

# COLUMBIA H S

## Campus Improvement Plan

### 2017/2018

*MOTTO*

*Learning Today, Leading Tomorrow*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/10/2017

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## **Mission**

*The mission of Columbia High School is to prepare all students to become productive and responsible citizens, to achieve success by creating a community of life-long learners, and to develop higher level thinking skills and foster creativity in a complex and demanding society.*

## **Vision**

*To be a dynamic organization that empowers a community of learners who dare to dream, take risks, and develop new realities.*

### Nondiscrimination Notice

COLUMBIA H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# COLUMBIA H S Site Base

Name	Position
Alexander, Elizabeth	Student
Booth, Brandy	Parent
Brune, Phoenix	Student
Chappell, Rebecca	Student
Galvan, Tammy	Parent
Garza, Richie	Student
Gutierrez, Stephen	Teacher
Harrington, Brad	Teacher
Josey, Thomas	Teacher
Kucera, Kristi	Counselor
Lane, Brian	Community Member
Lane, Madeline	Student
Longino, Landyn	Student
Mcintosh, Brandon	Community Member
Miller, Melvin	Teacher
Moody, Scott	Assistant Principal
Mowles, Bobby	Campus Principal
Nidey, Brett	Teacher
Ohlen, Carson	Student
Pruitt, Avery	Student
Rao, Nancy	Teacher
Rosa, Glenda	Teacher
Salazar, Christel	Associate Principal
Sanders, Lauren	Teacher
Shank, Carri	Teacher
Thiebaud, Johni	Teacher
Valdez, Sheryl	Teacher

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

- Objective 1.** Target instruction to a more rigorous level in all content areas to meet the standards of state-mandated assessments
- Objective 2.** Achieve college-readiness standard scores on state-mandated assessments in all subjects for all student groups in order to meet or exceed future accountability requirements.
- Objective 3.** All students will graduate from high school, on time, college and/or career ready.
- Objective 4.** Increase student attendance to 97%
- Objective 5.** Promote strong parental involvement at the district and campus level, with a focus on positive student performance growth.
- Objective 6.** All students will be educated in learning environments that are safe, drug-free and conducive to learning.
- Objective 7.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Objective 8.** Use formative assessments and performance indicators and summative TEKS-aligned unit assessments in reading, language arts, mathematics, science and social studies to assess student mastery of district curriculum.
- Objective 9.** Address performance-based monitoring system identified issues in ESL state-mandated test pass rate in ELAR, special education science, math, ELAR pass rates, rate of special education advanced diplomas, over-identification, and African-American identification rates.
- Objective 10.** Continue the Gifted/Talented testing, identification, and instructional plan in order to maximize identification of and learning experiences of G/Tstudents.
- Objective 11.** Columbia High School will use the TRS Curriculum Management plan to provide rigorous, vertically and horizontally aligned instruction to all students in the four core subject areas.
- Objective 12.** Demonstrate sustained growth in student achievement
- Objective 13.** Increase the campus performance to Level II: Satisfactory Academic Performance in state mandated assessments for all student groups.
- Objective 14.** 90% of special education students will pass the appropriate state math assessment at the appropriate level for their enrolled grade or course i.e. STAAR.
- Objective 15.** Increase the quantity of students completing high school within four years
- Objective 16.** Prepare students for post-secondary life and/or education, including college
- Objective 17.** Maintain and support special programs

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- Objective 18.** 21st century technology skills will be incorporated into the classrooms to keep students engaged & learning relevant.
- Goal 2.** Governance: The Board/Superintendent leadership team will provide effective leadership to implement comprehensive board policies to lead curriculum management, delineate the roles and responsibilities of the Board, superintendent, and all employees, and ensure quality control and equity.
- Objective 1.** Provide effective leadership that enables and promotes school and student success
- Goal 3.** Staff Development: Professional development activities will be provided for all employees to improve professional practices that increase student achievement and meet the district's mission and goals.
- Objective 1.** Continue to analyze staff development needs by using a variety of data sources in order to focus initiatives to guarantee success for every student.
- Objective 2.** Provide professional development that targets improvement in student achievement and job performance
- Objective 3.** Provide staff development that builds capacity and supports continuous improvement
- Goal 4.** Facilities and Maintenance Management: Facilities will be safe, clean, attractive, conducive to learning, and capable of meeting the future educational needs of students through the development, implementation, and funding of a plan for facilities development and maintenance.
- Objective 1.** Continue to implement a comprehensive, long-range facilities and maintenance plan.
- Objective 2.** Columbia High School will provide a safe, healthy, secure and orderly environment for students, staff, parents, and community.
- Goal 5.** Planning and Evaluation: Constancy of purpose and focusing of resources on district priorities will be facilitated by a comprehensive, systemic, planning process and evaluation process.
- Objective 1.** Campus committees and organizations will be utilized to ensure school success and promote student achievement
- Objective 2.** Maintain a comprehensive, systemic, long-range planning process that is utilized to focus activities that enable goal accomplishment.
- Goal 6.** Human Resources: Effective school system management including the design and delivery of the curriculum will be enhanced through human resource services that recruit, retain, and develop highly qualified employees.
- Objective 1.** Every student will be taught by highly qualified staff.
- Objective 2.** All instructional faculty and staff will meet highly qualified standards
- Objective 3.** Improve and sustain high teacher morale.

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**Goal 7.** Student Support Services: Student Support Services will enhance the overall mission of the district through implementation of services to meet the needs of all stakeholders.

**Objective 1.** Columbia High School will provide a safe and healthy learning environment.

**Goal 8.** Public Relations: Support a collaborative Public Relations Department in order to promote a positive district image within the community.

**Objective 1.** Columbia High School will have timely and effective home/school, community/school communication

**Objective 2.** Maintain a comprehensive, systemic, long-range planning process that is utilized to focus activities that enable goal accomplishment.

**Goal 9.** Financial Services: The resources of the District will be prioritized and aligned to support the District mission and goals.

**Objective 1.** Resources will be allocated to ensure student and school success

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 1.** Target instruction to a more rigorous level in all content areas to meet the standards of state-mandated assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the district, campus and student performance on all academic indicators for all students and special populations. (Target Group: All, H, W, AA, ECD, ESL, LEP, SPED, GT, CTE, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Instructional Focus Group, Principal, Teacher(s)	August - July	(F)IDEA (Sped), (F)Title II Princ/Tchr Improvement, (L)Annual budget, (L)DMAC Data Analysis Software , (L)Local Funds, (L)Skyward, (L)Thinking Maps, (L)TRS curriculum resources, (S)Communities in Schools, (S)CTE (HS), (S)GT, (S)State Comp Ed Personnel, (S)State Compensatory Ed, (S)State Sped	Summative - TRS Unit Tests STAAR TELPAS AYP PBMAS
2. Ensure that district initiatives and strategies are incorporated to address abilities and learning styles of all students. (Title I TA: 1,2,3,4) (Target Group: All, ECD, ESL, LEP, SPED, GT, CTE, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Campus Testing Coordinator(s), Core Subject Teachers, Department Heads, Principal, Special Ed Teachers, Teacher(s)	Aug - June	(F)IDEA (Sped), (F)Title II Princ/Tchr Improvement, (F)Title III Bilingual / ESL, (L)BISI Resources, (L)College and Career Readiness Standards, (L)Local Funds, (O)Technology allocations, (S)CTE (HS), (S)GT, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)State Compensatory Ed, (S)State Sped	Summative - DMAC data reports; Walkthrough data; State-mandated assessment results
3. Provide professional development in conflict resolution, discipline management skills, Student Code of Conduct, discipline for special education and other state-mandated trainings using an online format. (Title I TA: 6) (Target Group: All)	Assistant Principal(s), Principal	Aug - July	(L)College Board Resources, (L)DMAC Data Analysis Software , (L)EduHerors, (L)Eduphoria, (L)Thinking Maps, (L)TRS curriculum resources, (S)Consultants	Summative - Sign-in sheets Agendas Evaluations of trainings
4. Provide intense, pull-out instruction for students that did not meet the standards of state-mandated assessments. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Principal	Sept - May	(L)DMAC Data Analysis Software , (S)State & local funding	Summative - STAAR data, student transcripts



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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 1.** Target instruction to a more rigorous level in all content areas to meet the standards of state-mandated assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Weekly writing will occur in all subject areas. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Principal, Teacher(s)	Aug - May	(L)Local Funds, (L)Thinking Maps, (L)TRS curriculum resources, (S)Region 4 ESC, (S)State & local funding	Summative - Interactive journals, state assessment scores, walk throughs, data talks
6. Rigorous questioning strategies will be applied in all lesson plans. (Target Group: All)	Assistant Principal(s), Department Heads, Instructional Staff	Aug-June	(L)Local Funds	Summative - Lesson plans
7. Subject area teachers meet bi-monthly for data talk meetings to ensure rigorous instruction in all content areas. (Target Group: All)	Assistant Principal(s), Department Heads, Principal	August-June	(L)Local Funds	Summative - Minutes

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 2.** Achieve college-readiness standard scores on state-mandated assessments in all subjects for all student groups in order to meet or exceed future accountability requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to teachers on the college and career readiness standards and resources found in TRS in order for them to understand and provide support to students (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Department Heads, Director of Instruction, Instructional Paraprofessionals, Principal, Special Ed Teachers, Staff Development Director, Teacher(s), TEKs Resource System Curriculum, Trainer of trainer (TOT)	Aug - June	(L)College and Career Readiness Standards, (L)College Board Resources, (L)Eduphoria, (L)TRS curriculum resources, (O)Technology allocations, (S)Colleges and Universities, (S)Consultants, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)State & local funding	Summative - State assessment data

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 3.** All students will graduate from high school, on time, college and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to involve the staff in district-wide planning for the development of placement options for students with disabilities (including 504 students) in least restrictive environments. (Title I TA: 1,4,8) (Target Group: SPED, AtRisk, Dys, 504)	Assistant Principal(s), Assistant Superintendent, Principal, Teacher(s)	Aug - July	(F)IDEA (Sped), (L)DMAC Data Analysis Software , (L)Sped management software, (S)State & local funding	Summative - Diagnostic Tests; Summative Exams; TRS Unit Assessments; State Assessments PBMAS report
2. Integrate related service delivery to the curriculum to enhance learning as appropriate for each individual. (Title I TA: 1,4,8) (Target Group: SPED)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	Aug - July	(F)IDEA (Sped), (L)ARD Committee, (L)Sped management software, (S)Instructional Materials Allot, (S)State Comp Ed, (S)State Sped	Summative - Diagnostic Tests; Summative Exams; Unit Assessments; SIT Referrals; ESPED Documentation State mandated assessments PBMAS Report
3. Continue to facilitate public education week at CHS to support a variety of College and Career Readiness initiatives. (Target Group: All)	Assistant Principal(s), College Counselor, Counselor(s), Principal	Aug - June	(L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)Colleges and Universities, (S)Consultants, (S)CTE (HS)	Summative - Diagnostic Tests Unit Assessments PSAT State-mandated assessments
4. Increase the use of DMAC data analysis software and other software to engage teachers and administrators in collaborative improvement discussions that ensure high levels of student learning and Response to Intervention decisions based on data results. (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Department Heads, Director of Instruction, Principal, Special Ed Teachers, Teacher(s)	Aug - June	(F)IDEA (Sped), (F)Title III (ESL), (L)DMAC Data Analysis Software , (L)Sped management software, (L)TRS curriculum resources, (S)Region 4 ESC, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Compensatory Ed, (S)State Sped	Summative - State-mandated tests PBMAS report
5. Continue to expand the accessibility to technology for all students in 9-12 to enhance computer literacy skills for the 21st century and reflected in the College and Career Readiness Standards. (Title I TA: 1) (Target Group: All)	CTE , District Technology Committee, Teacher(s)	Aug - June	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)Local Funds, (O)Technology allocations, (S)State & local funding	Summative - Annual usage reports from district software,

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- Objective 3.** All students will graduate from high school, on time, college and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide students appropriate career and technical education programs for all including special population students. Continue to investigate and add to CTE offerings. (Title I TA: 1,4,8) (Target Group: All, CTE)	Assistant Principal(s), College Counselor, Counselor(s), Principal, Teacher(s)	Aug - June	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)Local Funds, (S)Colleges and Universities, (S)CTE (HS), (S)State Compensatory Ed	Summative - End-of-year Report cards Annual CTE Report
7. Develop personal graduation plans for students in grades 7-12 to create rich planning, monitoring and intervention strategies. (Title I TA: 1,2,4) (Target Group: All, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Principal	Aug - June	(F)Title III (ESL), (L)DMAC Data Analysis Software , (L)Local Funds, (L)Sped management software, (S)CTE (HS), (S)State & local funding , (S)State Comp Ed Personnel, (S)State Compensatory Ed, (S)State Sped	Summative - Personal Graduation plans
8. All juniors will attend the college career fair at Brazosport College. (Target Group: All)	Assistant Principal(s), College Counselor, Counselor(s), CTE , Principal, Teacher(s)	January - May	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (S)State & local funding	Summative - Personal graduation plans, AYP report

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 4.** Increase student attendance to 97%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a summary of attendance data to campus personnel to use for analysis of student needs. (Title I TA: 1,2,4) (Target Group: All, AtRisk)	Assistant Principal(s), At-Risk Coordinator, PEIMS personnel, Principal, Teacher(s)	Aug - June	(L)DMAC Data Analysis Software , (L)Local Funds, (L)PEIMS enrollment data, (L)PEIMS student and staff reports, (L)Skyward	Summative - Daily and monthly attendance reports PEIMS Snapshot data
2. Implement incentive program for students with perfect attendance. Students will receive reward coupons at the end of each 6 weeks. (Title I TA: 4,7) (Target Group: All)	Assistant Principal(s), Instructional Staff	August-May	(L)Local Funds, (L)Skyward	Summative - Skyward attendance reports
3. Implement departmental incentive program for students with perfect attendance (Title I TA: 1) (Target Group: All, AtRisk)	Department Heads, Teacher(s)	Aug-May	(L)Local Funds	Summative - Skyward attendance reports
4. Students with perfect attendance for the year will be recognized at awards night. Seniors with perfect attendance will be recognized at graduation exercises (Title I TA: 1) (Target Group: All)	Assistant Principal(s), Principal	Aug - May	(L)Local Funds, (L)Skyward	Summative - Skyward attendance reports
5. Parents will be notified of student absences daily through use of Skylert automated phone caller. (Target Group: All, AtRisk)	Assistant Principal(s)	Daily	(L)Skyward	Summative - Skylert reports. Increased student attendance
6. Teachers will make family contact daily when students are absent. (Target Group: All, AtRisk)	Teacher(s)	ongoing	(L)Skyward	Summative - Teacher phone logs. Improved student attendance.
7. Office will make contact with parents of absent students (Target Group: All, AtRisk)	Assistant Principal(s)	ongoing	(L)Skyward	Summative - office phone logs improved student attendance.
8. Letters will be sent to parents after 3 absences, 6 absences, and 9 absences advising them of the compulsory attendance laws. (Title I TA: 7) (Target Group: All, AtRisk)	Assistant Principal(s)	Aug-May	(L)Local Funds, (L)PEIMS student and staff reports, (L)Skyward	Summative - Monthly attendance report
9. Students experiencing attendance problems will be contacted by the Brazoria County Constable Pct 3 ASAP program and advised of the compulsory attendance laws. (Title I TA: 1,7) (Target Group: All, AtRisk)	Assistant Principal(s), SRO Officer	ongoing	(L)PEIMS student and staff reports, (L)Skyward	Summative - Increased student attendance

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 4.** Increase student attendance to 97%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. After 3 unexcused absences, students will be required to attend an attendance class in lieu of truancy charges. (Target Group: All, AtRisk)	Assistant Principal(s), Principal	Aug - May	(L)Local Funds, (S)State Comp Ed Personnel	Summative - Court records and increased student attendance.

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 5.** Promote strong parental involvement at the district and campus level, with a focus on positive student performance growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand school wide parental involvement which will include parent training, volunteerism and adult literacy sessions. (Title I TA: 4) (Target Group: All, AtRisk)	Administrative Council, Assistant Principal(s), At-Risk Coordinator, Club Sponsors, Communities In Schools, Counselor(s), Director of Athletics, Director of Bands, Librarians, PALS, Parent Volunteers, Principal, SRO Officer, Teacher(s)	Aug - July	(L)Local Funds, (S)Communities in Schools, (S)State Comp Ed	Summative - Campus reports on volunteerism
2. Expand the use of the SkyAlert system and message center to improve communication between CHS and stakeholders. (Title I TA: 7) (Target Group: All, AtRisk)	Assistant Principal(s), Principal	Aug - June	(L)Local Funds, (L)Skyward, (O)Technology allocations	Summative - Campus Reports
3. Utilize social media including facebook, twitter, and CHS website to keep parents and community members informed about school events. (Target Group: All)	Assistant Principal(s), Principal	August - June	(O)Technology allocations	Summative - Parental, staff, & community feedback

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 6.** All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that a positive school climate meets the academic, emotional, social and physical needs of all students in 9-12. (Title I TA: 1,4) (Target Group: All, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Club Sponsors, Communities In Schools, Counselor(s), Credit Recovery Coordinator, Custodial Staff, Instructional Paraprofessionals, Librarians, PALS, Peer Tutors, Principal, School Nurse, SHAC Committee, SRO Officer, Teacher(s)	Aug - May	(F)IDEA (Sped), (F)Perkins-CTE, (F)Title III Bilingual / ESL, (L)DMAC Data Analysis Software , (L)SchoolDude, (L)Skyward, (L)TRS curriculum resources, (S)Communities in Schools, (S)CTE funds , (S)GT, (S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Compensatory Ed	Summative - Increased student attendance Decreased discipline referrals State and Federal reports PEIMS discipline report
2. An annual school climate survey will be given to both students and staff to identify needs. (Title I TA: 1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	January	(L)DMAC Data Analysis Software , (L)PEIMS enrollment data, (L)PEIMS student and staff reports, (O)Local Resources	Summative - Increase in student and staff attendance; increase in passing rate; decrease in dropout rate; decrease in discipline referrals; PEIMS discipline report;
3. Provide additional support to students from counselors, dyslexia instructors, PALS students, volunteers, outside agency personnel, at risk coordinator, and paraprofessionals in order to improve and personalize student learning. (Title I TA: 1,8) (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Communities In Schools, Counselor(s), Dyslexia specialist, PALS, Teacher(s)	Aug - June	(F)IDEA (Sped), (F)Title II Princ/Tchr Improvement, (F)Title III (ESL), (L)Local Funds, (S)Communities in Schools, (S)CTE (HS), (S)GT, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Sped	Summative - State-mandated assessments AYP PBMAS Graduation PEIMS Reports
4. Continue to provide TEKS, STAAR, and TRS training for staff, parents and guardians to demonstrate the rigor and high level thinking skills of the district adopted curriculum and the state assessments. (Title I TA: 1,4,7,8) (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent for Student Services, Campus Testing Coordinator(s), Principal, Teacher(s)	Aug - May	(F)Title II Princ/Tchr Improvement, (L)College and Career Readiness Standards, (L)College Night, (L)DMAC Data Analysis Software , (L)Skyward, (L)Sped management software, (L)TRS curriculum resources, (O)Technology allocations	Summative - Increased parent awareness and parental support for students



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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 7.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the number of identified GT students who are bilingual by using non-biased screening tools. (Title I TA: 1) (Target Group: ESL, GT)	Assistant Superintendent, Campus Testing Coordinator(s), Counselor(s), District Assessment Coordinator, Principal, Teacher(s)	Aug - May	(F)Title III Bilingual / ESL, (L)CBISD Legal/Local Policy, (L)Local Funds, (S)GT	Summative - GT Placement Committee Findings; Increased enrollment in Honors; AP and Dual-Credit coursework; ACT and SAT test results;
2. All identified LEP students will receive targeted instruction in their English classes by highly qualified teachers. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(F)Title III Bilingual / ESL, (L)Local Funds	Summative - Rosters, assessment results, LPAC committee documentation
3. Teachers will receive professional development in applying ELPS resources found in the TRS guide. (Target Group: All)	Assistant Principal(s), Principal	August - June	(F)Title III Bilingual / ESL, (L)Local Funds	Summative - Lesson plans, walk through data
4. Creation and implementation of ESOL class to address specific language proficiency needs and to target instruction for ESL students. (Title I SW: 1,9,10) (Target Group: ESL) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), Principal, Teacher(s)	Aug-May		Summative - STAAR, TELPAS, unit assessments

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 8.** Use formative assessments and performance indicators and summative TEKS-aligned unit assessments in reading, language arts, mathematics, science and social studies to assess student mastery of district curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TRS Unit assessments, TRS performance indicators, and other formative and summative assessment tools to check learning by student expectation to determine gaps in learning, to modify instruction, and to improve learning. (Title I TA: 1,2) (Target Group: All, ECD, ESL, LEP, SPED, AtRisk)	Assistant Principal(s), Campus Testing Coordinator(s), Department Heads, Principal, Special Ed Teachers, Teacher(s), TEKS Resource System Curriculum	Aug - June	(F)Title II Princ/Tchr Improvement, (L)DMAC Data Analysis Software , (L)Local Funds, (L)Skyward, (L)Sped management software, (L)TRS curriculum resources, (O)Technology allocations, (S)Instructional Materials Allot, (S)State Comp Ed	Summative - TRS unit test results state assessment results performance indicator products ESPED data DMAC data
2. Conduct bimonthly data meetings to explore student mastery of TEKS and to plan instructional strategies to further TEKS mastery. (Target Group: All)	Assistant Principal(s), Principal	August - June	(L)Local Funds	Assessment results

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 9.** Address performance-based monitoring system identified issues in ESL state-mandated test pass rate in ELAR, special education science, math, ELAR pass rates, rate of special education advanced diplomas, over-identification, and African-American identification rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor performance of special education students in mathematics, ELA and science , LEP participation, diploma rate, and ESL ELA pass rate. (Title I TA: 1,3,4) (Target Group: All, ECD, ESL, LEP, SPED, CTE, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Campus Testing Coordinator(s), Counselor(s), Department Heads, Director Spec Programs, Principal, Special Ed Teachers, Teacher(s)	Aug - June	(F)IDEA (Sped), (F)No Child Left Behind Guidelines, (F)Title II Princ/Tchr Improvement, (F)Title III (ESL), (L)ARD Committee, (L)DMAC Data Analysis Software , (L)Local Funds, (L)PEIMS student and staff reports, (L)Skyward, (L)Sped management software, (L)TRS curriculum resources, (O)Technology allocations, (S)CTE (HS), (S)ESL, (S)State Comp Ed, (S)State Sped	Summative - Diagnostic Tests; Summative Exams; TRS Unit Assessments ; SIT Referral; SPED Referral Process; ESPED Documentation State Assessment Reports AYP Report PBMAS Report

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**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 10.** Continue the Gifted/Talented testing, identification, and instructional plan in order to maximize identification of and learning experiences of G/Tstudents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement research based assessment and identification processes so that the special populations including G/T mirrors the student demographics of the district. (Title I TA: 1) (Target Group: GT)	Assistant Principal(s), Assistant Superintendent for Student Services, District Assessment Coordinator, Principal, Teacher(s)	Aug - July	(L)DMAC Data Analysis Software , (L)Local Funds, (L)PEIMS enrollment data, (L)PEIMS student and staff reports, (L)Skyward, (O)Technology allocations, (S)GT	Summative - Demographics of G/T students mirror district demographics

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 11.** Columbia High School will use the TRS Curriculum Management plan to provide rigorous, vertically and horizontally aligned instruction to all students in the four core subject areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. EOC teachers, by department, will meet weekly to plan instruction. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)DMAC Data Analysis Software , (L)Local Funds, (L)TRS curriculum resources, (O)Technology allocations	Summative - TRS assessment scores, STAAR data
2. Provide critical thinking opportunities for students through the use of questioning techniques, hands on activities, and scientific problem solving by following the 5E model of instruction. (Target Group: All, SPED, AtRisk)	Assistant Principal(s), Department Heads, Director of Instruction, Lead Teacher, Principal, Teacher(s), TEKs Resource System Curriculum	August - May	(L)Local Funds, (L)Thinking Maps, (L)Time for planning, (L)TRS curriculum resources	Summative - Lesson Plans Walk through observations TRS assessments STAAR/TAKS data
3. Core area teachers will meet weekly bimonthly the principal to discuss data. (Target Group: All)	Core Subject Teachers, Principal	Aug-May	(L)DMAC Data Analysis Software , (L)TRS curriculum resources	Summative - TRS unit assessment scores STAAR scores
4. Provide teachers with opportunities to receive professional development in order to develop instructional plans that will maximize learning experiences for gifted and talented students. (Target Group: All)	Assistant Principal(s), Director of Instruction, Principal	August - May		Summative - Sign in logs, agendas

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 12.** Demonstrate sustained growth in student achievement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors will meet individually with students during course registration to map out a 4-year graduation plan (Title I TA: 1,2,8) (Target Group: All, AtRisk)	Counselor(s)	March-April	(L)ARD Committee, (L)CBISD Legal/Local Policy, (L)College and Career Readiness Standards, (L)DMAC Data Analysis Software , (L)Elementary and Secondary Handbooks, (L)Local Funds	Summative - State assessments AYP report, graduation report DMAC PGP
2. Monitor student academic performance to ensure compliance with individual student's high school graduation plan (Target Group: All)	Counselor(s)	end of 1st semester, end of second semester	(L)Skyward	Summative - State assessments, AYP report, graduation report
3. Students not meeting 8th grade SSI requirements will be placed in a math and/or reading intervention. (Target Group: All, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Department Heads, Principal, Teacher(s)	May-August	(L)DMAC Data Analysis Software , (L)Local Funds, (L)Skyward	Summative - DMAC data Report card grades STAAR scores
4. Embrace reteach-retest policy. Students will be allowed to attend tutorials on Monday through Friday for reteaching. (Target Group: All, AtRisk)	At-Risk Coordinator, Department Heads, Teacher(s)	every six weeks	(L)Local Funds	Summative - student report cards teacher failure-rate data credit recovery log
5. Continue to integrate Thinking Maps into curriculum (Target Group: All)	Department Heads, Teacher(s)	ongoing	(L)Local Funds, (L)Thinking Maps	Summative - lesson plans, TAKS scores, grades
6. Incorporate the use of technology during instruction (Target Group: All)	Teacher(s)	ongoing	(L)Time for planning, (L)TRS curriculum resources, (O)Technology allocations	Summative - walkthroughs PDAS teacher self report
7. Increase the number of students utilizing peer tutoring (Target Group: All, AtRisk)	At-Risk Coordinator, Communities In Schools, Counselor(s), PALS, Peer Tutors, Teacher(s)	September-May	(L)Local Funds, (L)Skyward, (L)TRS curriculum resources, (S)Communities in Schools	Summative - report card grades
8. Departmentalize budgets to address specifically identified areas to improve and sustain academic growth (Target Group: All)	Department Heads, Principal	February-March	(L)DMAC Data Analysis Software	Summative - improved student achievement
9. Implement incentive/recognition program for students with A and A/B Honor Roll grades. (Target Group: All)	Assistant Principal(s), Counselor(s)	August - May	(L)Local Funds, (L)Skyward	Summative - Honor Roll lists

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 12.** Demonstrate sustained growth in student achievement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Students will participate in UIL Academic competitions. (Title I TA: 1,7,8) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(L)Local Funds	Summative - UIL standings
11. Students failing to meet the state assessment requirements will be attending the pull out program for intense direct instruction. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Principal	Sept - May	(L)Annual budget, (L)Local Funds	Summative - State assessment scores

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 13.** Increase the campus performance to Level II: Satisfactory Academic Performance in state mandated assessments for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The curriculum of the core subjects will be vertically aligned. (Target Group: All)	Assistant Principal(s), Department Heads, Director of Instruction, Instructional Facilitator, Principal, Teacher(s)	ongoing	(L)DMAC Data Analysis Software , (L)Skyward, (L)TRS curriculum resources	Summative - curriculum binders
2. TRS Assessments will be given in core classes grades 9-11 (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Department Heads, Director of Instruction, Instructional Facilitator, Teacher(s)	ongoing	(L)DMAC Data Analysis Software , (L)Skyward, (L)TRS curriculum resources	Summative - six weeks assessment reports
3. All students will be able to write literary, expository, persuasive, and analytical essays that meet at least the basic (Score Point 2) requirements of the STAAR writing rubrics (Title I TA: 1,2,3,4) (Target Group: All, H, W, AA, ECD, ESL, LEP, SPED, AtRisk, Dys)	Assistant Principal(s), At-Risk Coordinator, Campus Testing Coordinator(s), Core Subject Teachers, Counselor(s), Department Heads, Director of Instruction, Dyslexia specialist, Principal, Special Ed Teachers, Teacher(s)	Aug -May	(F)IDEA (Sped), (F)Title III (ESL), (L)ARD Committee, (L)College and Career Readiness Standards, (L)DMAC Data Analysis Software , (L)Eduphoria, (L)Local Funds, (L)Skyward, (L)Sped management software, (L)Thinking Maps, (L)TRS curriculum resources, (O)Technology allocations, (S)Instructional Materials Allot, (S)State Comp Ed, (S)State Sped	Summative - State assessment reports DMAC reports CSCOPE assessments
4. All core subject areas will develop a specific learning objective designed to increase the academic success of economically disadvantaged students (Target Group: ECD)	Department Heads, Director of Instruction, Teacher(s)	ongoing	(L)DMAC Data Analysis Software , (L)Local Funds, (L)Time for planning	Summative - STAAR scores, student transcripts, graduation report
5. Utilize technology and specific academic interventions with Odyssey Ware and Virtual School. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Credit Recovery Coordinator, Department Heads, Dyslexia specialist, Principal, Special Ed Teachers, Teacher(s)	ongoing	(L)DMAC Data Analysis Software , (L)Local Funds, (L)Skyward, (O)Technology allocations, (S)State Comp Ed	Summative - student success report card grades student transcripts graduation report



# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 13.** Increase the campus performance to Level II: Satisfactory Academic Performance in state mandated assessments for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Students not meeting 8th grade SSI promotion requirements will be placed in a targeted reading and/or math class. (Target Group: AtRisk)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Teacher(s)	August-May	(L)DMAC Data Analysis Software , (L)Skyward, (L)TRS curriculum resources	Summative - STAAR English I and STAAR Algebra I reports
7. Identify and provide accelerated instruction to all students who did not pass STAAR on the first administration (Target Group: AtRisk)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Dept. Directors, Special Ed Teachers, Teacher(s)	Aug - May	(L)DMAC Data Analysis Software , (L)TRS curriculum resources	Summative - Report card grades DMAC assessment reports STAAR scores
8. Implement and monitor a campus wide writing initiative. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(L)Local Funds	Summative - State assessment results, walk throughs, interactive journals.
9. Students failing to meet state assessment standards will receive intense direct instruction through pull out tutoring. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Principal	Sept - May	(L)Annual budget, (L)Local Funds	Summative - State test results, pull out attendance roster

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 14.** 90% of special education students will pass the appropriate state math assessment at the appropriate level for their enrolled grade or course i.e. STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student performance in mathematics will be monitored every 3 weeks (Target Group: SPED)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Special Ed Teachers, Teacher(s)	every 3 weeks	(L)DMAC Data Analysis Software , (L)Skyward	Summative - DMAC reports Skyward reports Tracking workbook
2. Use DMAC to disaggregate STAAR and unit assessment data to identify instructional targets. (Target Group: SPED, AtRisk)	At-Risk Coordinator, Special Ed Teachers, Teacher(s)	ongoing	(L)DMAC Data Analysis Software , (L)TRS curriculum resources	Summative - lesson plans six weeks grades STAAR and unit assessment scores
3. Special Education students will be included in general education math classes with co-teaching support (Target Group: SPED)	Counselor(s), Special Ed Teachers, Teacher(s)	August-May	(L)ARD Committee, (L)DMAC Data Analysis Software , (L)Local Funds, (L)Skyward, (L)Sped management software, (L)Thinking Maps, (L)Time for planning, (L)TRS curriculum resources, (O)Technology allocations, (S)State Sped	Summative - State assessment reports

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 15.** Increase the quantity of students completing high school within four years

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DMAC program will be used to analyze and monitor student academic data (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Principal, Teacher(s)	every six weeks	(L)DMAC Data Analysis Software	Summative - student report cards pass/fail reports student transcripts
2. DMAC program will be used to identify instructional targets (Target Group: All)	At-Risk Coordinator, Teacher(s)	ongoing	(L)DMAC Data Analysis Software	Summative - lesson plans gradebooks six weeks grades STAAR and unit assessment scores
3. Implement departmental plans of action to address areas of need based on disaggregated STAAR data. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Department Heads, Principal, Special Ed Teachers, Teacher(s)	August	(L)DMAC Data Analysis Software	Summative - AEIS report, AYP report
4. Students placed in 9th grade will be monitored. Conferences with parents of failing at-risk students will be held. (Target Group: AtRisk)	At-Risk Coordinator	ongoing.	(L)DMAC Data Analysis Software , (L)Local Funds, (L)Skyward	Summative - progress reports report cards academic transcript
5. Students not earning credits will be provided with a computer based credit recovery program using Edgenuity. (Target Group: AtRisk)	At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator, Principal	September-July	(L)Local Funds, (O)Technology allocations	Summative - student transcripts
6. Students will have the opportunity to earn credits for non-STAAR accountable classes using the Edgenuity virtual school program. (Target Group: AtRisk)	At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator	September-July	(L)Local Funds, (O)Technology allocations	Summative - walkthrough observations, student transcripts
7. Students not passing one or more sections of Exit Level STAAR will be placed in a targeted class and a pull out program. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Counselor(s)	August	(L)Local Funds	Summative - Exit Level STAAR retest scores
8. The PGP (Personal Graduation Plan) component of DMAC will be used to monitor student progress toward meeting graduation requirements. (Target Group: All, SPED, AtRisk)	Counselor(s)	August-May	(L)DMAC Data Analysis Software	Summative - Cohort completion report.

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 16.** Prepare students for post-secondary life and/or education, including college

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the number of students taking college entrance exams (ACT, SAT) (Target Group: All)	Counselor(s), Teacher(s)	ongoing	(L)College Board Resources	Summative - college entrance exam rosters
2. Columbia High School will continue to be a SAT testing center so students will have local access to the College Board tests. (Target Group: All)	Assistant Principal(s), Counselor(s)	October-June	(L)College Board Resources, (L)Local Funds	Summative - SAT testing rosters
3. Increase the number of 11th grade students taking the PSAT (Target Group: All)	Counselor(s), Teacher(s)	August - October	(L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (L)Local Funds	Summative - PSAT rosters
4. Increase the number of students who are recognized as Texas Scholars (Target Group: All)	Counselor(s)	ongoing	(L)College and Career Readiness Standards, (L)Local Funds, (L)TRS curriculum resources	Summative - graduation report
5. Promote College Night sponsored by and at Brazosport Community College (Target Group: All)	College Counselor, Counselor(s)	January - February	(L)College Night, (L)Local Funds, (O)Technology allocations, (S)Colleges and Universities, (S)Consultants	Summative - sign in sheet
6. Increase student and parent participation for college financial aide presentations (Target Group: All)	College Counselor, Counselor(s)	January - March	(L)College Board Resources, (L)College Night, (L)Local Funds, (O)Technology allocations, (S)Colleges and Universities	Summative - sign in sheets
7. 11th and 12th grade students will be provided the opportunity to take the ASVAB test (Target Group: All)	Counselor(s)	November - December	(L)Local Funds, (S)Consultants	Summative - ASVAB rosters
8. Provide information and a local opportunity to complete a Graduate Equivalency Program (Target Group: AtRisk)	Assistant Principal(s), College Counselor, Counselor(s), Principal	ongoing	(L)College Board Resources, (S)Colleges and Universities	Summative - GED course enrollment report

# COLUMBIA H S

- Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.
- Objective 16.** Prepare students for post-secondary life and/or education, including college

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Columbia High School will host a college bound athlete parent information program/seminar to inform parents and students about college athletic participation requirements and the NCAA Clearinghouse process. (Target Group: All)	Assistant Principal(s), Club Sponsors, Counselor(s)	November	(L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (L)Local Funds, (S)Consultants	Summative - Sign in sheets Increased numbers of students taking SAT Increased numbers of students completing NCAA Clearinghouse process
10. Columbia High School will offer a local credit SAT/ACT preparation class (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(L)College Board Resources, (L)Local Funds	Summative - course catalog course enrollment SAT/ACT testing rosters
11. 11th grade students will attend Career Day at Brazosport College to become aware of diverse career options and the education/training required to enter the career of their choice. (Title I SW: 9) (Target Group: All, SPED, CTE, AtRisk)	Counselor(s)	March	(L)Local Funds, (S)Colleges and Universities	Summative - Career day attendance rosters Career day essays
12. Columbia High School will encourage the use of guest speakers to enable students to see real life application of their high school course work and future college work. (Title I TA: 1,8) (Target Group: All, ECD, ESL, SPED, GT, CTE, AtRisk)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Department Heads, Principal, Special Ed Teachers, Teacher(s)	Aug - May	(L)College and Career Readiness Standards, (L)Local Funds, (S)Colleges and Universities, (S)Consultants, (S)CTE (HS)	Summative - lesson plans sign in sheets assemblies
13. Columbia High School will offer a Cooperative Education program which allows students to learn job skills in the classroom and apply those skills in an on the job experience. (Title I TA: 1,8) (Target Group: All, CTE)	Assistant Principal(s), Counselor(s), CTE , Principal, Teacher(s)	Aug - May	(L)Local Funds, (S)CTE (HS)	Summative - Enrollment in Co-op class Employer evaluations
14. Increase the number of students participating in the dual credit program. In conjunction with Brazosport College, offer the TSI test at CHS and hold an on campus BC registration. (Title I TA: 1,4,8) (Target Group: All, GT, CTE)	Assistant Principal(s), College Counselor, Counselor(s)	Aug - July	(L)College Board Resources, (L)College Night, (L)Local Funds, (O)Local Resources, (O)Technology allocations, (S)Colleges and Universities	Summative - Class rosters sign in sheets for TSI sign in sheets for registration

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 17.** Maintain and support special programs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase student enrollment in CTE. (Target Group: All, ECD, SPED, CTE)	Assistant Principal(s), College Counselor, Counselor(s), CTE , Department Heads, Principal, Teacher(s)	March - August	(S)CTE (HS)	Summative - course requests course enrollment records PBMAS report
2. Increase grade-level performance of all ESL / Bilingual students (Target Group: ESL, LEP)	Counselor(s), Teacher(s)	August - May	(F)Title III (ESL), (S)ESL	Summative - STAAR reports, TELPAS reports, state assessments, AYP reports, classroom grades
3. Create inclusion classes to increase academic performance for all SPED students in English/Language Arts, math and science classes (Target Group: SPED)	Assistant Principal(s), Counselor(s), Department Heads, Principal, Special Ed Teachers, Teacher(s)	March - August	(F)IDEA (Sped), (L)Local Funds, (S)State Comp Ed, (S)State Sped	Summative - AYP report, State assessment scores
4. Increase the number of students participating in Honors and Advanced Placement Courses (Target Group: All, GT)	Counselor(s), Department Heads, Teacher(s)	March - August	(S)GT	Summative - course requests enrollment records
5. Students in Special Education will be provided with job skills training through the Vocational Adjustment Class (Title I TA: 1,4,8) (Target Group: SPED)	Assistant Principal(s), Director Spec Programs, Principal, Special Ed Teachers	Aug-July	(F)IDEA (Sped), (L)ARD Committee, (L)Local Funds, (L)Sped management software, (S)SHARS/MAC, (S)State Sped	Summative - Job placements employer evaluations
6. Students in the Fine Arts program will be provided opportunities to participate individually and/or as a group in local and state UIL competitions (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Director of Bands, Principal, Teacher(s)	Aug-July	(L)Local Funds, (L)PEIMS student and staff reports, (L)Skyward	Summative - UIL results HLSR results BCFA results Cheer competition results Drill team competition results
7. Investigate CTE offerings to meet the needs of students and local industry. (Target Group: All)	Assistant Principal(s), Principal	Aug - May	(F)Perkins-CTE	Summative - Course enrollment & master schedule

# COLUMBIA H S

**Goal 1.** Curriculum, Instruction, and Assessment: Student achievement at the highest levels will be facilitated so students will be ready to engage in college and career paths and function in an advanced technological society.

**Objective 18.** 21st century technology skills will be incorporated into the classrooms to keep students engaged & learning relevant.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and students will use rich media, including but not limited to PowerPoint, Blogs, Wikis, YouTube, Prezi, digital graphics, digital animation, and digital audio in the classroom (Target Group: All)	Director of Technology, Teacher(s)	August - May	(O)Technology allocations	Summative - Computer lab reservation logs Student products
2. Columbia High School will continue to urge teachers to utilize "bring your own technology" policy which allows students to bring and use, under teacher direction and supervision, personal electronic devices including, but not limited to iPads, tablets, laptops, e-readers, and smart phones. (Title I TA: 1,4) (Target Group: All, ECD, ESL, LEP, SPED, GT, CTE, AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(L)CBISD Legal/Local Policy, (O)Technology allocations	Summative - walk through observations
3. Google pioneers will provide professional development about the uses of technology in education to teachers. (Target Group: All)	Assistant Principal(s), Principal	Aug-May	(F)Title IIA PTImprovement, (L)Planning software, (L)Time for planning, (L)TRS curriculum resources	Summative - Sign in rosters
4. Teachers & students will utilize google for education applications. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(O)Technology allocations	Summative - Logins, walkthroughs
5. Teachers will receive professional development in alternate delivery of instruction practices such as google for education and the flipped classroom. (Target Group: All)	Assistant Principal(s), Principal	August - May	(L)Local Funds	Summative - Walkthroughs, agendas, sign in sheets
6. Students will have the option to lease a chromebook annually. (Target Group: All)	Assistant Principal(s), Intervention Staff, Principal	August-May	(O)Technology allocations, (S)CTE funds , (S)Instructional Materials Allot	Summative - Parent contracts

# COLUMBIA H S

**Goal 2.** Governance: The Board/Superintendent leadership team will provide effective leadership to implement comprehensive board policies to lead curriculum management, delineate the roles and responsibilities of the Board, superintendent, and all employees, and ensure quality control and equity.

**Objective 1.** Provide effective leadership that enables and promotes school and student success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct quarterly site-based management team/ Campus Educational Improvement Team meetings (Target Group: All)	Assistant Principal(s), Principal	quarterly; October, December, February, May	(L)Time for planning	Summative - campus plan
2. Department chair meetings will be held monthly to disseminate information from central office and to address campus concerns. (Target Group: All)	Assistant Principal(s), At-Risk Coordinator, Counselor(s), Department Heads, Principal	August - May	(L)Time for planning	Summative - Agendas Minutes
3. Conduct monthly faculty meetings to address campus concerns and communicate district initiatives. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Time for planning	Summative - Agendas Minutes



# COLUMBIA H S

**Goal 3.** Staff Development: Professional development activities will be provided for all employees to improve professional practices that increase student achievement and meet the district’s mission and goals.

**Objective 1.** Continue to analyze staff development needs by using a variety of data sources in order to focus initiatives to guarantee success for every student.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the implementation of all staff development at the campus level. Use Eduphoria and Eduhero to document all district training and allow educators to keep portfolios of attendance. (Title I TA: 2) (Target Group: All)	Assistant Principal(s), Principal	Aug - July	(L)DMAC Data Analysis Software , (L)Eduphoria, (L)TRS curriculum resources	Summative - State assessment reports PDAS Summative Appraisals AYP reports
2. Provide TRS staff development opportunities to improve instruction in language arts, mathematics, science and technology instruction related to campus and district needs and to meet AYP requirements. (Title I TA: 1,6) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - July	(F)Title II Princ/Tchr Improvement, (F)Title III (ESL), (L)DMAC Data Analysis Software , (L)Eduphoria, (L)Local Funds, (L)Skyward, (L)Thinking Maps, (L)TRS curriculum resources, (O)Technology allocations, (S)CTE (HS), (S)ESL, (S)State Comp Ed, (S)State Sped	Summative - PDAS Summative Appraisals; state assessments; AYP Reports
3. Provide appropriate training for student intervention techniques to decrease the number of special education students in restraints and time out/ISS/DAEP. (Title I TA: 5) (Target Group: All, SPED)	Assistant Superintendent for Student Services, Director Staff Dev & Inst Tech, Trainer of trainer (TOT)	Aug - July	(S)Consultants, (S)State Sped	Summative - PEIMS discipline report PBMAS
4. Identify staff development that supports district initiatives, priorities and organizational change with the intent to have positive effects on student achievement and employee behavior. (Title I TA: 6) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, Principal, Teacher(s), Trainer of trainer (TOT)	Aug - July	(L)Local Funds, (S)Consultants	Summative - Staff development plan Evaluation of professional development activities

# COLUMBIA H S

**Goal 3.** Staff Development: Professional development activities will be provided for all employees to improve professional practices that increase student achievement and meet the district’s mission and goals.

**Objective 2.** Provide professional development that targets improvement in student achievement and job performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development opportunities so that all staff and faculty can utilize the technology available to the campus including computers, ELMOs, In-Focus, chromebooks, google apps, teacher tube, etc. (Target Group: All)	Campus Instructional Technology Para, Department Heads, Teacher(s)	ongoing	(L)Time for planning, (O)Technology allocations	Summative - lesson plans
2. Provide staff development opportunities so that all teachers will know, adhere to and support the campus discipline management program (Target Group: All)	Assistant Principal(s), Principal	pre-service days in August	(L)CBISD Legal/Local Policy, (L)Eduphoria, (L)Elementary and Secondary Handbooks, (L)Local Funds, (L)Time for planning	Summative - discipline report
3. Provide Skyward, Eduphoria, Google, DMAC, TRS, eSped, and Eduhero training to newly hired teachers. (Title I TA: 6) (Target Group: All)	Assistant Principal(s)	Ongoing	(L)Local Funds	Summative - Users are able to access and utilize programs.
4. Provide thinking maps training for all subject disciplines. (Target Group: All)	Assistant Principal(s), Principal	August	(L)Thinking Maps	Summative - Walkthroughs, lesson plans
5. Provide training in rigorous teaching strategies (Target Group: All)	Assistant Principal(s), Principal	August - May	(L)Local Funds, (O)Technology allocations	Summative - Sign ins, agendas, lesson plans
6. Google pioneers will continue to train staff in various applications of google for educators. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(O)Technology allocations, (S)CTE funds	Summative - Lesson plans, walkthroughs, & website data

# COLUMBIA H S

**Goal 3.** Staff Development: Professional development activities will be provided for all employees to improve professional practices that increase student achievement and meet the district’s mission and goals.

**Objective 3.** Provide staff development that builds capacity and supports continuous improvement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Survey staff to determine staff development needs (Title I SW: 4) (Target Group: All)	Principal	spring	(L)Eduphoria	Summative - survey results
2. Provide staff development follow-up sessions (Title I SW: 4) (Target Group: All)	Instructional Facilitator, Principal	ongoing	(L)Eduphoria	Summative - lesson plans walk through observations
3. All staff will be provided training on the implementation and use of the 5E instructional model (Title I SW: 4) (Target Group: All, SPED, AtRisk)	Assistant Principal(s), Director of Instruction	August	(L)Eduphoria	Summative - Lesson plans Walk through observation TRS Assessment data STAAR/TAKS data
4. Train and reinforce the use of Thinking Maps in all content area classrooms. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Thinking Maps	Summative - Walkthroughs
5. Offer at least 30 hours of Gifted and Talent professional development each year. (Target Group: All)	Assistant Principal(s), Director of Instruction, Principal	June - May	(F)IDEA (Sped), (L)Local Funds	Summative - Certifications, sign in sheets, and agendas.
6. SPED education teachers & 504 teacher will meet weekly with assistant principal. (Target Group: SPED)	Assistant Principal(s)	September - May	(F)IDEA (Sped)	Summative - Agenda & sign in sheet

# COLUMBIA H S

**Goal 4.** Facilities and Maintenance Management: Facilities will be safe, clean, attractive, conducive to learning, and capable of meeting the future educational needs of students through the development, implementation, and funding of a plan for facilities development and maintenance.

**Objective 1.** Continue to implement a comprehensive, long-range facilities and maintenance plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the CBISD long-range facilities and maintenance plan and an E-RATE/Technology plan. (Title I TA: 1,2) (Target Group: All)	Assistant Principal(s), Director of Technology, District Technology Committee, Maintenance Department, Principal, Teacher(s)	Aug - July	(L)Local Funds, (L)Planning software, (L)SchoolDude, (L)Time for planning, (O)Technology allocations	Summative - Upgraded facilities; Upgraded classroom technology; Maintenance orders in School Dude; Financial expenditures; Monthly report to Board; PPT presentations
2. Conduct monthly safety walkthroughs and create work orders for issues. (Title I TA: 1) (Target Group: All)	Assistant Principal(s), Maintenance Department, Principal, Safety Team	Monthly	(L)SchoolDude	Summative - Maintenance workorders in SchoolDude
3. Use SchoolDude to submit and monitor all work orders (Title I TA: 1) (Target Group: All)	Assistant Principal(s), Maintenance Department, Principal	Aug - July	(L)SchoolDude	Summative - Record of maintenance orders in SchoolDude
4. Encourage student community service to improve and maintain the appearance of school facilities (Target Group: All)	Club Sponsors	ongoing	(L)Student Funds	Summative - student citizenship awards
5. Encourage senior class gifts to conform to and assist with improving campus and facility appearance (Target Group: All)	Club Sponsors	ongoing	(L)Student Funds	Summative - senior class gifts
6. Maintain routine facility inspections (Target Group: All)	Assistant Principal(s), Custodial Staff	ongoing	(L)SchoolDude	Summative - School Dude reports
7. Utilize surveillance system to prevent unauthorized visitors and maintain the safety of the students & staff on campus. (Target Group: All)	Assistant Principal(s), Police Chief, Principal	Aug-July		Discipline referrals, safety violations

# COLUMBIA H S

- Goal 4.** Facilities and Maintenance Management: Facilities will be safe, clean, attractive, conducive to learning, and capable of meeting the future educational needs of students through the development, implementation, and funding of a plan for facilities development and maintenance.
- Objective 2.** Columbia High School will provide a safe, healthy, secure and orderly environment for students, staff, parents, and community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to issue identification badges for all staff and secondary students.  Continued enforcement of standardized secondary student dress code. (Title I TA: 4) (Target Group: All)	Assistant Principal(s), Librarians, Principal, Teacher(s)	Aug - May	(L)Digital camera, (L)Identification Badge software and equipment	Summative - All employees and secondary students observed with badges
2. Columbia High School will implement the CBISD Emergency Crisis Plan (Target Group: All)	Assistant Principal(s), District Safety Control Supervisor, Executive Director of Operations, Principal, Safety Team, SRO Officer	ongoing	(L)CBISD Legal/Local Policy, (L)Local Funds	Summative - Evaluation following crisis drills. Evaluation following actual crisis events.
3. Support the Emergency Operations and Multi-Hazard Plan with training. (Title I TA: 8) (Target Group: All)	Principal, Safety Team	August	(L)Eduphoria, (L)Local Funds, (O)Technology allocations	Summative - Written plan; Employee evaluation
4. Maintain a unified and consistent discipline management program (Target Group: All)	Assistant Principal(s), Principal	August - May	(L)CBISD Legal/Local Policy, (L)Elementary and Secondary Handbooks, (L)Local Funds	Summative - annual discipline report
5. Develop and train staff and faculty and students on emergency plans including intruder alert. (Target Group: All)	Assistant Principal(s), District Safety Control Supervisor, Principal, SRO Officer	August	(L)CBISD Legal/Local Policy, (L)Local Funds	Summative - annual school safety report
6. Utilize the Raptor software program to screen all persons accessing the Columbia High School campus and require all visitors to prominently display a visitor's pass on their person. (Target Group: All)	Principal	ongoing	(L)Local Funds - \$93.05	Summative - visitor logs
7. Increase the visibility of campus police and security personnel (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	ongoing	(L)Local Funds	Summative - safe school report
8. School nurse will monitor and maintain student health information and records (Target Group: All)	School Nurse	ongoing	(L)Local Funds, (L)Skyward	Summative - records audit report
9. Maintain an alternate educational placement for students experiencing difficulties following the student code of conduct.	Assistant Principal(s), Principal	Ongoing	(S)State Comp Ed Personnel	Summative - Rosters, Referrals

# COLUMBIA H S

- Goal 4.** Facilities and Maintenance Management: Facilities will be safe, clean, attractive, conducive to learning, and capable of meeting the future educational needs of students through the development, implementation, and funding of a plan for facilities development and maintenance.
- Objective 2.** Columbia High School will provide a safe, healthy, secure and orderly environment for students, staff, parents, and community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Maintain an in school suspension classroom as a form of discipline. (Target Group: All)	Assistant Principal(s), Principal	Ongoing	(S)State Comp Ed Personnel - \$30,000	Summative - Discipline referrals, sign in sheet

# COLUMBIA H S

**Goal 5.** Planning and Evaluation: Constancy of purpose and focusing of resources on district priorities will be facilitated by a comprehensive, systemic, planning process and evaluation process.

**Objective 1.** Campus committees and organizations will be utilized to ensure school success and promote student achievement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct monthly department chair meetings. (Target Group: All)	Principal	August - May	(L)Time for planning	Summative - agendas minutes
2. Ensure that all department chairs conduct weekly department meetings with their assigned faculty members (Target Group: All)	Department Heads, Principal	August - May	(L)Time for planning	Summative - Agendas Minutes
3. Conduct quarterly Campus Improvement Committee meetings (Target Group: All)	Principal	October, December, February, May	(L)Time for planning	Summative - agenda minutes CIP product
4. Provide teacher attendance incentive (Title I TA: 5) (Target Group: All)	Principal	Aug - May	(L)Local Funds	Summative - KRONOS report
5. Implement and updated a comprehensive needs assessment yearly. (Target Group: All)	Assistant Principal(s), Principal	Aug-July	(S)State & local funding	STAAR scores, TRS assessments
6. Utilize Professional Learning Community Model to consistently monitor instruction using data driven practices to improve performance of all students. (Title I SW: 1,3,4,8,10) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), At-Risk Coordinator, Department Heads, Intervention Teachers, Principal	Aug-May		STAAR, Surveys, 4 year graduation rate

# COLUMBIA H S

**Goal 5.** Planning and Evaluation: Constancy of purpose and focusing of resources on district priorities will be facilitated by a comprehensive, systemic, planning process and evaluation process.

**Objective 2.** Maintain a comprehensive, systemic, long-range planning process that is utilized to focus activities that enable goal accomplishment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze the campus needs assessments for gaps and inequities in instruction and practice (Target Group: All)	Assistant Principal(s), Principal	April - July	(L)Local Funds, (O)Technology allocations	Summative - State assessment results Local assessment results AYP PBMAS



# COLUMBIA H S

**Goal 6.** Human Resources: Effective school system management including the design and delivery of the curriculum will be enhanced through human resource services that recruit, retain, and develop highly qualified employees.

**Objective 1.** Every student will be taught by highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct 5 3-minute walkthroughs of classrooms, daily (Title I TA: 5) (Target Group: All)	Assistant Principal(s), Principal	August-May	(L)DMAC Data Analysis Software , (L)TRS curriculum resources	Summative - DMAC PDAS Obervation report PDAS appraisals
2. Conduct annual performance (PDAS) evaluations of all faculty and staff (Title I TA: 5) (Target Group: All)	Assistant Principal(s), Principal	August - May	(L)DMAC Data Analysis Software , (L)TRS curriculum resources	Summative - PDAS appraisals Growth plans Employee self evaluations

# COLUMBIA H S

**Goal 6.** Human Resources: Effective school system management including the design and delivery of the curriculum will be enhanced through human resource services that recruit, retain, and develop highly qualified employees.

**Objective 2.** All instructional faculty and staff will meet highly qualified standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend job fairs to recruit highly qualified instructional personnel (Title I TA: 5) (Target Group: All)	Department Heads, Director of Human Resources and Public Relations, Principal	Spring & Summer	(L)Local Funds	Summative - staffing needs are filled with highly qualified personnel HQ Report NCLB Report

# COLUMBIA H S

**Goal 6.** Human Resources: Effective school system management including the design and delivery of the curriculum will be enhanced through human resource services that recruit, retain, and develop highly qualified employees.

**Objective 3.** Improve and sustain high teacher morale.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide faculty and staff meals for campus-based staff development training days. (Target Group: All)	Principal	ongoing	(L)Local Funds	Summative - menu teacher feedback

# COLUMBIA H S

**Goal 7.** Student Support Services: Student Support Services will enhance the overall mission of the district through implementation of services to meet the needs of all stakeholders.

**Objective 1.** Columbia High School will provide a safe and healthy learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CIS will provide supportive guidance groups for issues concerning self-esteem, anger management, gang awareness/intervention, drug/alcohol abuse, bullying, stress management, grief/loss, social skills, etc (Target Group: AtRisk)	At-Risk Coordinator, Communities In Schools, Counselor(s), PALS, Peer Tutors	ongoing	(L)Local Funds, (S)Communities in Schools	Summative - Support group rosters
2. CIS will provide small academic groups for tutoring, STAAR support, homework help, and homework check (Target Group: AtRisk)	Communities In Schools, PALS, Peer Tutors	August-May	(L)Local Funds, (S)Communities in Schools	Summative - Tutoring rosters/sign in sheets Report cards STAAR scores
3. CIS will assist students in obtaining social services or meeting basic needs through collaboration with CHIPS, Food Stamps, local food banks, churches, and other outreach programs. (Target Group: ECD, AtRisk)	Communities In Schools	ongoing	(L)Local Funds, (S)Communities in Schools	Summative - Referrals to outside agencies
4. With CIS leadership, the Stand by Peace Anti-violence/Anti-drug student group will plan and implement Red Ribbon Week (Target Group: All, AtRisk)	Communities In Schools, PALS	October	(L)Local Funds, (S)Communities in Schools	Summative - Red Ribbon week occurs
5. CIS will assist the district crisis intervention team with school wide interventions such as death of a student or faculty member, natural disaster, referral services, and or medical emergencies (Target Group: All)	Communities In Schools	ongoing	(L)Local Funds, (S)Communities in Schools	Summative - response logs
6. CIS will assist students with conflict resolution through the peer mediation program (Target Group: All)	Assistant Principal(s), Communities In Schools, Counselor(s), PALS, Teacher(s)	ongoing	(L)Local Funds, (S)Communities in Schools	Summative - peer mediation resolutions discipline referrals
7. CIS will sponsor a Teen Parent Group to assist teens parents with obtaining health and human services during pregnancy and after the birth of the child (WIC, Medicaid, Head Start) and will provide parent education (Target Group: F, AtRisk)	Communities In Schools	ongoing	(L)Local Funds, (S)Communities in Schools	Summative - Group rosters/sign-in sheets Agency referrals

# COLUMBIA H S

**Goal 8.** Public Relations: Support a collaborative Public Relations Department in order to promote a positive district image within the community.

**Objective 1.** Columbia High School will have timely and effective home/school, community/school communication

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Columbia High School will use social media to keep parents, students, and community members informed about CHS Events and CHS Successes. (Title I TA: 7) (Target Group: All)	Assistant Principal(s)	ongoing	(O)Technology allocations	Summative - event sign in sheets
2. Columbia High School will use the marquee to keep parents, students, and community members informed about CHS events and CHS successes. (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Principal	ongoing	(L)Local Funds, (O)Technology allocations	Summative - event sign in sheets
3. Columbia High School will use the automated Skylert phone system to notify parents/families about emergencies, school closures, changes to the normal school day, upcoming school events, etc. (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Director of Technology, Principal, Safety Team	ongoing	(L)Local Funds, (L)Skyward, (O)Technology allocations	Summative - Skylert reports Event sign in sheets
4. The Columbia High School journalism program will publish a student created newspaper, The Columbian, six times per school year (Title I TA: 7) (Target Group: All)	Principal, Teacher(s)	August - May	(L)Digital camera, (L)Local Funds - \$1,542, (O)Technology allocations	Summative - Newspaper is published
5. Columbia High School will use local newspapers to keep parents, students, and community members informed about CHS events and CHS successes. (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Club Sponsors, Counselor(s), Department Heads, Director of Human Resources and Public Relations, Principal, Teacher(s)	ongoing	(L)Digital camera, (O)Technology allocations	Summative - newspaper publications
6. The Columbia High School journalism program will publish an annual yearbook (Title I TA: 7) (Target Group: All)	Principal, Teacher(s)	Aug - July	(L)Class/staff rosters, (L)Digital camera, (L)Local Funds - \$2,074, (L)Skyward, (O)Technology allocations	Summative - yearbook is published
7. Continue to expand the use of the CBISD website, Paint It Maroon newspaper inserts, and press releases to increase communication opportunities between CBISD and the community. (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Director of Human Resources and Public Relations, Principal, Teacher(s)	Aug - July	(L)Digital camera, (L)Local Funds	Summative - publication of Paint it Maroon; publication of press releases

# COLUMBIA H S

**Goal 8.** Public Relations: Support a collaborative Public Relations Department in order to promote a positive district image within the community.

**Objective 2.** Maintain a comprehensive, systemic, long-range planning process that is utilized to focus activities that enable goal accomplishment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze the district and campus needs assessments for gaps and inequities in instructional all student groups and special populations using DMAC. (Title I TA: 1) (Target Group: All)	Administrative Council, Assistant Principal(s), Principal	June - May	(L)Local Funds	Summative - State assessment results Local assessment results AYP PBMAS

# COLUMBIA H S

**Goal 9.** Financial Services: The resources of the District will be prioritized and aligned to support the District mission and goals.

**Objective 1.** Resources will be allocated to ensure student and school success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate budget process with Department Chairpersons and CIC (Target Group: All)	Principal	Spring 2011	(L)DMAC Data Analysis Software , (L)Eduphoria, (L)Local Funds	Summative - CEIC agenda CEIC minutes campus budget student achievement
2. Review annually and adjust campus budget allocations based on comprehensive needs assessment (Title I TA: 1) (Target Group: All, ECD, ESL, LEP, SPED, GT, CTE, AtRisk)	Assistant Principal(s), Department Heads, Principal	Jan - May	(L)DMAC Data Analysis Software , (L)Eduphoria, (L)Local Funds	Summative - Departmental budget requests Departmental budget expenditures State assessment reports DMAC Data Analsys comprehensive Needs Assessment
3. Monitor expenditures to assure compliance with rules and regulations and timely expenditure of funds. (Title I TA: 1) (Target Group: All)	Principal	Aug - July	(F)No Child Left Behind Guidelines, (L)Annual budget, (L)CBISD Legal/Local Policy	Summative - Budget Expenditures Budget Transfers

# Expenditures

Resource	Source	Amount
Colleges and Universities	State	
Communities in Schools	State	
Consultants	State	
CTE (HS)	State	
CTE funds	State	
DMAC Data Analysis Software	Local	
EduHerros	Local	
Eduphoria	Local	
ESL	State	
GT	State	
IDEA (Sped)	Federal	
Instructional Materials Allot	State	
Local Funds	Local	\$3,709.05
Local Resources	Other	
Perkins-CTE	Federal	
Region 4 ESC	State	
SHARS/MAC	State	
Skyward	Local	
Sped management software	Local	
State & local funding	State	
State Comp Ed	State	
State Comp Ed Personnel	State	\$30,000
State Compensatory Ed	State	
State Sped	State	
Student Funds	Local	
Technology allocations	Other	
Title II Princ/Tchr Improvement	Federal	
Title IIA PTImprovement	Federal	
Title III (ESL)	Federal	
Title III Bilingual / ESL	Federal	
TRS curriculum resources	Local	



# Expenditures

Resource	Source	Amount
31 Resource(s)		Total: \$33,709.05

# Resources

Resource	Source	Amount
No rows defined.		

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

1. What do enrollment numbers indicate?

- At Columbia high school, over the past three years, our enrollment has been constant, fluctuating just a few students each year.

2. What is the breakdown by ethnicity, gender, or other category?

- Males: 464
- Females: 404
- American Indian or Alaskan Native: 1
- Asian: 2
- Black or African American: 110
- White: 511
- Hispanic/Latino Ethnicity: 223
- Multi-Racial: 21

3. How has the enrollment changed over the past three years?

- Our enrollment has seen a slight decline with little to no change in race, economic status, etc.

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

- Economically Disadvantaged 392 or 46.4%
- Non-Educationally Disadvantaged 452 or 53.6%
- English Language Learners 5 or 0.6%
- Students with Disciplinary Placements 44 or 4.9%
- At-Risk 447 or 53%
- Mobility 121 or 13.5%
- Bilingual/ESL Education 4 or 0.5%
- Career & Technical Education 759 or 89.9%
- Gifted and Talented Education 39 or 4.6%
- Special Education 77 or 9.1%
- Homeless 22 or 2.5%

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

African American males have always been overrepresented in Special Education. CHS has continued to analyze data to drive ARD decision making for all students receiving special education funding.

5. What is the data for special programs over time?

CHS has remained at or slightly below the state average for students in special populations.

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

Students seem to mature and take responsibility for their own actions & learning. Students leave special education, graduate who were at risk, and participate in CTE. We are starting to see trends that necessitate more than one post secondary plan for students.

7. Who are our at-risk students? What is their at-risk category?

447 students are labeled at-risk and the indicator they are flagged most for is failing the assessment instrument.

8. Who are our Migrant students?

Currently we have no students identified as migrant students.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

Our mobility rate is 13.5% and our stability rate is 86.5%. Since we do not have any students labeled as migrant, other student populations are compromising our mobility rate.

## Student Achievement

### Student Achievement Strengths

# Comprehensive Needs Assessment

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10

## Student Achievement Summary

1. How is student achievement data disaggregated?

Tests are uploaded to DMAC and from there teachers can view various reports regarding student achievement.

2. How does student achievement data compare from one data source to another?

It provides an indicator about how students may do on the state assessment.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

We currently have to improve students that are: African American, economically disadvantaged, and special education students on all assessments except for USH where Hispanics need additional assistance.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement? English 1 (3%), Biology (9%) and Algebra 1 (8%) compared to the STAAR level 2 satisfactory standard, phase in one.

5. Which students are making progress? Why? Reading: AA 59% - 61%

Hispanic: 56% - 65%

Math:

Hispanic 66% - 75%

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

White 73% - 83%

Science:

All improved

The improvement is due to an aligned curriculum and teacher efficiency.

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why? Students are having increased test scores and students that consistently attend and participate in tutorials are experiencing the most success.

7. What does the longitudinal student achievement data indicate? Student growth

8. What does the data reflect within and among content areas? Same students are struggling in all content areas.

9. What does the data indicate when disaggregated at various levels of depth? It shows that our top performing students are not growing at the same rate as students struggling in content areas.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

39% of students met progress/exceeded progress and only 2% exceeded progress.

White students are making progress compared to 2% hispanics and 0 AA.

## School Culture and Climate

### School Culture and Climate Summary

1. Students describe CHS as a positive, relaxed learning environment. Students describe CHS as safe and a place where students are allowed to question and challenge themselves. The climate is described as rural friendly with most students having built relationships with other students throughout their educational lifetime. Staff describe CHS as a socially positive environment where students come to learn. Teachers feel they are given the freedom to make educational decisions that are beneficial to the students. Teachers feel CHS is a collaborative learning environment.

2. Our main goal is to graduate all CHS students. Our teachers are essential in assisting with our vision and mission. Students receive individualized instruction, face to face meetings, and goal setting timelines to assist them in completing the requirements for graduation.

3. Staff describe attitudes, respect, relationship, belonging and support in the following way:

Really care about students: Nearly all adults 31%, Most adults 52%, Some Adults 15%, Few Adults 1.4%

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

Acknowledge students: Nearly all adults 28%, Most Adults 51%, Some Adults 19.4% , Almost none 1.4%

Student Success: Nearly all adults 39%, Most Adults 44%, Some Adults 16%, 1.4% Almost None.

Listen to Students: Nearly All Adults 21%, Most Adults 54%, Some Adults 18%, Few 6%, None 1%

Believe in students: Nearly All 24%, Most 51%, Some 24%, None 2%,

Treat students fairly: Nearly all 20%, Most 52%, Some 23%, Few 4.2%, None 1.4%

Respect students: Nearly All 24%, Most 49%, Some 24%, Few 3%, None, 1.4%

Professional relationships: Nearly All 22%, Most 38%, Some 36%, Few 3%, None 1.4%

Responsibility to improve school: Nearly All 23%, Most 35%, Some 32%, Few 8%, None 1.4%

Students describe similar numbers. Students feel that most teachers attempt to build relationships with them. Students agreed that nearly all teachers wanted them to be successful and showed them some degree of respect. Students also agreed that teachers and administrators support them in most of their educational endeavors.

4. Data shows that the vast majority of CHS students follow the student code of conduct. The most common discipline referral students get is tardiness.

5. Students report that they feel safe at school. The fact that CHS is a rural district and that all students know each other helps them feel comfortable with the school surroundings. Students mentioned that teachers and staff are always present and monitoring students. Students did mention that parking lots needed more surveillance.

6. Staff indicated the following regarding academic, behavioral, social and extracurricular expectations:

34% of staff "strongly" feel that CHS encourages students to enroll in rigorous courses. 51% of staff "Agree" that students are encouraged to enroll in more rigorous classes..

60% of staff feel that CHS helps students foster an appreciation of student diversity and respect for each other.

44% of staff "Agree" that CHS effectively communicates disciplinary procedures and the consequences for their actions. 28% of staff "Strongly Agree" with this aspect.

90% of CHS staff either Strongly Agree or Agree that CHS gives students opportunities to "make a difference" by helping other people, the school or the community.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

7. Upperclassmen are the most satisfied with the school culture and climate. Many students once they become juniors and seniors experience an epiphany and problem behaviors of the past are no longer occurring. Likewise, students in their junior and senior year receive less referrals and tardies. However, their attendance remains about the same.
8. Students perform better in classrooms with teachers that have a great classroom management plan.
9. In the last three years, one student has been found to be in possession of a knife. The student involved in this incident stated he has been bullied in the past. He also has had a difficult upbringing, being raised by his grandparents. Substance abuse students are referred to our substance abuse professionals (Roark, Petersen) as well as referred to local law enforcement. Unfortunately, many of these students withdraw from school either because they enter the juvenile justice center or choose to become a homeschooled student.
10. Students involved in extra-curricular, club and other activities represent the entire spectrum of students at Columbia High School. Strategies are in place to recruit students to be involved in some sort of activity at Columbia High School.
11. Students and staff both realize that the campus is old. However, upgrades have been put in place to insure that students and staff have technology that is on par/above most schools in the county. Students and staff both acknowledge that restrooms are old and not up to date. Janitorial staff is commended on the job that they do in keeping the campus clean and presentable to the public. Both groups acknowledge Board and administrative support in maintaining and upgrading facilities as needed.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- 100% of all staff meet NCLB requirements
- 100% of teachers meet state certification requirements
- High level of rigor being taught in Science department based on Biology EOC scores
- Retention rate at CHS is high

### Staff Quality, Recruitment and Retention Weaknesses

- Continued improvement in highly qualified recruiting techniques.
- Improvement in staff daily attendance. Distribute knowledge of staff reward plan for perfect attendance.
- Continued improvement in mentoring system to attract and maintain high quality teachers.



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary

1. 100% of the teachers at Columbia High School are highly qualified as required by No Child Left behind. All teachers currently hold certifications in their area of instruction. Paraprofessionals meet the requirements as determined by the state of Texas to work in public schools.
2. Data shows that instruction is meeting needs of CBISD stakeholders. STAAR Data showed increases in all testing subjects except two where the decrease was minimal. Data shows high levels of instruction in Biology with 98% of the student body reaching level 2 and 31% reaching level 3.
3. Data is provided to teachers in bi-monthly data meetings. Teachers are required to bring in assessment data to be analyzed by the entire department. Data is studied, TEKS are analyzed and instructional practices are formed to reinforce mastery of the objective.
4. Columbia High School continues to recruit highly qualified and effective staff through job fairs, job boards, communication with educator preparation services and colleges and universities.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

5. Attendance rate is at Columbia High School is \_\_\_\_\_. The retention rate at Columbia High School is 95%.

6. Highly effective staff are assigned to work with students based on needs of the student population. Reports are used to determine need and these factors are applied and administrators and counselors work through the master schedule process.

7. The teacher/mentor strategy at Columbia High School is designed to help teachers gain a foothold in procedures and practices at Columbia High School and the teaching profession in general. Experienced teachers are partnered with new teachers to provide them with someone knowledgeable of the profession.

8. All new staff are supported with a teaching mentor as well as an administrative mentor. New teacher inservice is provided to teachers to allow them to become familiar to policies and procedures at Columbia High School. CBISD partners with community business to provide new teachers contacts in welcoming them to the community.

9. Professional learning communities, collaborative stakeholder meetings, opportunities to serve on campus, district and region advisory committees, attendance incentives, the opportunity to earn additional certifications at the expense of the district.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

10. Staff are given surveys so that they can state what type of professional development they would like. Also, teachers attend CIC meetings, DEIC meetings and department meetings where they are included in the development for campus and district staff training.

11. Professional development starts at the teacher level. Staff are allowed to think about their needs and present them to their department heads. Department heads present departmental professional development needs to campus administration and how these needs tie into the campus long/short term plan. Campus administrators present to district administrators to determine if campus needs are consistent with district data and needs.

12. Staff has attended professional development over the following:

Mandatory online training (Eduhero)

CPR/First Aid

Thinking Maps

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Giggle applications

E SPED

CPI training

SPED ARD procedures

Activity accounts

UIL

DMAC

StemScope

math TEKS Realignment

Changes to STAAR

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Trainings are monitored through administrators on duty assigned by professional development coordinator.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Summary

1. Columbia High School implements the TRS curriculum. This curriculum is developed and coordinated through curriculum experts, is researched based and tied to the TEKS. It is solely made for Texas schools with the TEKS as its guide.
2. Teachers are allowed to use or develop assessments in DMAC, scan results, and use data to make instructional decisions. Data is used to insure that TEKS are being learned. Data is used to personalize instruction. Data is used to provide reteach/retest opportunities so that TEKS mastery is obtained.
3. Data reflects that data and assessment are aligned. Additionally, previous material is constantly reviewed as evidence in dmac assessment data.
4. Teachers and students use rich media, including but not limited to PowerPoint, Blogs, Wikis, You Tube, Prezi, digital graphics, digital animation and digital audio in the classroom. Additionally, teachers are provided ongoing professional development of Google Education applications as well as training on Flipped Classrooms.
5. Evidence includes curriculum review at the district level including feedback from all stakeholders. Further, at the campus level, campus administration and departments work through TRS curriculum to insure that scope and sequence is appropriate and meet the spirit of the TEKS. Staff participates in data talks to target TEKS in which the curriculum and assessment is weak and teaching strategies and/or assessment pieces need to be reevaluated.
6. Reteach and retest, along with targeted tutorials are aligned with student needs since TRS assessments are used to drive instruction. Due to monitoring from both the department heads and office administration, this practice is consistent across CHS. Students experience higher achievement and pass state assessments after receiving intense interventions.
7. TRS Assessment data, STAAR EOC data, TELPAS data. Students unsuccessful on these assessments are placed in accelerated instruction. These interventions can be accelerated class review, additional subject classes, pull outs, peer tutoring, and virtual school. Data shows that the at risk population is the largest participant in these remedial sessions. The effect has been positive over time demonstrated by effective graduation rates.
8. Instructional design and delivery has been becoming more student driven and student centered. That, along with higher order thinking skills and rigor, has maximized

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

student engagement. Rigor can be seen in all lesson plans through higher order thinking activities and questioning.

9. When analyzing assessments, each question targets a specific TEKS or many TEKS. Teachers meet bi-monthly with department head and the principal to review assessments and area that students have not mastered based on the TEKS the student performed poorly on. Teachers reteach and retest, and targeted tutorials also focus on unmastered TEKS.

10. Unit assessments are viewed as difficult by the students. The assessments are written to a more rigorous level to make sure they are compatible with state EOC assessments. Unit assessments are designed through TRS curriculum writers. Teachers also have the opportunity to develop questions using an assessment feature in DMAC. Departments work together to evaluate assessments to eliminate questions that might pose any bias. This process is completed during weekly department meeting and staff in-service days.

11. Using the TRS model, assessments, TEKS, and guides are all aligned to state standards. Assessment results vary from student to student, teacher to teacher. In content area meetings, strategies are brainstormed and various methods of instructional delivery are talked about in order to assist teachers that may have difficulty teaching a specific TEKS.

## Family and Community Involvement

### Family and Community Involvement Strengths

1. Active participation in stakeholder organizations such as booster clubs, project graduation, student organizations and parent volunteers. The majority of participants are either tied to extra-curricular organizations or career and technology organizations. Most students involved in these organizations tend to be successful and make grades.

2. CHS administration employs an open door policies which allows stakeholders to communicate concerns and ideas. Community members and parents are invited to attend campus improvement committee meetings, district improvement committee meetings, student health improvement committee meetings. All CBISD board meetings are posted for the public attend. All stakeholders are allowed to speak at board meetings to voice praise or concern.

3. Communities in Schools, counseling staff, CBISD police and PALS provides supportive guidance groups for issues concerning self-esteem, anger management, gang awareness/intervention, drug/alcohol abuse, stress management, grief/loss and social skills.

CIS and counseling services will assist families in obtaining social services or meeting basic needs through collaboration with CHIPS, Food Stamps, local food banks, churches and other outreach programs.

CIS, counseling staff, PALS and administrative staff will assist families with conflict resolution through the peer mediation program.

CIS and counseling staff will sponsor a Teen Parent Group to assist teen parents with obtaining health and human services during pregnancy and after the birth of the child.

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Stand by peace will plan and implement Red Ribbon Week to target Anti-violence/Anti-drug.

4. Languages spoken among students at CHS include Spanish, Korean and Vietnamese. Communication is fostered through employment of teachers and administrators who are fluent in the languages spoken. CHS also encourages campus staff to learn another language through use of Rosetta Stone. Additionally, CBISD encourages all staff to obtain English as Second Language certification through programs where the district reimburses teachers for training and certification.

5. Communities in Schools, counseling staff, CBISD police and PALS provides supportive guidance groups for issues concerning self-esteem, anger management, gang awareness/intervention, drug/alcohol abuse, stress management, grief/loss and social skills.

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Stand by peace will plan and implement Red Ribbon Week to target Anti-violence/Anti-drug.

Access to content mastery. Vocational training, career prep opportunities, dual credit opportunities, job shadowing.

6. CHS has strong community partnerships through local business as well as area business, churches and service organizations.

## School Context and Organization

### School Context and Organization Summary

1. The district supports Columbia high School 100%. District administration works hand in hand with campus stakeholders to develop long term and short term plans to maximize students learning and to fulfill the mission statement of CHS.

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

2. Classes are kept relatively small, with most classes reaching a maximum of 25 students. School day schedule is broken into seven 52 minute instructional periods, and one 55 minute period. Core teachers are offered common conference periods to foster collaboration, data disaggregation, and team building.
3. Normal time is used for instruction. Data is analyzed and teaching strategies are determined to maximize mastery of TEKS. If students continue to perform poorly, students are pulled out of electives to accelerate learning. Virtual school applications are also used to accelerate instruction.
4. Teachers are allowed to communicate concerns departmentally. Each teacher can voice concerns to the appropriate department head. The department head then communicated this to administration through department head meetings. At this point, campus administration can act upon concern or relay concern to the next level. CHS attempts to follow a chain of command to answer all question and concerns and follows appropriate board policies in relation to this. Likewise, staff with immediate concerns can communicate with their assigned administrator. CHS administration employs an open door policy in regard to staff/student/parent/community communication.
5. Teachers serve as the instructional leaders in the classroom at CHS. Teachers choose how to assess students within the framework of the TRS curriculum. On the campus/district level, TRS unit assessments are required by all core teachers. These assessments provide instructional data that the departments can use to make instructional adjustments. Likewise, teachers are allowed to create assessments in DMAC which then can be used to disaggregate data.
6. Campus Improvement Committee meetings are held four times a year. All members of the educational community are invited to attend. Members are allowed to speak openly on subjects related to meeting agenda. Stakeholders are also invited to other campus/district improvement meetings to help facilitate the problem solving process. Public forums are provided at school board meetings as well.
7. Students feel that Columbia High School provides them with numerous educational opportunities. Student like that they can gain Dual Credit credit through Brazosport College. They feel that the dual credit program prepares them for the rigors of college. Additionally, career training is also offered through CHS CTE programs as well as dual credit courses. Students feel that earning work based certifications prior to graduation prepares them for entry level positions in the industries that support the community. Parents also enjoy the flexibility offered by CHS academic programs. Parents support the eight period day, allowing students to gain additional credits, take college courses and prepare for the workforce. Parents, for the most part, think that administration is supportive and cooperative with needs. Parents feel that school administration is cooperative and helps with the problem solving process. Parents feel that the school does an excellent job of communicating with them through family access, e-mails, skylert announcements and social media.
8. School expectations reveal that CHS continues to prepare its graduates for higher learning as well as industry that supports the community.

## Technology

### Technology Strengths

Student access to CPU's.  
Stakeholders access to technology in the classroom.  
Student technology proficiency  
Wi Fi access and bandwidth capabilities



# Comprehensive Needs Assessment

## Technology Weaknesses

Campus continues to find ways to get devices into the hands of all students.  
Continued improvement with classroom technology.  
Staff technology proficiency (emerging)

## Technology Summary

1. Teacher computers in all classrooms. In Focus machines and Elmo document scanners in all classrooms. Access to internet campus wide. Nine student labs with 220 student computers. Additionally, CHS has three carts of 30 chromebooks that teachers can check out for student use. Audio/Video technology such as television, satellite, VCR's and DVD players. One classroom equipped with interactive whiteboard and student response system. Campus wide intercom system as well as IP telephones. Campus wide wireless capabilities, IPADS, elmo tablets, scanners and calculators.

2.

Staff = Medium proficiency

Students = Advanced Proficiency

3. Staff members love technology when it works and dislike it when it is down. The district is definitely breaking down walls in regards to the perceptions of the importance of technology with the 21st century learner. Several years ago, staff was disgruntled with the idea of being "forced" to use technology in the instructional setting. However, the district and campuses continue to show the benefits technology has on students and educational performance in the classroom. As performance increases, staff opinion of technology increases.

# Comprehensive Needs Assessment

## Technology Summary (Continued)

4. The most common problem is when technology is not working. Our district does a good job of addressing technology repairs; however, instructional time is often lost due to breakdowns. A second barrier is eliminating the fears that teachers have in regard to technology. The district has developed a gradually release approach that has allowed teachers time to acclimate to technology so that they feel overwhelmed.

5. Continued training in Google applications for education as well as applications of flipped classrooms. This impacts students as it allows students to access educational information anywhere.

6. Columbia High School is currently using technology in all areas of the curriculum. :

- Use of cpu's, in-focus and document cameras to facilitate traditional instruction.
- Use of A/V technology to supplement instruction with United Streaming and other A/V instructional support.
- Interactive white board in student response systems to engage student in 21st century instructional strategies.
- Use of computer labs to promote tutoring through internet tutorials. To extend learning through cpu applications and projects.

# Comprehensive Needs Assessment

## Technology Summary (Continued)

7. The design of the network is constantly providing support to its users. It is centrally maintained and assistance and feedback is provided at the district level providing users the ability to solve problems.

8. Technology is used to support curriculum, instruction and assessment integration through the following programs:

**Curriculum** – District has adopted TRS as the curriculum guide. TRS is an online curriculum provided through the region service centers. Teachers obtain curriculum through the TRS website. Teachers use classroom technologies to implement curriculum in the classroom.

**Instruction** – Columbia High School teachers use technology to implement TRS curriculum. In-focus and document projectors are used daily as well as web resources and interactive web lessons. Teachers are constantly attending professional development to increase their technological repertoire in the classroom. Students are encouraged to "bring their own device" into the classroom.

**Assessment integration:** Assessments come through TRS curriculum. Additionally teachers are able to use DMAC program to develop assessments from all TRS tests as well as TEA released exams. Through this program, teachers are able to customized rigorous assessment questions to their classrooms. In addition, teachers are able to use DMAC program to disaggregate assessment data. This has provided a useful tool in analyzing student performance by TEK and aligning re-teach instruction to the data.

# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Community Demographics  
Disaggregated STAAR Data  
Discipline Referrals  
HB Survey and Interviews of Students/Staff/Parents  
Meeting Agenda/Sign in/Minutes  
Multi-Year Trends  
Parent Participation  
Special Programs Evaluations  
Special Student Populations  
TELPAS results