

COLUMBIA SCHOOL DISTRICT

KIDS FIRST!



District Priorities 2007-10

Governance Team

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www.columbiasd.com

COLUMBIA SCHOOL DISTRICT

DISTRICT PRIORITIES

POSITIVE RELATIONSHIPS / COMMUNICATION:

- Staff will establish and maintain positive relationships with students, parents, and colleagues.
- Staff will involve parents as partners in their student's education.
- Staff will provide timely communication to parents about their student's academic and social progress in school so in return they can support their children and school staff.

STUDENT LEARNING:

- All students will reach high academic standards, attaining proficiency or advanced achievement in district, state, and federal assessments. (Advance, Proficient, Basic, Below Basic, Far Below Basic)
- All students will be proficient in the Visual and Performing arts standards and will have the opportunity to perform.

STAFF DEVELOPMENT:

Staff members will

- Actively participate in Professional Learning Communities (PLCs).
- Be proficient in:
 - Best Practices (Direct Explicit Instruction)
 - Student Engagement
 - Checking for Understanding
 - Mapping and Pacing
 - Curriculum Development
 - Using Assessments to focus instruction
- Implement district priorities
 - Positive Relationships / Communication
 - Student Learning / Technology
 - Staff Development
 - Facilities
- Excel as Highly Qualified Teachers and Paraprofessionals
- Grow personally and professionally.

FACILITIES

- Staff will provide facilities that are conducive to learning.

COLUMBIA SCHOOL DISTRICT

VISION

In **COLUMBIA SCHOOL DISTRICT schools**, the level of pride and accomplishment is quite evident.

Our schools are safe, well maintained, exciting, stimulating, success oriented, and have a feeling of family.

Everyone has a high sense of responsibility, sense of good values, positive behavior, moral conscience, and holds him/herself accountable for his/her actions and the choices he/she makes.

Adults are visible and accessible to students and believe in students' capacity to learn. Communication is open, friendly and caring.

Students come prepared, eager to participate and are devoted to learning because they believe in themselves.

Parents take an active role in their children's education by teaching values and good work ethics to them at home and by collaboratively working with the school staff.

MISSION

**...to ensure learning for all children
- no limits, no excuses.**

We do this by building positive relationships, maintaining high expectations, creating relevance, providing more time and support, meeting the physical, intellectual, emotional, social and moral needs of our children and by being persistent and passionate about children.

COLUMBIA SCHOOL DISTRICT

BELIEFS

We believe...

- in meeting our physical, intellectual, social, emotional and moral needs.
- in developing personal accountability, competence and self esteem.
- in challenging ourselves with high expectations.
- in providing everyone with the opportunity to excel.
- in all students mastering basic skills and being able to apply those skills.
- in striving for academic excellence.
- in strong, positive relationships between families, school, and community.
- in each of us making a difference.

VALUES

We value

- ★ being safe, respectful, & responsible.
- ★ healthy lifestyles, enjoying life and humor.
- ★ character, citizenship and patriotism.
- ★ each other's opinions and feelings.
- ★ taking responsibility and holding ourselves accountable.
- ★ giving one's best effort and working hard.
- ★ positive relationships with open and direct communication.
- ★ student learning by providing the time and support students need.

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STUDENT COMPETENCIES

1. **Basic Skills** - reading, listening, speaking, writing, mathematics.
2. **Thinking Skills** - creative, decision making, problem solving, visualization, reasoning, how to learn.
3. **Personal Qualities** - responsibility, self esteem, sociability, self management, accountability.
4. **Resourceful** - manage time, money, materials, facilities, and human resources, good work ethic.
5. **Interpersonal** - works as team member of diverse groups, teaches, service, leadership, negotiates.
6. **Information** - acquires, evaluates, organizes, maintains, interprets, communicates, and uses technology.
7. **Technology** - selects and applies technology for tasks.
8. **Visual and Performing Skills** – music, art, dance, drama.

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District Priority #1

Positive Relationships & Communication

EXPECTATIONS:

- Staff will establish and maintain positive relationships with students, parents, and colleagues.
- Staff will involve parents as partners in their student's education.
- Staff will provide timely communication to parents about their student's academic and social progress in school, so in return they can support their children and school staff.

GOALS:

1. By 2009-2010, 90% of surveyed students and parents will respond that the schools are positive learning environments for all. (Students feel safe, respected, and responsible.)

- Indicators:

Students feel safe.

**Note: 95% of MV students felt safe (2008-09)

**Note: 97% of Columbia students felt safe (2008-09)

Students feel respected.

**Note: over 18% of MV students do not feel respected by staff (2008-09)

**Note: over 96% of Columbia students feel respected by staff, but 18% not by other student (2008-09)

Students are responsible.

Students are happy and like school.

**Note: 22% of MV students do not like school. (2008-09)

**Note: 8% of Columbia students do not like school. (2008-09)

Teachers note improved student behavior.

na

Parents fully support the school.

na

School Pride

na

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- Measures

Student and Parent Surveys

Decrease in fights and bully incidents

Decrease in parent complaints about bullying

High student attendance

Teacher satisfaction

- Targets

90% of parents and students respond positively in surveys

Note: 87% of Mt. View's parents feel welcomed (2008-09)

Note: 99% of Columbia's parents feel welcomed (2008-09)

50% decrease in fights and bullying incidents

Note: 72% increase in cases fights and bullying at MV (23 to 32 in 2008-09)

Note: 66% reduction of fighting and bullying at Columbia (27 to 9 in 2008-09)

50% decrease in parent complaints about bullying

Note: 28% of Mt. View's parents say child was bullied (2008-09)

Note: 31% of Columbia's parents say child was bullied (2008-09)

97% attendance rate

Note: Mt. View's Attendance for last three years 95.57%, 95.82%, 96.19% (2008-09)

Columbia's attendance for last three years 95.42%, 95.95%, 96.14% (2008-09)

90% teacher satisfaction with class behavior

No data (2008-09)

- Strategies:

Implement Best Practices for school discipline

Note: Refurbished Columbia's playgrounds (2008-09)

Note: Displayed positive behavior signage (2008-09)

Note: Teachers & counselor taught behavior skills to students (2008-09)

Note: Reinforced positive and appropriate student behaviors (2008-09)

Note: Responded effectively and efficiently to problem behavior within 24 hrs (2008-09)

Train all staff on playground rules and supervision procedures

Note: Created Supervision Handbook & clarified rules to all students and staff (2008-09)

Note: Worked hard to be consistent in enforcing rules (2008-09)

Note: Discipline positively using "Be safe, Be respectful, Be responsible (2008-09)

PAW Pledge: Today I will be safe, be responsible, and be respectful. (2008-09)

My mission is to ensure that I learn – no limits, no excuses. (2008-09)

Institutionalize a meaningful Student Recognition Program Awards

Note: Established monthly student recognition program (2008-09)

Established monthly staff recognition program (2008-09)

Established monthly parent recognition program (2008-09)

Positive Communication Home

Note: Auto dialer 90% of MV and 94% of Columbia parents like auto dialer

Outreach:	MV	205 Messages	20,475 # called	(2008-09)
	Col	92	23,254	
Attendance	MV	163	1,300	
	Col	142	1,867	

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Implement “40 Developmental Characteristics Program” (Make sure each student is known by three adults on campus)

Note: MV – 88% of students (2008-09)

Note: Col – 97% of students (2008-09)

Hold Staff and Family and Appreciation Nights

Note: Halloween Night, Math Night, Spring Fling, Sock Hop (2008-09)

2. By 2009-2010, 90% of surveyed parents will respond favorably that they are kept informed of their children’s academic and social progress.

- Indicators:

Parents are using Aeries

Staff is using E-mail communication to parents regarding students

Parent comments about communication

Parent Conference Attendance

Student Achievement is up

- Measures

Completion rate of student assignments

Student grades are A, B, C, D, I

Parent survey

- Targets

90% of student assignments are completed on time

Note: No data (2008-09)

90% of parents surveyed are satisfied with school communication

Note: 84% of MV parents said good communication; 16% not good (2008-09)

92% of Columbia parents said good communication (2008-09)

Note: 21% of MV parents are not getting good communication about academics (2008-09)

10% of Columbia parents not getting good communication about academics (2008-09)

90% of 4-8 parents using Aeries

Note: 91% of MV parents (2008-09)

Note: 88% of 4/5 parents (2008-09)

90% of students achieving A, B, C

Note: MV – 97% A, B, C (2008-09)

Note: Columbia – 95% A, B, C (2008-09)

90% Parent Conference Attendance

Note: MV – 71% attended conferences and of those 18% felt they were ineffective (2008-09)

Note: Columbia – 92% attended conferences and of those 14% felt they were ineffective (2008-09)

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- Strategies

Improve Academic Communication with Parents and Students

Note: Trained parents to access academic and attendance information on Aeries
Parent conferences on STAR, progress reports, and grades
Improved Web-sites – district, school, teacher and resources
Used auto dialer outreach to the max

Build positive relationships with parents

Note: Gave Campus Tours
Scheduled Kinder Round up, Early Enrollment, and Meet Your New Teacher Day
Communicated regularly and timely with parents through auto dialer and phone calls
Counselors talked to parents about physical, emotional, social needs too.

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Focus Area 2

Student Achievement

EXPECTATIONS:

- All students will reach high standards, attaining proficiency or better in all core subject areas District benchmarks and state testing by 2014. (Advance, Proficient, Basic, Below Basic, Far Below Basic)
- Every student will learn the visual and performing arts standards and will demonstrate competence in the arts.
- Align VAPA instruction with content standards
 - Implement VAPA curriculum mapping whereby each grade level teacher teaches and assesses specific standards within a specific timeline.
 - Integrate VAPA Skills into core curriculum at each grade level.

GOALS:

1. By 2012-2013, 95% of all 3rd graders will be reading at grade level (NEW)!
2. By 2009-2010, 80% of students will be proficient or above on STAR assessments in English/Language Arts.
3. By 2009-2010, 80% of students will be proficient or above on STAR assessments in math.
4. By 2012-13, 95% of all 3rd graders will be computing at grade level. (NEW)!
5. By 2009-10, 80% of students will demonstrate minimal proficiency in the arts standards.

- Indicators:
 - STAR Cluster Scores for Eng/LA
 - Word Analysis & Vocabulary
 - Reading Comprehension
 - Written Conventions
 - Writing Strategies
 - Literary Response and Analysis
 - District Assessments

STAR Cluster Scores for Math

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Numbers
Operations
Algebra and Functions
Measurement and Geometry
Statistics, Data Analysis, Probability
District Assessments

VAPA Benchmarks on Mastery Standards
VAPA 6-8 Performances

- Measures
STAR Scores
STAR Cluster Scores
District Assessments
Teacher Assessments
VAPA Performances
VAPA Assessments and Student Work

- Targets
On all Assessments - 80% of students will be Advanced/Proficient (70% or above)

STAR	Grade	ELA	Math
	2 nd	53%	74%
	3 rd	36%	64%
	4 th	63%	63%
	5 th	53%	59%
	6 th	59%	47%
	7 th	65%	58%
	8 th	69%	71%
			86% (Algebra)

2 VAPA Performances per year

- Strategies:

High Expectations

Hold students to high academic and behavioral expectations
Failure is not an option (A, B, C, D, and I Grading System)
Provide students with more time and support
Implement Student Motivation Strategies
Ensure relevance with rigor

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Positive Relations

- Build positive relationships with students and parents
- Motivate students through high expectations, caring and relevance
- Connect Kids to school
 - Electives – drama, art, strings, VAPA Performances
 - Clubs – dances, newspaper, dance, intramurals
 - Daily Physical Activity and full participation

Intervention

- Implement a quality Eng/LA Intervention Program (REACH)
- Implement Quality Math Intervention Program
- Use scientific-based programs - SOAR, REACH, and Rosetta Stone

Instruction

- Use Best Practices (Direct Explicit Instruction) K
- Keeping Learning on Track (KLT)
- Engage Strategies & Effective Feedback
- Focus on Mastery Standards
- Analyze the Blueprints
- Adhere to instructional minutes for Eng/LA and math
- Provide more direct instruction for catch-up growth
- Frequently monitor, assess, and provide feedback
- Create and use pacing guides
- Use common assessments to focus instruction
- Set Goals for District benchmarks
- Use technology to assess and drive instruction
 - Edusoft, Accelerated Reader, & United Streaming

Staff Development

- Employ highly qualified staff & Literacy Aides
- Create effective Professional Learning Communities for learning
- Use instructional coaches
- Disaggregate data – NED/SED, Male/Female Train staff on Mastery standards, curriculum integration, differentiation, and mapping.
- Train staff on VAPA standards
- Map VAPA standards
- Create assessments on VAPA standards
- Train staff how to use assessments to drive instruction
- Review if Assessments are measuring the Standards
- Train Literacy Aides for Reading
- Train principals in Leadership & Instruction
- TAG (Diagnostic Testing, Proportional Increases of Instructional time, focused teaching to deficient sub-skills, re-testing for learning)

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Focus Area 3

Staff Development

EXPECTATIONS:

Staff members will

- Actively participate in Professional Learning Communities (PLCs) to ensure learning for all – no limits, no excuses.
- Be proficient in :
 - Best Practices: Direct Explicit Instruction (DEI) & Keep Learning on Track (KLT)
 - Student Engagement & Checking for Understanding
 - Mapping and Pacing & Curriculum Development
 - Using Assessments to focus instruction
 - Technology
- Implement district priorities, roles, and responsibilities
 - Positive Relationships / Communication
 - Student Learning
 - Staff Development
 - Facilities
- Excel as Highly Qualified Teachers and Paraprofessionals
- Grow personally and professionally.
- Develop Dynamic Leaders to distribute leadership

GOALS:

1. By 2010, all social studies, science and math teachers will have had training in the textbook adoptions
2. By 2010, all teachers will be proficient in curriculum development, mapping, and using common assessments.
3. By 2010, all teachers will have had training and observation feedback on Best Strategies (Direct Instruction, active participation, feedback) for continuous school improvement.
4. By 2010, all teachers will work in a professional culture and demonstrate collaborative relationships to ensure student learning.

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- Indicators:
 - Teacher satisfaction
 - Effective lessons
 - Student Learning
 - PLC and staff Minutes
- Measures:
 - Classroom Instruction and Observations
 - Teacher surveys
 - Professional Growth Logs
 - Course Units
 - Lesson Plans
 - Observations
 - Training Agendas
 - PLC and Staff Minutes
- Targets
 - 100% of classroom teachers will indicate satisfactory textbook training in social science, science, and math.
 - 100% of classroom teachers will be using district adopted mapping guides and common assessments.
 - 100% of classroom teachers will have training and observation feedback on best practices.
 - 100% of the classroom teachers will work collaboratively in PLC's
- Strategies
 - Schedule specific textbook training
 - Schedule training time on Minimum Days, SIP Days, and PLC's for Instructional Materials and Texts usage
 - Mapping
 - Edusoft
 - Best Practices
 - Differentiated Instruction
 - Autism
 - Attachment Disorder
 - Engagement & Feedback
 - High ROPES Course
 - Professional Learning Communities

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Focus Area 4

Facilities

EXPECTATIONS:

- District Staff will provide facilities that are conducive to learning.

GOALS:

1. By 2009-10, plans for a new gymnasium/stage will be completed with viable options for completion and funding.
2. By 2009-10, Mt. View students will be able to participate fully in P.E.
3. By 2009-10 playgrounds will be age-appropriate.
4. By 2009-10 Columbia is connected to the City sewage system.

- Indicators
Gymnasium/stage
Students fully participating in P.E.
Children engaged on playground
Abandon leach field
- Measures
DSA approved plans for gym
Funding sources approved
Daily Participation Numbers of Students in P.E.
Playground equipment for all students
City Sewer Service
- Targets
Potential Funding Sources Identified for construction.
90% of students actively participation in P.E.
New playground equipment
Connected to sewer

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- Strategies
 - Architect Design of Columbia School expansion project
 - Gym/stage
 - New classrooms
 - Identify Funding Sources
 - OPSC, Developer Fees, Loans
 - Bid Process and Construction
 - Establish a PE Committee to identify changing facilities
 - Identify playground needs and create a plan to implement
 - Work with State on Extreme Hardship for sewer
 - Finalize construction with PACE Engineering
 - Install Sewer System