies/Focus in Math		N
	½ Grades	Kymberli Cosner	BACHELORS Elementary Education MASTERS	ESL, STEM	Y
	5th Grade	Emily Boulton	BACHELORS Elementary Education	ESL	Y
	5th Grade	Jodi Petersen	BACHELORS- Hospitality	<i>ESL in progress</i>	Y
	5th Grade	Nicole Wachner	BACHELORS Elementary Education MASTERS Teaching/Curriculum Design	<i>ESL in progress</i>	Y
	6th Grade	Kathryn Shurtleff	BACHELORS Secondary 6-12 History		Y

	6th Grade	Jennica Bodenhofer	BACHELORS Elementary Education	ESL	Y
	6th Grade	Kristin Hayward	BACHELORS Health Education and Promotion	ESL, Health Education	Y
	6th Grade	Thomas Walton	BACHELORS Elementary Education/SpEd MASTERS	ESL, Mild/Moderate Disabilities	Y
	Resource	Stacey Mitchell	BACHELORS Special Education Generalist K-12		Y
	Resource	Mandy Gomez	BACHELORS Interdisciplinary Studies	Special Ed. Mild/Moderate Disabilities	Y
	Instructional Coach	Stacy Selk	BACHELORS Early Childhood Education	ESL	Y
	Instructional Coach	Sandy King	BACHELORS Elementary Education MASTERS	ESL, Administration, <i>GT and Tech in progress</i>	Y
	Instructional Coach	Melinda Carpenter	BACHELORS Elementary Education Early Childhood	ESL, Elem. Math	Y
	Science Specialist	Cara Hagman	BACHELORS Elementary Education MASTERS Curriculum/Instruction with Technology	ESL, Science-Earth, MS Science <i>STEM in progress</i>	Y
	RTI	Jennifer Turner	BACHELORS Elementary Education	ESL	Y
	RTI	Meghan Dorenbosch	BACHELORS-English	ESL	Y
	Guidance	Najmeh Hourmanesh	BACHELORS, MASTERS PH (Public Health), PhD	Math 2, French, Chemistry,	Y

			Science-Biological	
Counselor	Melissa Gutierrez	BACHELORS- Human Development MASTERS Social Work		Y
Speech	Irene Karren	BACHELORS MASTERS Speech and Lang. Pathologist K-6	ESL	Y
Preschool	Jen Adams	BACHELORS Elementary Education Special Education	ESL, Mild/Moderate Disabilities	Y
Art	Karen Foote	BACHELORS Elementary Education	Reading, Adv. Reading, Visual Arts Level II, ESL	Y
Principal	Abe Yospe	BACHELORS Elementary Education MASTERS	ESL, Gifted and Talented, Administration	Y
<p>Columbia has many teachers with multiple endorsements. The majority of the teachers have an English as a Second Language Endorsement.</p> <p>Columbia has two teachers that are not currently highly qualified. Danisha Quiroz is an intern and will be fully licensed in January. Kaylee Rogers has an out-of-state license, but will have her Utah license soon.</p>				
Instructional practices	<ul style="list-style-type: none"> • Cooperative Learning • Graphic Organizers • Explicit Instruction • Providing timely, specific feedback • Visualization • Inquiry-based Instruction • Technology • Differentiation • I Can Statements • Using Manipulatives and Non-linguistic Representations • <u>Journeys</u> Materials 			

	<ul style="list-style-type: none"> • Data from Acadience, Fountas and Pinnell, JSD Benchmarks, and Common Formative Assessments will be used to guide instruction. • Questioning to Increase Student Learning and Engagement • Class Discussions to build DOK • Intentional and explicit instruction of academic vocabulary • Instructional strategies to support skills acquisition of students learning English as a second language. (SIOP) 						
Other data determined by the school	<table border="1"> <tr> <td>2016-2017</td> <td>258</td> </tr> <tr> <td>2017-2018</td> <td>134</td> </tr> <tr> <td>2018-2019</td> <td>112</td> </tr> </table> <p>This graphic demonstrates the total number of students sent to the office for major behavioral issues. It shows the trending decrease in office referrals over the past three years. Decreasing office referrals even further for this year will be a major focus at Columbia.</p>	2016-2017	258	2017-2018	134	2018-2019	112
2016-2017	258						
2017-2018	134						
2018-2019	112						

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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	<p>Columbia literacy goal is broken into two parts:</p> <ul style="list-style-type: none"> • 37% of Columbia students in grades 3-6 scored proficient or higher on the RISE test in 2019. Our goal for proficiency in 2020 is 43%. • Our goal for grades 1-3 is for 60% of students will make typical or better progress on Acadience Reading assessments.
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Strategies	<ol style="list-style-type: none">1. Teachers will use PLC time to plan instruction according to the Language Arts Standards of the Utah State Core.2. Teachers will create a common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction. Grade level teams will follow an instructional cycle of planning, instructing, assessing, and intervening.3. Each grade level team will produce one common formative assessments per month to determine if students are mastery of the grade level standards.4. The Master schedule provides a common, PLC/planning time during Specials for students. (science, enrichment, computer, art and PE) Monday-Thursday.5. Mondays are used for data dives and collaborative planning with the Intervention Specialists. RTI instructional groups are created based on the most recent data being analyzed.6. Assistants and teachers will be hired as needed to support time for PLCs and RTI.7. Through professional development, specialists, coaches, and teachers will collaborate and thoroughly understand and identify the standards, objectives and essential student learning outcomes for their instruction.8. Teachers will build a deeper understanding of literacy through student and teacher discussions, interactions and by analyzing literacy concepts.9. Primary grade teachers were trained in the Heggerty Phonemic Awareness Program and will use it daily.10. Assistants will be hired to provide enrichment and RTI in small group settings.11. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development and providing student tutoring.12. Teachers will be hired to reduce class size.13. High student engagement with questioning will ensure high outcomes of student achievement.14. Positive outcomes will be acknowledged and celebrated. Teachers will also learn from negative outcomes.
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<p>Evidence-Based Research Support</p>	<p>Bambrick, Paul., Santoya (2012). Leverage Leadership</p> <p>Bambrick, Paul.,Santoya, (2016). Get Better Faster</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We expect that Columbia will increase overall student proficiency in Language Arts 6% to 43% on the SAGE test. We also expect that 60% of students in grades K-3 will show growth in Acadience.</p> <ul style="list-style-type: none"> • Teachers will track student progress of Student Learning Outcomes by giving the JSD Language Arts pre-test benchmark and end of year post-benchmark. • Frequent formative checks will be given throughout Tier I instruction to identify individual student understanding. • Common assessments will be given frequently to check progress of Tier I and II. This will guide instruction and identify students that need further interventions. • RTI Teachers meet with regular classroom teachers once a week to look at data and make decisions about instruction. • Formative assessments and a mid-year common assessment will be given to guide instruction. Other JSD created assessments will be given as scheduled. • Practice SAGE tests will be given. Data from Lexia, Acadience, and other online programs will provide teachers with current and real-time data about student progress and needs.

	<ul style="list-style-type: none"> • Teachers will consistently use progress monitoring to assess student learning and growth.
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Forty-minute, grade level Language Arts professional development will be held during PLCs as needed. 2. PLC and common planning time will be provided weekly. 3. Coaches and administration will observe classrooms and identify Tier I literacy strengths and areas for growth. 4. Teachers will have multiple opportunities to watch their colleagues teach and to debrief the lesson. Teachers will focus on high-impact strategies that improve student learning. 5. Coaching will provide support to grade levels and individual teachers. Coaching will be embedded into the daily practice. 6. Teachers and coaches will have opportunities to attend professional development at school, conferences and district classes to increase knowledge in Language Arts as applicable. 7. Mentor teachers will support new teachers as they learn the curriculum and high-impact teaching strategies. 8. Teachers are encouraged to obtain their ESL endorsement and to implement SLOP strategies into their lessons.
<p>Timeline</p>	<p>Weekly PLCs will be utilized to provide each grade level individualized professional development in content and pedagogy.</p>
<p>Responsible Parties</p>	<p>Three instructional coaches will ensure professional development is taking place and is effective. They will also ensure that teachers are progress monitoring in Acadience is taking place.</p>

	<p>Two full time, intervention teachers will ensure that intervention is taking place and is effective. They will also measure student growth of students receiving intervention.</p> <p>The principal will ensure that common formative assessments are being given, PLCs are taking place and are effective and that data is being used by teachers to measure growth.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"> • Informal and formal observations. • The JSD pre-test benchmark will establish the baseline for the year. • Student progress will be monitored and evaluated through Acadience and SRI tests given monthly (4-6). • Monthly-guided reading progress will be assessed through running records. • During PLCs each grade level will use formative assessments to help teachers make decisions on how best to align Tier I and Tier II instruction to support student progress. • Lyrics2Learn (online reading fluency program) and other online programs (Lexia and Imagine Learning) will also give teachers real-time data. • Teachers will analyze student writing by using a common rubric or Utah Compose. They will discuss student work samples in PLCs to determine growth and needs for further Tier I instruction or RTI. • Weekly participation in PLCs will result in the generation and implementation of effective strategies teachers can use to support continued progress.

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

MATHEMATICS GOAL

SMART Goal	28.3% of Columbia students in grades 3-6 scored proficient or higher on the RISE test in 2019. The Columbia Math goal for Math Proficiency for on the SAGE test in 2020 is 35%.
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<p>Strategies</p>	<ol style="list-style-type: none">1. Teachers will use PLC time to plan instruction according to the Math Standards of the Utah State Core. Teachers will teach the Utah Core Curriculum (review to solidify and enrichment to explore) using creative, innovative and new methods explored by the teachers2. Professional development will provide specialists, coaches, and teachers the skills to thoroughly understand and identify the standards, objectives, and essential student learning outcomes for their instruction.3. Teachers will use pre-assessments, common formative assessments, and post-assessments to guide instruction and track student learning.4. Assistants and teachers will be hired as needed to support common planning time.5. Teachers will use technology to build a blended learning environment so that they can differentiate and personalize learning. Online programs such as Nearpod, ImagineMath, ixl, Math Expressions, and others will support math instruction. Teachers will be provided professional development to support an environment where students are highly engaged in their learning, asking higher-order questions, and sharing their thinking strategies.6. STEAM is a focus at Columbia Elementary. Teachers will be encouraged to provide high-quality instructional activities in the areas of science, technology, engineering, the Arts, and math.7. Extended learning times will be provided in the form of extended day Kindergarten, and before/after school programs. Teachers will be provided compensation at contract rate.8. Assistants will be hired to provide enrichment and RTI in small group settings.9. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student tutoring.10. Additional teachers will be hired to teach RTI and enrichment classes. Teachers will be hired to reduce class size.
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	<p>11. Teachers will integrate technology, such as Google Classroom, Nearpod, and other digital tools to differentiate learning in a blended learning classroom.</p> <p>12. Positive outcomes will be acknowledged and celebrated. Teachers will also learn from negative outcomes.</p>
<p>Evidence-Based Research Support</p>	<p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Knight, Jim, (2007). Instructional Coaching</p>

	Santoyo, Paul, and Brett M. Peiser. (2012). Leverage Leadership: A Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> • Expected impact on core academic areas will increase proficiency in Core Mathematics content in 35%. • Teachers will track student progress by giving the JSD Math pre-test benchmark and end of year post-benchmark. • Frequent formative assessments will be given throughout Tier I instruction to identify individual student understanding. This will guide instruction and help identify students that need further interventions. • Formative unit assessments and a mid-year common assessment will be given to guide instruction. • Teachers will work collaboratively to create lessons tailored to skill needs. Through close monitoring and intentional interventions, student progress is expected.
<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 PLCs. PLC and common planning time will be provided weekly. 2. Coaches and principal will observe classrooms and identify Tier I math literacy strengths and areas for growth. 3. Teachers will have multiple opportunities to observe in other classrooms. 4. Coaching will also be provided as requested by grade levels or individual teachers as needed. 5. Teachers and coaches will have opportunities to attend professional development at school, conferences and district classes to increase knowledge in math as applicable. 6. Columbia’s Math Team: Cynthia Alvarado, Meghan Dorenbosch, Jennifer Turner, Emily Boulton, Angie Drope, Sandy King, Stacy Selk, will attend district math trainings throughout the year and present math PD to the teachers at Columbia.

<p>Timeline</p>	<p>Professional development during the 2019-20 school year.</p>
<p>Responsible Parties</p>	<p>Three instructional coaches will ensure professional development is taking place and is effective. They will also coach teachers on effective math teaching strategies.</p> <p>Two full time, intervention teachers will ensure that intervention is taking place and is effective. They will also measure student growth of students receiving intervention.</p> <p>The Columbia math team of teachers will ensure that teachers have received needed training on new materials and methods. They will also measure the effectiveness of these materials and methods using common assessment data.</p> <p>The principal will ensure that common formative assessments are being given, PLCs are taking place and are effective and that data is being used by teachers to measure growth.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"> • 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 I instruction and RTI groups will be created and monitored frequently. • SLO progress will be the major focus. On-going unit assessments will also guide Tier I, II and III instruction.

**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

SCIENCE GOAL

SMART Goal	<p>In 2019, students in grades 39% of students in grades K-3 scored proficient or better on the RISE test.</p> <p>The goal for Science Proficiency in 2020 is 45% proficient on the SAGE test.</p>
Strategies	<ol style="list-style-type: none">1. Teachers will use PLC time to plan instruction according to the Science Standards of the Utah State Core. Teachers will create a common grade-level scope and sequence for the year to guide Tier I instruction.2. Through professional development, specialists, coaches, and teachers will collaborate and thoroughly understand and identify the standards, objectives and essential student learning outcomes for their instruction.3. Teachers will use pre-assessments, common formative assessments, and post-assessments to guide instruction and track student learning.4. Once a week, students will rotate to a science enrichment class taught by a certified science specialist.5. Teachers will focus on Tier I instruction and provide students with opportunities to learn science with hands-on active experiences throughout the instruction of the science curriculum.

	<ol style="list-style-type: none"> 6. Students will have multiple opportunities to observe, inquire, question, formulate and test hypotheses, analyze data, report and evaluate their findings. 7. Teachers will be provided with professional development to support inquiry-based instruction. An emphasis will be on asking higher-order questions and engaging students in deeper conversations about their learning. Teachers will be hired to reduce class size. Assistants will be hired as needed to support common planning time. 8. STEAM is a focus at Columbia Elementary. Teachers will be encouraged to provide high-quality instructional activities in the areas of science, technology (including our computer lab), engineering, the Arts, and math. 9. Teachers will be provided with compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction. 10. Extra supplies, materials, and technology will be provided as needed for student instruction and professional development. 11. Substitutes will be provided for teachers to attend professional development.
<p>Evidence-Based Research Support</p>	<p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). Leaders of Learning: How districts, schools, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass.</p>

	Santoyo, Paul. (2010). <i>Driven by Data: A Practical Guide to Improve Instruction</i> . San Francisco, CA: Jossey-Bass.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> • The goal for Science Proficiency on the SAGE test in 2020 is 45%. This will be done through informal and formal observations. • Common formative assessments will be reviewed during PLC • Data will be analyzed by student proficiency results. • Tier I instruction will be monitored frequently. • SLO progress will be a major focus. • On-going common formative assessments will guide Tier I, II, and III instruction.
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> • Forty-minute, grade level Science professional development will be held during PLCs. • PLC and common planning time will be provided weekly. • Coaches and principal will observe classrooms and identify Tier I science strengths and areas for growth. • Coaching will also be provided as requested by grade levels or individual teachers as needed. • Teachers and coaches will be given opportunities to attend professional development at school, conferences and district classes to increase knowledge in science as applicable. • Qualified presenters may be hired as needed.
<p>Timeline</p>	<p>Professional development during the 2019-2020 school year will be provided as necessary.</p>
<p>Responsible Parties</p>	<p>Administrators, specialists, coaches, teachers, learning assistants, and other staff members.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action</p>	<ul style="list-style-type: none"> • Informal and formal observations. • Assessments/data will be reviewed during PLC. Common formative assessments will guide instruction.

steps associated with this goal?)	<ul style="list-style-type: none"> • Teachers will evaluate the effectiveness of strategies used during instruction by analyzing common assessments. • Data will be reviewed by student proficiency results. • Tier I instruction will be monitored frequently. • SLO progress will be the major focus.
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**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

SMART Goal	Columbia's Goal will be to reduce major office referrals by 25%. Major behavior referrals in 2018-2019 were 124. The goal will be to reduce the major referrals to 90 in 2019-2020.
Strategies	<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, using analysis to determine their progress and set goals. 3. Teachers 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 I funding guidelines.

5. 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.: *Learning at Home* (Make & Take), *Parenting* (Routines & Procedures), and *volunteering* (learn, create, share). In addition, we will continue to offer English classes. Parents are sharing what they learn from the Internet with each other. Parents are volunteering at the school. The FLC has become a hub for parents to find resources and to find others to support is used multiple times in one sentence. 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 *Imagine Learning*, a leveled interactive program for ELLs.
6. 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.
7. Involve parents in the decision-making process on School Community Council, Parent Teacher Association and School Leadership Committee.
8. Hire a full-time psychologist and a full-time social worker to support students with extenuating needs and family dynamics that may be lacking.
9. Professional development incorporating Language Arts, Math, science and PLCs will be provided. Substitutes and off-contract compensation will also be provided.
10. Ready Rosie is provided to parents to assist in enriching their children's learning activities.
11. Programs have been put in place to recognize students and staff, such as: Principal Pride, Principal's Choice Student of the Day, Staff Shout-Outs and Astro Pride awards to teachers.
12. To increase good behavior, a school-wide behavior program has been put in pace, including rewards for positive behavior such as tokens and star-sightings.

<p>Evidence-Based Research Support</p>	<p>Classroom Discussions, S. Chapman, 2003.</p> <p>National School Partnership, Epstein's Six Keys to Parent Participation, and Professional Learning Communities + Positive Behavior Support.</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 proficiency in Core Mathematics and Language Arts content.</p> <ul style="list-style-type: none"> • 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. • Track parent participation School Community Council, Parent-Teacher Association, and CSIP leadership and parent leadership, Skyward data entries, stop to think positive reward data.
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. 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 and Parents and Preschoolers classes will be provided.
<p>Timeline</p>	<p>Monthly meetings held by TAT team. The leadership team will also be involved in setting school-wide behavior expectations, professional development, support and celebrations.</p>
<p>Responsible Parties</p>	<p>The TAT team will meet monthly to discuss specific student issues.</p> <p>Our school social worker and school psychologist will work together to increase positive reinforcement strategies and decrease problem behaviors.</p> <p>The principal and teacher leadership teams will meet often to discuss areas and improvement and measure success.</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>Skyward data entry for major infractions, classroom Think-Time and positive reward data is measured.</p>
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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.
Title I – Set Aside	\$5,000	Provide preschool for students on site.
Title I – Set Aside	\$11,000	Homeless Assistant – Oversees the well-being of students and their families
Title III	\$11,000	ESL Assistant to support teachers as they work with high ESL population.
Local Funds K – 3	\$48,500	Provide one and a half teacher salary to support full-day kindergarten and literacy assistant.
Local Funds	\$16,060	Equipment needed to furnish school and provide extra useful areas for special programs.

