Columbia Self-Reported Indicators 2019-2020

1. School Level Factors

Positive Behavior Interventions and Supports

We understand that school culture and climate impacts student learning. In an effort to improve and maintain a positive school culture and climate, and understanding the need for students to participate in recess activities and to learn effective self-management skills, we will implement structured recess activities and the instruction of Mindfulness strategies. Legislative funding will be allocated to provide for the hiring of a recess interventionist who will oversee structured recess activities. Our school counselor will maintain training and provide classroom instruction about Mindfulness. Teachers who have not yet received this training may be invited to become trained. Funding for training and implementation will also be provided through Legislative funding.

Pre and post student surveys will be administered and analyzed to determine program effectiveness.

2. Equitable Educational Opportunities

Learning Exploration and 2nd Language Acquisition

We understand the value of teaching the whole child. Having a school-wide emphasis of increasing the number of technology devices in the school for the purpose of enhancing student learning. Individual Development Plans (IDP’s) will be created, evaluated, and readjusted every 6 weeks by the student, parents, and teacher for students in the 4th, 5th, and 6th grades. The IDP’s will guide “Genius Hour,” which is a time for individual or collaborative learning on a topic of a student’s choosing. IDP’s will also guide the language selection for software and volunteer enhanced second language learning opportunities (English for ELL students).

Program effectiveness will be determined based on an analysis of mid-year student, parent, and teacher feedback of the IDP’s.