

COLUMBIA H S
Campus Improvement Plan
2015/2016

COLUMBIA H S

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
Alacron, Anjelika	Student
Baker, Helen	Teacher
Beem, Andrew	Teacher
Collins, Lyric	Student
Hall, Torrence	Student
Janak, Jennah	Student
Jones, Darlene	Science Dept. Head
Jones, Lauren	Social Studies Dept Head
Kucera, Kristi	Counselor
Lawrence, Robert	Teacher
Leon, Cesar	Student
Magee, Christel	Asst. Principal
Marble, Randy	Fine Arts Dept. Head
Mayo, Bailey	Student
Miller, Candyce	Community Member
Miller, Chris	Campus Principal
Nixon, Gerald	Assistant Principal
Owens, Elizabeth	Librarian
Pastuch, Carol	Community Member
Pastuch, Chris	Community Member
Salas, Jenna	Student
Shank, Carrie	ELA Dept. Head
Sheila, Newton	Community in Schools
Taylor, Nancy	Teacher
Westbrook, Bobbi	Counselor

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 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.

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 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.** Sustain TEKS-aligned curriculum in reading, language arts, mathematics, science and social studies.
- Objective 9.** 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 10.** 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 11.** Continue the Gifted/Talented testing, identification, and instructional plan in order to maximize identification of and learning experiences of G/Tstudents.
- Objective 12.** 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 13.** Demonstrate sustained growth in student achievement
- Objective 14.** Increase the campus performance to Level II: Satisfactory Academic Performance in state mandated assessments for all student groups.
- Objective 15.** 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 16.** Increase the quantity of students completing high school within four years
- Objective 17.** Prepare students for post-secondary life and/or education, including college

COLUMBIA H S

- Objective 18.** Maintain and support special programs
- Objective 19.** 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

COLUMBIA H S

Objective 3. Improve and sustain high teacher morale.

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

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 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) (NCLB: 5)	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) (NCLB: 1,2,4,5)	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) (NCLB: 3,4)	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) (NCLB: 1,5)	Assistant Principal(s), At-Risk Coordinator, Principal	Sept - May	(L)DMAC Data Analysis Software , (S)State & local funding	Summative - STAAR data, student transcripts

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 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) (NCLB: 1)	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) (NCLB: 1,2,5)	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) (NCLB: 1,2,5)	Assistant Principal(s), Department Heads, Principal	August-June	(L)Local Funds	Summative - Minutes

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 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) (NCLB: 2,4,5)	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

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 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) (NCLB: 1)	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) (NCLB: 1,2)	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) (NCLB: 5)	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) (NCLB: 1,2,5)	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) (NCLB: 4,5)	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,

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 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) (NCLB: 5)	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) (NCLB: 5)	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) (NCLB: 1,2,5)	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

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 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) (NCLB: 5)	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) (NCLB: 1,2,5)	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) (NCLB: 1,2,5)	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) (NCLB: 1,2,5)	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) (NCLB: 5)	Assistant Principal(s)	Daily	(L)Skyward	Summative - Skylert reports. Increased student attendance
6. Teachers will make family contact when students are absent. (Target Group: All, AtRisk) (NCLB: 5)	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) (NCLB: 5)	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) (NCLB: 1,2,5)	Assistant Principal(s)	Aug-May	(L)Local Funds, (L)PEIMS student and staff reports, (L)Skyward	Summative - Monthly attendance 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 4. Increase student attendance to 97%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (NCLB: 1,2,5)	Assistant Principal(s), SRO Officer	ongoing	(L)PEIMS student and staff reports, (L)Skyward	Summative - Increased student attendance
10. After 3 unexcused absences, students will be required to attend an attendance class in lieu of truancy charges. (Target Group: All, AtRisk) (NCLB: 5)	Assistant Principal(s), Principal	Aug - May	(L)Local Funds, (S)State Comp Ed Personnel	Summative - Court records and increased student attendance.

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 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) (NCLB: 4,5)	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) (NCLB: 4,5)	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

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 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) (NCLB: 4,5)	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) (NCLB: 5)	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) (NCLB: 5)	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

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 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) (NCLB: 4,5)	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) (NCLB: 1,2,5)	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) (NCLB: 2,5)	Assistant Principal(s), Principal	August - June	(F)Title III Bilingual / ESL, (L)Local Funds	Summative - Lesson plans, walk through data

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 8. Sustain TEKS-aligned curriculum in reading, language arts, mathematics, science and social studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Require that all core teachers use the Year at a Glance (YAG), Vertical Alignment Document (VAD), Instructional Focus Document (IFD), and Unit Assessments (where provided) to plan and guide learnings experiences for students in the 4 core areas. (Title I TA: 1,2,4,8) (Target Group: All, ECD, ESL, SPED, AtRisk) (NCLB: 1,5)	Assistant Principal(s), At-Risk Coordinator, Campus Testing Coordinator(s), Core Subject Teachers, Department Heads, Principal, Special Ed Teachers, Teacher(s), TEKS Resource System Curriculum	Aug - July	(F)Title II Princ/Tchr Improvement, (L)DMAC Data Analysis Software , (L)Local Funds, (L)TRS curriculum resources, (O)Technology allocations, (S)ESL, (S)Instructional Materials Allot	Summative - Walkthrough documents DMAC Unit Assessment results Performance indicator products
2. Teachers will adhere to the unit timelines set forth in the TRS curriculum. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Core Subject Teachers, Department Heads, Principal	Aug-May	(F)Title IIA PTImprovement, (L)DMAC Data Analysis Software , (L)Local Funds, (L)TRS curriculum resources	Summative - Walkthrough documentation, DMAC unit assessment data, data talks
3. Teachers will upload weekly lesson plans to google drive. (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Core Subject Teachers, CTE , Department Heads	Aug-May	(F)Title IIA PTImprovement, (L)DMAC Data Analysis Software , (L)Local Funds, (L)Time for planning, (L)TRS curriculum resources	Summative - Lesson plans under teacher name in google drive.

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 9. 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) (NCLB: 1,2,4,5)	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) (NCLB: 1,2,5)	Assistant Principal(s), Principal	August - June	(L)Local Funds	Assessment results

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 10. 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) (NCLB: 1,2,5)	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

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. 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) (NCLB: 4)	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 12. 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) (NCLB: 1,2,3,5)	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) (NCLB: 1,5)	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. Teachers will attend monthly TRS advisory council meetings. (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), At-Risk Coordinator, Core Subject Teachers, Principal	Aug - May	(L)Local Funds, (L)TRS curriculum resources	Summative - TRS meeting minutes; state assessment results.
4. Core area teachers will meet weekly bimonthly the principal to discuss data. (Target Group: All) (NCLB: 1,2,4,5)	Core Subject Teachers, Principal	Aug-May	(L)DMAC Data Analysis Software , (L)TRS curriculum resources	Summative - TRS unit assessment scores STAAR scores
5. 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) (NCLB: 1,2,5)	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 13. 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) (NCLB: 1,2,5)	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) (NCLB: 5)	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) (NCLB: 1,5)	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) (NCLB: 5)	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) (NCLB: 1)	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) (NCLB: 1,2)	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) (NCLB: 1,5)	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) (NCLB: 5)	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) (NCLB: 1,5)	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 13. 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) (NCLB: 1,2,5)	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) (NCLB: 1,5)	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 14. 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) (NCLB: 1,5)	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) (NCLB: 1,5)	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) (NCLB: 1,2,5)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	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 14. 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) (NCLB: 1)	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) (NCLB: 1)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	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 15. 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) (NCLB: 1)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	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 16. 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) (NCLB: 1)	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) (NCLB: 1,5)	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) (NCLB: 1)	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) (NCLB: 1,5)	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 PLATO and Odyssey Ware (Target Group: AtRisk) (NCLB: 5)	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/TAKS accountable classes using the Odyssey Ware virtual school program. (Target Group: AtRisk) (NCLB: 5)	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) (NCLB: 1,2,5)	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) (NCLB: 5)	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 17. 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) (NCLB: 1,5)	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) (NCLB: 1)	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) (NCLB: 1)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	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) (NCLB: 5)	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) (NCLB: 1,5)	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) (NCLB: 5)	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 17. 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) (NCLB: 5)	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) (NCLB: 5)	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) (NCLB: 5)	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) (NCLB: 1,2,4,5)	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) (NCLB: 5)	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) (NCLB: 1,2,3,4,5)	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 18. 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) (NCLB: 5)	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) (NCLB: 2)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	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) (NCLB: 4)	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) (NCLB: 5)	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 19. 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) (NCLB: 1,5)	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) (NCLB: 1,2,4,5)	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) (NCLB: 1,2,3,4,5)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	Assistant Principal(s), Principal	August - May	(L)Local Funds	Summative - Walkthroughs, agendas, sign in sheets

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) (NCLB: 1,5)	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) (NCLB: 1,4,5)	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) (NCLB: 1,4,5)	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) (NCLB: 3)	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) (NCLB: 3)	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) (NCLB: 3,4)	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) (NCLB: 3,4)	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) (NCLB: 1,5)	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) (NCLB: 4)	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) (NCLB: 3)	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) (NCLB: 1,5)	Assistant Principal(s), Principal	August	(L)Thinking Maps	Summative - Walkthroughs, lesson plans
5. Provide training in rigorous teaching strategies (Target Group: All) (NCLB: 1,5)	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) (NCLB: 1,3,5)	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) (NCLB: 1,4,5)	Principal	spring	(L)Eduphoria	Summative - survey results
2. Provide staff development follow-up sessions (Title I SW: 4) (Target Group: All) (NCLB: 1,4,5)	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) (NCLB: 1,5)	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) (NCLB: 1,3,5)	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) (NCLB: 1,3)	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) (NCLB: 5)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Club Sponsors	ongoing	(L)Student Funds	Summative - senior class gifts
6. Maintain routine facility inspections (Target Group: All) (NCLB: 4)	Assistant Principal(s), Custodial Staff	ongoing	(L)SchoolDude	Summative - School Dude reports

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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Principal	ongoing	(L)Local Funds - \$93.05	Summative - visitor logs
7. Increase the visibility of campus police and security personnel (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	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. (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 1,5)	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) (NCLB: 1,5)	Department Heads, Principal	August - May	(L)Time for planning	Summative - Agendas Minutes
3. Conduct quarterly Campus Improvement Committee meetings (Target Group: All) (NCLB: 1,5)	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) (NCLB: 1,2,3,4,5)	Principal	Aug - May	(L)Local Funds	Summative - KRONOS report

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) (NCLB: 1,2,3,4,5)	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) (NCLB: 1,3,5)	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) (NCLB: 1,3,5)	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) (NCLB: 3)	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) (NCLB: 4)	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, stress management, grief/loss, social skills, etc (Target Group: AtRisk) (NCLB: 4)	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) (NCLB: 5)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4,5)	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) (NCLB: 1,2,4,5)	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) (NCLB: 1,2,4,5)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 1,4)	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) (NCLB: 4,5)	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) (NCLB: 1,2,3,4,5)	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) (NCLB: 1,5)	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) (NCLB: 1,2,3,4,5)	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) (NCLB: 1,2,3,4,5)	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	
EduHeros	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

BUDGET NUMBER	BUDGET NUMBER Title	Account	Account Title	Budget
---------------	---------------------	---------	---------------	--------

2015 - 16 Perkins Budget

FUNCTION 11 INSTRUCTION	27137
--------------------------------	--------------

6100 Salary and Benefits	1762
---------------------------------	-------------

24461100122	CAREER & TECH ED	611200	SUBSTITUTE PROFESSIONAL	1532
24461100122	CAREER & TECH ED	614100	SOCIAL SECURITY	60
24461100122	CAREER & TECH ED	614300	WORKERS' COMPENSATION	20
24461100122	CAREER & TECH ED	614500	UNEMPLOYMENT COMPENSATION	50
24461100122	CAREER & TECH ED	614600	TRS STATUTORY MINIMUM	100

6200 Contracted Services	9500
---------------------------------	-------------

24461100122	CAREER & TECH ED	622900	STUDENT TUTION-PUBLIC	7250
24461100122	CAREER & TECH ED	623900	ESC SERVICES	750
24461100122	CAREER & TECH ED	624900	CONTRACTED MAINT & REPAIR	1500

6300 Supplies & Materials	13100
--------------------------------------	--------------

24461100122	CAREER & TECH ED	639948	SUP & MAT-VOC HEALTH OCCU	1750
24461100122	CAREER & TECH ED	639949	SUP & MAT-VOC CO-OP	2250
24461100122	CAREER & TECH ED	639972	SUP & MAT-AGRISCIENCE	7100
24461100122	CAREER & TECH ED	639977	SUP & MAT- TELECOMM & NET	2000

6400 Staff Travel	2775
--------------------------	-------------

24461100122	CAREER & TECH ED	641172	TRAVEL VOC AGRISCIENCE	1775
24461100122	CAREER & TECH ED	649500	ASSOC. DUES	500
24461100122	CAREER & TECH ED	649900	FEES/AWARDS DECATH	500

FUNCTION 31 COUNSELORS	8115
-------------------------------	-------------

6200 Contracted Services				
24463100122		623900	ESC SERVICES - Counselor	500
24463100122		629900	MISC. CONT SERVICES DC Counselor	6215

6300 Supplie & Materials				
24463100122		639900	SUPPLIES AND MATERIALS	1000

6400 Staff Travel				
24463100122		641100	TRAVEL & SUBSISTANCE	400

35252

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19961100111	611200	SUBSTITUTE PROFESSIONAL	47,277.00	28,065.00	-	-	
19961100111	611201	SUBSTITUTE PROFESSIONAL			-	-	
19961100111	611900	PROFESSIONAL SALARIES	1,310,823.92	721,392.74	-	-	
19961100111	611904	PROF SALARIES - DEPT CHR	4,892.83	3,488.74	-	-	
19961100111	611905	PROFESSIONAL INCENTIVE			-	-	
19961100111	611921	SALARY, BAND			-	-	
19961100111	611922	CHOIR			-	-	
19961100111	611986	PROFESSIONAL SALARY, HS			-	-	
19961100111	611988	PROFESSIONAL SALARIES			-	-	
19961100111	612200	SUPPORT SUBSTITUTES			-	-	
19961100111	612900	SALARIES/SUPPORT	75,905.36	42,333.14	-	-	
19961100111	612901	SALARIES SUPPORT PERSONNE			-	-	
19961100111	612905	PARAPROF. SALARIES			-	-	
19961100111	613200	TRS SUPPLEMENT			-	-	
19961100111	614100	SOCIAL SECURITY	17,995.94	11,028.92	-	-	
19961100111	614200	HEALTH & LIFE INSURANCE	76,441.91	44,821.75	-	-	
19961100111	614300	WORKERS' COMPENSATION			-	-	
19961100111	614400	TRS ON-BEHALF	77,773.42		-	-	
19961100111	614500	UNEMPLOYMENT COMPENSATION	2,730.00	1,685.38	-	-	
19961100111	614600	TRS STATUTORY MINIMUM	27,166.29	22,445.62	-	-	
			1,641,006.67	875,261.29	-	-	-
19961100111	621900	CONSULTANTS			2,100.00	1,995.00	
19961100111	621915	CONT SERVIC-THEATRE ARTS			-	-	
19961100111	621935	PROF SERV INTERNET ONLINE			-	-	
19961100111	623900	ESC SERVICES			1,000.00	950.00	
19961100111	624901	CONT SERV -			-	-	
19961100111	624906	CONT SERV -REPAIR SCIENCE			500.00	475.00	
19961100111	624915	CONT SERV -REPAIR THEATRE			-	-	
19961100111	624921	CONT SERV -REPAIR BAND	4,500.00	1,754.50	4,500.00	4,275.00	
19961100111	624922	CONT SERV -REPAIR CHOIR	613.00		613.00	582.35	
19961100111	624929	CONT SERV -EQUIPT REPAIR	12,000.00	6,930.51	12,000.00	11,400.00	
19961100111	624932	CONT SERV -EQUIP REP BUSN			2,100.00	1,995.00	
19961100111	626906	.			-	-	
19961100111	626927	RENTAL - YEARBOOK			420.00	399.00	
			17,113.00	8,685.01	23,233.00	22,071.35	-

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19961100111	632909	OTHER READING MAT -SOC ST	842.00		842.00	799.90	
19961100111	632910	OTHER READING MAT -ENGLIS			421.00	399.95	
19961100111	632914	OTHER READING MAT-FOR LAN	163.00		118.00	112.10	
19961100111	632922	OTHER READING MAT-CHOIR			-	-	
19961100111	639900	SUPPLIES AND MATERIALS	1,228.62	1,228.62	-	-	
19961100111	639901	SUPPLIES & MATERIALS			-	-	
19961100111	639906	SUPPLIES & MAT-SCIENCE	6,700.00	3,602.12	6,300.00	5,985.00	
19961100111	639908	SUPPLIES & MAT-MATH	4,495.76	4,471.16	4,700.00	4,465.00	
19961100111	639909	SUPPLIES & MAT-SOC.STUDIE	3,200.00	2,265.92	3,300.00	3,135.00	
19961100111	639910	SUPPLIES & MAT-LANG.ARTS	3,126.00	2,593.24	2,700.00	2,565.00	
19961100111	639912	SUPPLIES & MATER-P.E.	598.98	598.98	650.00	617.50	
19961100111	639913	SUPPLIES & MATERIALS READ			100.00	95.00	
19961100111	639914	SUPPLIES & MATER-FOR.LANG	850.00	588.61	850.00	807.50	
19961100111	639915	SUPPLIES & MATER-THEATRE	1,504.27	1,504.27	1,500.00	1,425.00	
19961100111	639917	SUPPLIES-DRILL TEAM	700.00	92.59	700.00	665.00	
19961100111	639920	SUPPLIES & MATER-JOURNALI	405.17	105.17	1,550.00	1,472.50	
19961100111	639921	SUPPLIES & MATER- BAND	900.00	1,042.44	900.00	855.00	
19961100111	639922	SUPPLIES & MAT-CHOIR	1,600.00	1,408.86	1,600.00	1,520.00	
19961100111	639927	SUPPLIES & MAT - YEARBOOK	3,044.83	519.52	1,900.00	1,805.00	
19961100111	639928	SUPPLIES & MAT - PALS			-	-	
19961100111	639929	SUPPLIES & MATERIALS OTH	11,033.13	7,504.53	7,000.00	6,650.00	
19961100111	639930	SUPPLIES & MATERIALS ART	4,400.00	4,398.89	4,400.00	4,180.00	
19961100111	639932	SUP & MAT-INTRO BUSN	9.24	9.24	-	-	
19961100111	639935	SUPP & MAT TECHNOLOGY			-	-	
			44,801.00	31,934.16	39,531.00	37,554.45	-
19961100111	641115	STAFF TRAVEL THEATRE ARTS	-	-	-	-	
19961100111	641127	TRAVEL YEARBOOK CAMP			-	-	
19961100111	641130	STAFF TRAVEL ART	400.00	293.33	400.00	380.00	
19961100111	641158	TRAVEL & SUB IN DISTR-VAC	1,786.00	664.39	1,786.00	1,696.70	
19961100111	649406	STUDENT TRAVEL BY SCHOOL			-	-	
19961100111	649409	TRAVEL SOCIAL STUDIES			-	-	
19961100111	649410	STUDENT TRAVEL BY SCHOOL	190.00		190.00	180.50	
19961100111	649414	FOREIGN/LANGUAGE/GERMAN			-	-	
19961100111	649415	TRAVEL ART/DRAMA			-	-	
19961100111	649430	BUS TRAVEL ART	260.00	80.08	260.00	247.00	

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19961100111	649432	TRAVEL INTRO BUSINESS			-	-	
19961100111	649901	EMPLOYEE RECOGNITION AWD			-	-	
19961100111	649906	FEES DUES/AWARDS SCIENCE			-	-	
19961100111	649929	FEES DUES/AWARDS OTHER	6,000.00	741.85	6,000.00	5,700.00	
			8,636.00	1,779.65	8,636.00	8,204.20	-
19961100111	663900	CAPITAL OUTLAY OVER 5000	-	-	-	-	
19961100111	664900	CAPITAL OUTLAY	-	-	-	-	
19961100111	664921	CAPITAL EQUIP BAND	-	-	-	-	
19961100111	664935	CAPITAL OUTLAY TECHNOLOGY	-	-	-	-	
			-	-	-	-	-
			1,711,556.67	917,660.11	71,400.00	67,830.00	-
		Total Without Payroll	70,550.00	42,398.82			
					must equal \$71,400	must equal \$67,830	
19961300199	641121	TRAVEL & SUBSISTANCE TRAVEL	1,246.87	942.38	-	-	
19961300199	641122	TRAVEL & SUBSISTANCE TRAVEL					
19961300199	641100	TRAVEL & SUBSISTANCE					
19961300199	623900	ESC SERVICES			-	-	
19961300199	623901	TRAVEL & SUBSISTANCE ESC S					
			1,246.87	942.38	-	-	-
19962300199	611900	PROFESSIONAL SALARIES	197,456.98	125,831.02	-	-	
19962300199	612100	EXTRA DUTY/OVERTIME SUPP	200.00		-	-	
19962300199	612900	SALARIES/SUPPORT PERSONNE	151,549.84	98,388.83	-	-	
19962300199	612901	SALARIES SUPPORT PERSONNE			-	-	
19962300199	613200	TRS SUPPLEMENT			-	-	
19962300199	614100	SOCIAL SECURITY	4,090.17	2,707.14	-	-	
19962300199	614200	HEALTH & LIFE INSURANCE	23,182.56	14,488.80	-	-	
19962300199	614300	WORKERS' COMPENSATION	5,454.47		-	-	
19962300199	614400	TRS ON-BEHALF	14,162.50		-	-	
19962300199	614500	UNEMPLOYMENT COMPENSATION	720.59	463.45	-	-	
19962300199	614600	TRS STATUTORY MINIMUM	7,824.87	5,363.82	-	-	
			404,641.98	247,243.06	-	-	-

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19962300199	623900	ESC SERVICES			384.00	364.80	
19962300199	624900	CONTRACTED SERVICES					
			-	-	384.00	364.80	-
19962300199	639900	SUPPLIES AND MATERIALS	8,643.00	3,158.62	12,173.00	11,564.35	
19962300199	639902	SUPPLIES			-	-	
			8,643.00	3,158.62	12,173.00	11,564.35	-
19962300199	641100	TRAVEL & SUBSISTANCE	5,788.00	4,068.49	2,988.00	2,838.60	
19962300199	641158	TRAVEL & SUB IN DISTR-VAC			-	-	
19962300199	649500	ASSOC. DUES	1,569.00	1,185.00	655.00	622.25	
19962300199	649900	FEES DUES/AWARDS DECATH			-	-	
19962300199	649902	MISC OPERATING EXPENSES			-	-	
			7,357.00	5,253.49	3,643.00	3,460.85	-
19962300199	664900	CAPITAL OUTLAY < 5000	-	-			
			420,641.98	255,655.17	16,200.00	15,390.00	-
		Total Without Payroll	16,000.00	8,412.11			
					must equal \$16,200	must equal \$15,390	
19963500199	613200	TRS SUPPLEMENT			-	-	
19963500199	614100	SOCIAL SECURITY			-	-	
19963500199	614600	TRS STATUTORY MINIMUM			-	-	
19963600199	611900	PROFESSIONAL SALARIES	159,539.44	82,398.84	-	-	
19963600199	611921	SALARY, BAND	15,929.81	9,900.96	-	-	
19963600199	611922	CHOIR	2,500.08	1,524.08	-	-	
19963600199	612900	SALARIES/SUPPORT PERSONNE		4,000.00	-	-	
19963600199	614100	SOCIAL SECURITY	2,209.35	1,335.31	-	-	
19963600199	614200	HEALTH & LIFE INSURANCE	2,673.12	1,617.45	-	-	
19963600199	614300	WORKERS' COMPENSATION	2,391.66		-	-	

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19963600199	614400	TRS ON-BEHALF	7,502.52		-	-	
19963600199	614500	UNEMPLOYMENT COMPENSATION	316.21	203.30	-	-	
19963600199	614600	TRS STATUTORY MINIMUM	2,570.16	3,305.47	-	-	
			195,632.35	104,285.41	-	-	-
19963600199	621900	CONSULTANTS	2,249.13		3,000.00	2,850.00	
19963600191	621916	CLINICS/CLINICIANS/CHRLDR	730.41		325.00	308.75	
19963600191	621917	CLINICS/CLINICIANS/DT	2,949.00	900.00	450.00	427.50	
19963600191	621919	CLINICIANS/CLINIC DEBATE			1,080.00	1,026.00	
19963600199	621921	CLINICS/CLINICIANS-BAND	4,950.00	4,340.00	3,950.00	3,752.50	
19963600199	621922	CLINICS/CLINICIANS-CHOIR	1,430.00	1,030.45	2,430.00	2,308.50	
19963600199	621928	CLINICS/CLINICIANS-PALS	2,787.02	1,250.00	1,200.00	1,140.00	
19963600199	624921	CONT SERV -REPAIR BAND	-	1,040.17	-	-	
19963600199	626900	RENTAL-OPERATING LEASES			-	-	
19963600199	626915	EQUIP RENTAL-THEATER			-	-	
19963600191	626917	EQUIP RENTAL-DRILL TEAM			-	-	
19963600199	626919	RENTAL - DEBATE			-	-	
19963600199	626921	EQUIP RENTAL-BAND	314.02	314.02	100.00	95.00	
19963600199	626922	EQUIP RENTAL-CHOIR	300.00		300.00	285.00	
19963600199	626923	EQUIP. RENTAL-UIL			240.00	228.00	
19963600199	626926	HIGH SCHOOL,STUDENT COUNC	150.00		150.00	142.50	
19963600199	626928	RENTAL-OPERATING LEASES			-	-	
19963600199	626972	EQUIPMENT RENTAL - AG			-	-	
			15,859.58	8,874.64	13,225.00	12,563.75	-
19963699999	639921	SUPPLIES &MATER- BAND			-	-	
19963600199	639900	SUPPLIES AND MATERIALS			-	-	
19963600191	639915	SUPPLIES & MATER-THEATRE	1,738.26	1,365.66	-	-	
19963600199	639915	SUPPLIES & MATER-THEATRE			1,200.00	1,140.00	
19963600191	639916	SUPPLIES-CHEERLDRS	2,705.50	1,043.20	3,355.00	3,187.25	
19963600191	639917	SUPPLIES-DRILL TEAM	2,090.00	11,346.59	3,000.00	2,850.00	
19963600199	639917	SUPPLIES-DRILL TEAM			-	-	
19963600199	639919	MUSIC CONNECTION			-	-	
19963600191	639921	SUPPLIES & MATER- BAND			-	-	
19963600199	639921	SUPPLIES & MATER- BAND	12,900.00	8,409.33	7,400.00	7,030.00	
19963600191	639922	SUPPLIES & MAT-CHOIR			-	-	

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19963600199	639922	SUPPLIES & MAT-CHOIR	830.00	197.00	830.00	788.50	
19963600191	639923	SUPPLIES & MATERIALS- UIL			-	-	
19963600199	639923	SUPPLIES & MATERIALS- UIL	4,634.85	318.66	900.00	855.00	
19963600199	639926	STUDENT COUNCIL			-	-	
19963600191	639928	SUPPLIES & MAT - PALS			-	-	
19963600199	639928	SUPPLIES & MAT - PALS	378.00		370.50	351.98	
			25,276.61	22,680.44	17,055.50	16,202.73	-
19963600199	641100	TRAVEL & SUBSISTANCE			-	-	
19963600199	641115	STAFF TRAVEL THEATRE ARTS	620.00	565.87	495.00	470.25	
19963600191	641116	STAFF TRAVEL-CHEERLDRS			100.00	95.00	
19963600191	641117	STAFF TRAVEL-DRILL TEAM	720.00		1,085.00	1,030.75	
19963600199	641119	TRAVEL & SUB DEBATE	801.00	27.00	810.00	769.50	
19963600199	641121	TRAVEL BAND	963.00	358.48	963.00	914.85	
19963600199	641122	TRAVEL CHOIR	1,376.00	903.07	376.00	357.20	
19963600199	641123	STAFF TRAVEL-CO CURRICU			500.00	475.00	
19963600199	641126	STAFF TRAVEL-STUDENT CNCL			772.00	733.40	
19963600199	641127	TRAVEL YEARBOOK CAMP			-	-	
19963600199	641128	STAFF TRAVEL PALS			-	-	
19963600199	641158	TRAVEL & SUB IN DISTR-VAC			-	-	
19963600199	641200	TRAVEL, STUDENT			-	-	
19963600199	641215	STUDENT TRANSPORTATION	1,840.00	1,392.43	1,840.00	1,748.00	
19963600191	641216	STUDENT TRAVEL-CHRLDRS			-	-	
19963600191	641217	STUDENT TRAVEL DRILL TEAM			-	-	
19963600199	641217	STUDENT TRAVEL DRILL TEAM			-	-	
19963600199	641219	DEBATE SUBSISTANCE	3,211.74	1,323.81	3,170.00	3,011.50	
19963600199	641221	STUDENT TRAVEL-BAND	3,275.98	2,003.87	3,520.00	3,344.00	
19963600199	641222	STUDENT TRAVEL-CHOIR	1,275.00	154.69	1,275.00	1,211.25	
19963600199	641223	STUDENT TRAVEL-UIL	250.00		250.00	237.50	
19963600199	641226	TRAVEL - STUCO			310.00	294.50	
19963600199	641227	TRAVEL YEARBOOK CAMP			-	-	
19963600199	641228	STUDENT TRAVEL-PALS			1,715.00	1,629.25	
19963600199	641281	STUDENT TRAVEL & SUBSISTE			-	-	
19963600199	649400	STUDENT TRAVEL BY SCHOOL			-	-	
19963600199	649415	TRAVEL ART/DRAMA	300.00		300.00	285.00	
19963600191	649416	BUS TRAVEL-CHEERLDRS	1,481.63	1,204.28	1,774.00	1,685.30	
19963600191	649417	BUS TRAVEL-DRILL TEAM	1,615.00	1,304.24	1,515.00	1,439.25	

Budget Number	Acct Num	Account Description	Budget as of 2/27/2015	YTD Expense 2/27/2015	100% 2015-2016	95% 2015-2016	Add'l Non Cap Requests
19963600199	649419	STUDENT TRAVEL DEBATE	2,431.00	1,691.10	2,331.00	2,214.45	
19963600199	649421	BUS TRAVEL-BAND	9,315.00	6,949.90	14,215.00	13,504.25	
19963600199	649422	BUS TRAVEL-CHOIR	2,770.00	331.34	2,670.00	2,536.50	
19963600199	649423	BUS TRAVEL-UIL	620.00		620.00	589.00	
19963600199	649426	BUS TRAVEL-STUDENT COUNC			434.00	412.30	
19963600199	649438	BUS TRAVEL-PALS			-	-	
19963600199	649515	MEMBERSHIP DUES	525.00	525.00		-	
19963600199	649519	MEMBERSHIP DUES- DEBATE	224.00	224.00		-	
19963600199	649521	ASSOCIATION DUES band	200.00	200.00	170.00	161.50	
19963600199	649522	ASSOCIATION DUES/CHOIR	50.00	50.00	50.50	47.98	
19963600199	649523	ASSOCIATION DUES/UIL	1,500.00	1,500.00	1,225.00	1,163.75	
19963600199	649900	FEES DUES/AWARDS DECATH	59.96		-	-	
19963600199	649902	MISC OPERATING EXPENSES			-	-	
19963600191	649916	FEES DUES/AWARDS CHEERLEA	136.96	136.96	-	-	
19963600191	649917	FEES DUES/AWARDS DRL TEAM	291.00		1,515.00	1,439.25	
19963600199	649915	FEES/AWARDS THEATRE				-	
19963600199	649919	FEE/DUES/AWARDS/DEBATE	4,795.00	2,161.00	5,660.00	5,377.00	
19963600199	649921	FEES DUES/AWARDS BAND	4,752.00	3,163.50	6,252.00	5,939.40	
19963600199	649922	FEES DUES/AWARDS CHOIR	2,000.00	300.00	2,000.00	1,900.00	
19963600199	649923	FEES DUES/AWARDS UIL	7,557.54	3,061.12	7,900.00	7,505.00	
19963600199	649928	FEES DUES/AWARDS PALS			-	-	
19963600199	649929	FEES DUES/AWARDS OTHER			-	-	
			54,956.81	29,531.66	65,812.50	62,521.88	-
19963600199	664900	CAPITAL OUTLAY			-	-	
19963699999	663900	CAPITAL OUTLAY OVER 5000	-	-	-	-	
19963600199	664921	CAPITAL EQUIP BAND	-	-	-	-	
			-	-	-	-	-
			291,725.35	165,372.15	96,093.00	91,288.35	-
		Total Without Payroll	96,093.00	61,086.74	96,093.00	91,288.35	-

Resources

Resource	Source	Amount
ERATE funding	Federal	
IDEA (Sped)	Federal	\$60,000
Perkins-CTE	Federal	\$36,000
Title III Bilingual / ESL	Federal	\$2,000
College and Career Readiness Standards	Local	
DMAC Data Analysis Software	Local	
EduHeros	Local	
Eduphoria	Local	
Local Funds	Local	
PEIMS enrollment data	Local	
Skyward	Local	
Thinking Maps	Local	
TRS curriculum resources	Local	
Technology allocations	Other	
Communities in Schools	State	\$20,000
Consultants	State	
CTE funds	State	\$350,000
Instructional Materials Allot	State	
Region 4 ESC	State	
State & local funding	State	
State Comp Ed Personnel	State	\$300,000
State Compensatory Ed	State	\$50,000

C O N F I D E N T I A L
Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR

1. BE STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	.	0	0					No Data
(ii) READING	70.0	- 100	.	0	0					No Data
(iii) SCIENCE	65.0	- 100	.	0	0					No Data
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0					No Data
(v) WRITING	70.0	- 100	.	0	0					No Data
2. ESL STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	45.5	20	44					3
(ii) READING	70.0	- 100	40.9	18	44					3
(iii) SCIENCE	65.0	- 100	30.8	4	13					NA
(iv) SOCIAL STUDIES	65.0	- 100	0.0	0	4					NA
(v) WRITING	70.0	- 100	28.6	4	14					NA
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	40.0	6	15					NA
(ii) READING	70.0	- 100	26.7	4	15					NA
(iii) SCIENCE	65.0	- 100	0.0	0	1					NA
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0					No Data
(v) WRITING	70.0	- 100	25.0	2	8					NA
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	87.5	7	8					0
(ii) READING	70.0	- 100	50.0	4	8					NA
(iii) SCIENCE	65.0	- 100	33.3	1	3					NA
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0					No Data
(v) WRITING	70.0	- 100	.	0	0					No Data
5. LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	33.3	1	3					NA
(ii) SCIENCE	60.0	- 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0	- 100	50.0	1	2					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 37.6		22.2	2	9					Report Only
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	0 - 1.8		0.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
				0	10	1	8	0	20	
7. LEP RHSP/DAP DIPLOMA RATE				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	70.0 - 100		100.0	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	0
				1	1	0	0	0	0	
8. LEP GRADUATION RATE				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	75.0 - 100		100.0	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
				1	1	1	1	1	2	
9. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE				<u>BEGINNING</u>	<u>TESTED</u>					
	0 - 7.5		5.2	3	58					0
10. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS				<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	
	0 - 7.5		9.1	2	22	2	22	1	17	NA SA

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.

C O N F I D E N T I A L
Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR

1. CTE STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	78.3	36	46					0
(ii) SCIENCE	60.0	- 100	95.7	22	23					0
(iii) SOCIAL STUDIES	60.0	- 100	81.7	49	60					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 71.8	72.5	108	149					Report Only
2. CTE LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	100.0	1	1					0
(ii) SCIENCE	60.0	- 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0	- 100	.	0	0					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 42.2	0.0	0	1					Report Only
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	58.8	10	17					NA
(ii) SCIENCE	60.0	- 100	100.0	2	2					0
(iii) SOCIAL STUDIES	60.0	- 100	73.1	19	26					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 65.3	63.5	40	63					Report Only
4. CTE SPED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	50.0	3	6					NA
(ii) SCIENCE	60.0	- 100	0.0	0	1					NA
(iii) SOCIAL STUDIES	60.0	- 100	75.0	3	4					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 31.6	18.2	2	11					Report Only
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0	- 2.8	0.8	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
				4	515	8	450	6	369	
6. CTE RHSP/DAP DIPLOMA RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0	- 100	83.1	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	0
				123	148	99	120	73	84	
7. CTE GRADUATION RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0	- 100	97.4	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
				150	154	122	125	83	90	
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	40.0	- 100	46.4	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	0
				103	222	48	132	27	71	
9. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	40.0	- 100	39.2	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	1
				151	385	125	292	34	146	

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.

C O N F I D E N T I A L
Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
NO CHILD LEFT BEHIND

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR

1. TITLE I, PART A STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	66.2	573	865					1
(ii) READING	70.0	- 100	69.0	596	864					1
(iii) SCIENCE	65.0	- 100	62.5	125	200					1
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0					No Data
(v) WRITING	70.0	- 100	48.2	119	247					3
2. TITLE I, PART A STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	50.0	1	2					NA
(ii) SCIENCE	60.0	- 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0	- 100	71.4	5	7					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 63.2		36.4	4	11					Report Only
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
				<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	
	0 - 1.8		5.3	1	19	1	513	0	514	NA SA
4. TITLE I, PART A RHSP/DAP DIPLOMA RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
				<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	
	70.0 - 100		66.7	2	3	1	2	3	4	NA SA
5. TITLE I, PART A GRADUATION RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
				<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	
	75.0 - 100		75.0	3	4	2	2	4	4	0
6. MIGRANT STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	.	0	0					No Data
(ii) READING	70.0	- 100	.	0	0					No Data
(iii) SCIENCE	65.0	- 100	.	0	0					No Data
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0					No Data
(v) WRITING	70.0	- 100	.	0	0					No Data
7. MIGRANT STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	.	0	0					No Data
(ii) SCIENCE	60.0	- 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0	- 100	.	0	0					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 51.8		.	0	0					Report Only
8. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
				<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	
	0 - 1.8		.	0	0	0	0	0	4	No Data
9. MIGRANT RHSP/DAP DIPLOMA RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
				<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	
	70.0 - 100		.	0	0	0	0	0	0	No Data
10. MIGRANT GRADUATION RATE				----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
				<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	
	75.0 - 100		.	0	0	0	0	0	0	No Data

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.

C O N F I D E N T I A L
Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
SPECIAL EDUCATION

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR

1. SPED STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0	- 100	27.2	28	103					3
(ii) READING	70.0	- 100	17.5	18	103					4
(iii) SCIENCE	65.0	- 100	14.7	5	34					4
(iv) SOCIAL STUDIES	65.0	- 100	4.8	1	21					NA
(v) WRITING	70.0	- 100	7.5	3	40					4
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0	- 100	71.4	5	7					0
(ii) READING	70.0	- 100	71.4	5	7	11	18	9	18	0
(iii) SCIENCE	65.0	- 100	50.0	1	2	5	6	1	5	NA
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0	1	2			No Data
(v) WRITING	70.0	- 100	60.0	3	5	0	6	3	9	NA
3. SPED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	26.9	7	26					NA
(ii) SCIENCE	60.0	- 100	50.0	1	2					NA
(iii) SOCIAL STUDIES	60.0	- 100	52.4	11	21					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 31.7		17.6	9	51					Report Only
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE				<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	
	0	- 10.0	4.9	5	103	11	136	10	168	0
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)				<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>					
	30.0	- 100	50.0	10	20					0
6. SPED REGULAR CLASS >=80% RATE (AGES 6-11)				<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>			
	70.0	- 100	87.8	72	82	77	90			0
7. SPED REGULAR CLASS <40% RATE (AGES 6-11)				<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>			
	0	- 10.0	11.0	9	82	9	90			1
8. SPED REGULAR CLASS >=80% RATE (AGES 12-21)				<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>			
	70.0	- 100	71.4	105	147	105	146			0
9. SPED REGULAR CLASS <40% RATE (AGES 12-21)				<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>			
	0	- 10.0	10.2 / 15.8	15	147	23	146			0 RI

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.

C O N F I D E N T I A L
Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
SPECIAL EDUCATION (CONT.)

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	

10. SPED ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----	
	0 - 1.8	1.8		<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>
				4	144	3	154	1	156
									0
11. SPED RHSP/DAP DIPLOMA RATE				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----	
	20.0 - 100	37.5		<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>
				6	16	2	12	6	20
									0
12. SPED GRADUATION RATE				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----	
	75.0 - 100	87.5		<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>
				14	16	12	15	18	22
									0
13. SPED REPRESENTATION				SPED	ALL	SPED	ALL	SPED	ALL
	0 - 8.5	8.0		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
				246	3,077	254	3,039	294	3,004
									0
14. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION				AFR AM	SPED	AFR AM	SPED	AFR AM	SPED
	MIN - 1.0	(DIFF) 6.2		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
SPED AFRICAN AMERICAN		19.9		49	246	51	254	63	294
				AFR AM	ALL	AFR AM	ALL	AFR AM	ALL
ALL AFRICAN AMERICAN		13.7		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
				421	3,077	404	3,039	385	3,004
									2
15. SPED HISPANIC REPRESENTATION				HISP	SPED	HISP	SPED	HISP	SPED
	MIN - 1.0	(DIFF) -3.6		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
SPED HISPANIC		24.0		59	246	65	254	70	294
				HISP	ALL	HISP	ALL	HISP	ALL
ALL HISPANIC		27.6		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
				849	3,077	847	3,039	823	3,004
									0
16. SPED LEP REPRESENTATION				LEP	SPED	LEP	SPED	LEP	SPED
	MIN - 1.0	(DIFF) -3.8		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
SPED LEP		0.8		2	246	1	254	1	294
				LEP	ALL	LEP	ALL	LEP	ALL
ALL LEP		4.6		<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>
				143	3,077	131	3,039	138	3,004

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.
MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L
 Texas Education Agency
 2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
 SPECIAL EDUCATION (CONT.)

County-District Number: 020907
 District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2015		2015		2014		2014		2013		2015 INDICATOR PERFORMANCE LEVEL
	PL O CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	

17. SPED DISCRETIONARY DAEP PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----				
			SPED		SPED		SPED		SPED		
SPED DAEP PLACEMENTS	MIN - 1.0	(DIFF) 0.9	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	0
		2.1	6	308	5	344	11	381			
			ALL		ALL		ALL		ALL		
ALL DAEP PLACEMENTS		1.2	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	
			23	3,324	38	3,283	58	3,257			
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	171.4									Report Only

18. SPED DISCRETIONARY ISS PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----				
			SPED		SPED		SPED		SPED		
SPED ISS PLACEMENTS	MIN - 10.0	(DIFF) 17.5	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	1
		50.6	156	308	132	344	242	381			
			ALL		ALL		ALL		ALL		
ALL ISS PLACEMENTS		33.1	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	
			1,100	3,324	999	3,283	1,450	3,257			
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	52.9									3 Report Only

19. SPED DISCRETIONARY OSS PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----				
			SPED		SPED		SPED		SPED		
SPED OSS PLACEMENTS	MIN - 6.0	(DIFF) 7.4	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	1
		11.7	36	308	50	344	30	381			
			ALL		ALL		ALL		ALL		
ALL OSS PLACEMENTS		4.3	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	
			142	3,324	209	3,283	145	3,257			
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	172.1									3 Report Only

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.
 MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L
Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
PBMAS PERFORMANCE LEVEL SUMMARY
(NOT INCLUDING REPORT ONLY INDICATORS)

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL CTE	CTE LEP	CTE ED	CTE SPED	TITLE I PART A	MIGRANT	ALL SPED	SPED YAE
STAAR® 3-8 PASSING RATE												
MATHEMATICS	No Data	3	NA	0					1	No Data	3	0
READING	No Data	3	NA	NA					1	No Data	4	0
SCIENCE	No Data	NA	NA	NA					1	No Data	4	NA
SOCIAL STUDIES	No Data	NA	No Data	No Data					No Data	No Data	NA	No Data
WRITING	No Data	NA	NA	No Data					3	No Data	4	NA
STAAR® EOC PASSING RATE			LEP									
MATHEMATICS			NA		0	0	NA	NA	NA	No Data	NA	
SCIENCE			No Data		0	No Data	0	NA	No Data	No Data	NA	
SOCIAL STUDIES			NA		0	No Data	0	0	0	No Data	NA	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												0
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		0										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS			NA SA									
ANNUAL DROPOUT RATE		0				0			NA SA	No Data		0
RHSP/DAP DIPLOMA RATE		0				0			NA SA	No Data		0
GRADUATION RATE		0				0			0	No Data		0
CTE NONTRADITIONAL COURSE COMPLETION RATE												
MALES						0						
FEMALES						1						
SPED REGULAR EARLY CHILDHOOD PPROGRAM RATE (AGES 3-5)												0
SPED REGULAR CLASS >=80% RATE												0
AGES 6-11												0
AGES 12-21												0
SPED REGULAR CLASS <40% RATE												1
AGES 6-11												0
AGES 12-21												RI
SPED REPRESENTATION												
ALL												0
AFRICAN AMERICAN (NOT HISPANIC/LATINO)												2
HISPANIC												0
LEP												0
SPED DISCRETIONARY PLACEMENTS												
DAEP												0
ISS												1
OSS												1

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

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.

2013-14 Texas Academic Performance Report

District Name: **COLUMBIA-BRAZORIA ISD**

Campus Name: **COLUMBIA H S**

Campus Number: **020907001**

2014 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
English I/Reading I	2014	67%	63%	63%	53%	53%	72%	*	*	-	*	31%	57%	*
English II/Reading II	2014	69%	72%	72%	66%	61%	80%	*	-	-	*	76%	60%	*
Algebra I	2014	80%	74%	69%	64%	66%	73%	-	*	-	*	48%	67%	*
	2013	78%	70%	64%	52%	65%	66%	*	*	-	*	20%	62%	*
Biology	2014	89%	85%	85%	70%	85%	88%	-	*	-	*	58%	79%	*
	2013	84%	77%	77%	67%	75%	80%	*	*	-	100%	33%	71%	*
U.S. History	2014	92%	92%	92%	91%	87%	95%	*	-	-	100%	100%	87%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2014	77%	73%	77%	69%	71%	82%	*	*	-	71%	55%	70%	47%
	2013	77%	71%	72%	55%	70%	76%	89%	50%	*	75%	42%	63%	36%
Reading	2014	76%	73%	67%	59%	56%	76%	*	*	-	67%	48%	58%	*
	2013	80%	76%	75%	55%	72%	80%	*	*	*	71%	48%	64%	*
Mathematics	2014	78%	73%	69%	64%	66%	73%	-	*	-	*	48%	67%	*
	2013	79%	78%	80%	68%	80%	82%	*	*	*	79%	38%	75%	*
Science	2014	78%	73%	85%	70%	85%	88%	-	*	-	*	58%	79%	*
	2013	82%	75%	85%	72%	83%	88%	*	*	*	92%	52%	80%	*
Social Studies	2014	76%	78%	92%	91%	87%	95%	*	-	-	100%	100%	87%	*
	2013	76%	67%	73%	57%	67%	80%	*	*	*	83%	46%	64%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2014	41%	32%	36%	26%	30%	41%	*	*	-	60%	30%	27%	*
Reading	2014	45%	39%	48%	33%	39%	55%	*	*	-	56%	43%	37%	*
Mathematics	2014	39%	35%	14%	*	*	19%	-	*	-	*	*	10%	*

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Science	2014	43%	35%	46%	35%	38%	51%	-	*	-	*	*	36%	*
Social Studies	2014	39%	31%	39%	23%	35%	43%	*	-	-	*	*	28%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2014	15%	10%	5%	3%	5%	6%	*	*	-	*	7%	4%	*
Reading	2014	15%	11%	5%	6%	4%	5%	*	*	-	*	14%	4%	*
Mathematics	2014	17%	11%	*	*	*	*	-	*	-	*	*	*	*
Science	2014	14%	9%	6%	*	7%	7%	-	*	-	*	*	4%	*
Social Studies	2014	15%	6%	7%	*	7%	7%	*	-	-	*	*	5%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2014	61%	57%	*	-	*	*	-	-	-	-	*	*	-
	2013	62%	62%	53%	45%	51%	57%	*	*	*	*	36%	n/a	-
Mathematics	2014	60%	54%	*	*	*	*	-	*	-	*	*	*	*
	2013	59%	64%	12%	*	*	20%	*	*	-	*	*	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2014	17%	14%	*	-	*	*	-	-	-	-	*	*	-
	2013	15%	17%	5%	2%	6%	5%	*	*	*	*	7%	n/a	-
Mathematics	2014	18%	13%	*	*	*	*	-	*	-	*	*	*	*
	2013	16%	22%	1%	*	*	1%	*	*	-	*	*	n/a	-

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
2014	10%	*	*	*	*	*	-	-	-	-	-	*	-
Grade 8 Mathematics													
STAAR Failers Promoted by Grade Placement Committee													
2013	95%	100%	*	-	-	*	-	-	-	-	-	-	-
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
2014	44%	*	*	*	*	*	-	-	-	-	-	*	-

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 844
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2014	77%	73%	77%	-	-	-	-	-	*	-	*	*	*	47%
	2013	77%	71%	72%	-	-	-	-	-	46%	-	46%	*	46%	36%
Reading	2014	76%	73%	67%	-	-	-	-	-	*	-	*	*	*	*
	2013	80%	76%	75%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2014	78%	73%	69%	-	-	-	-	-	*	-	*	*	*	*
	2013	79%	78%	80%	-	-	-	-	-	*	-	*	*	*	*
Science	2014	78%	73%	85%	-	-	-	-	-	*	-	*	*	*	*
	2013	82%	75%	85%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2014	76%	78%	92%	-	-	-	-	-	*	-	*	*	*	*
	2013	76%	67%	73%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2014	41%	32%	36%	-	-	-	-	-	*	-	*	*	*	*
Reading	2014	45%	39%	48%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2014	39%	35%	14%	-	-	-	-	-	*	-	*	*	*	*
Science	2014	43%	35%	46%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2014	39%	31%	39%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2014	15%	10%	5%	-	-	-	-	-	*	-	*	*	*	*
Reading	2014	15%	11%	5%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2014	17%	11%	*	-	-	-	-	-	*	-	*	*	*	*
Science	2014	14%	9%	6%	-	-	-	-	-	*	-	*	*	*	*

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 844
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard All Grades															
Social Studies	2014	15%	6%	7%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress All Grades															
Reading	2014	61%	57%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2014	60%	54%	*	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress All Grades															
Reading	2014	17%	14%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2014	18%	13%	*	-	-	-	-	-	*	*	*	*	*	*

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	98%	96%	98%	98%	100%	*	-	100%	97%	97%	100%
Included in Accountability	93%	94%	94%	90%	97%	94%	50%	*	-	92%	95%	93%	94%
Not Included in Accountability													
Mobile	4%	5%	4%	7%	1%	5%	50%	*	-	8%	3%	4%	0%
Other Exclusions	2%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	6%
Not Tested	1%	1%	2%	4%	2%	2%	0%	*	-	0%	3%	3%	0%
Absent	1%	1%	2%	4%	2%	1%	0%	*	-	0%	2%	3%	0%
Other	0%	0%	0%	0%	0%	1%	0%	*	-	0%	1%	0%	0%
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	99%	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	92%	94%	95%	93%	98%	93%	100%	100%	100%	93%	92%	94%	100%
Not Included in Accountability													
Mobile	4%	5%	5%	6%	2%	6%	0%	0%	0%	7%	6%	5%	0%
Other Exclusions	3%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2012-13	95.8%	95.0%	93.4%	94.5%	93.7%	93.0%	*	*	*	95.1%	90.7%	92.3%	*
2011-12	95.9%	95.4%	93.9%	94.3%	94.4%	93.6%	*	*	*	94.1%	91.5%	93.4%	95.9%
Annual Dropout Rate (Gr 9-12)													
2012-13	2.2%	1.9%	1.9%	3.1%	1.7%	1.9%	*	*	*	0.0%	3.3%	2.7%	*
2011-12	2.4%	0.8%	0.8%	1.2%	0.4%	1.0%	*	*	*	0.0%	1.1%	1.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	88.0%	94.9%	94.9%	92.0%	100.0%	93.4%	*	*	-	100.0%	80.0%	92.0%	*
Received GED	0.8%	0.9%	0.9%	0.0%	0.0%	1.5%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	4.6%	1.4%	1.4%	8.0%	0.0%	0.7%	*	*	-	0.0%	20.0%	4.0%	*
Dropped Out	6.6%	2.8%	2.8%	0.0%	0.0%	4.4%	*	*	-	0.0%	0.0%	4.0%	*
Graduates and GED	88.9%	95.8%	95.8%	92.0%	100.0%	94.9%	*	*	-	100.0%	80.0%	92.0%	*
Grads, GED, & Cont	93.4%	97.2%	97.2%	100.0%	100.0%	95.6%	*	*	-	100.0%	100.0%	96.0%	*
Class of 2012													
Graduated	87.7%	91.5%	91.5%	91.7%	86.3%	93.6%	-	-	-	93.3%	81.8%	86.1%	*
Received GED	1.0%	1.0%	1.0%	0.0%	0.0%	0.9%	-	-	-	6.7%	0.0%	1.3%	*
Continued HS	5.0%	4.0%	4.0%	4.2%	7.8%	2.8%	-	-	-	0.0%	13.6%	5.1%	*
Dropped Out	6.3%	3.5%	3.5%	4.2%	5.9%	2.8%	-	-	-	0.0%	4.5%	7.6%	*
Graduates and GED	88.7%	92.5%	92.5%	91.7%	86.3%	94.5%	-	-	-	100.0%	81.8%	87.3%	*
Grads, GED, & Cont	93.7%	96.5%	96.5%	95.8%	94.1%	97.2%	-	-	-	100.0%	95.5%	92.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.4%	92.9%	92.9%	91.7%	90.0%	94.4%	-	-	-	93.3%	81.8%	88.5%	*
Received GED	1.2%	1.5%	1.5%	0.0%	2.0%	0.9%	-	-	-	6.7%	0.0%	1.3%	*
Continued HS	1.3%	1.0%	1.0%	0.0%	2.0%	0.9%	-	-	-	0.0%	9.1%	0.0%	*
Dropped Out	7.1%	4.6%	4.6%	8.3%	6.0%	3.7%	-	-	-	0.0%	9.1%	10.3%	*
Graduates and GED	91.6%	94.4%	94.4%	91.7%	92.0%	95.4%	-	-	-	100.0%	81.8%	89.7%	*
Grads, GED, & Cont	92.9%	95.4%	95.4%	91.7%	94.0%	96.3%	-	-	-	100.0%	90.9%	89.7%	*
Class of 2011													
Graduated	89.1%	95.5%	95.5%	92.6%	97.3%	95.1%	*	-	*	100.0%	90.5%	94.7%	-
Received GED	1.4%	2.0%	2.0%	0.0%	2.7%	2.4%	*	-	*	0.0%	4.8%	0.0%	-
Continued HS	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	7.9%	2.5%	2.5%	7.4%	0.0%	2.4%	*	-	*	0.0%	4.8%	5.3%	-
Graduates and GED	90.5%	97.5%	97.5%	92.6%	100.0%	97.6%	*	-	*	100.0%	95.2%	94.7%	-
Grads, GED, & Cont	92.1%	97.5%	97.5%	92.6%	100.0%	97.6%	*	-	*	100.0%	95.2%	94.7%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.8%	95.5%	95.5%	92.6%	97.3%	95.1%	*	-	*	100.0%	90.5%	94.7%	-
Received GED	1.5%	2.0%	2.0%	0.0%	2.7%	2.4%	*	-	*	0.0%	4.8%	0.0%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	8.1%	2.5%	2.5%	7.4%	0.0%	2.4%	*	-	*	0.0%	4.8%	5.3%	-
Graduates and GED	91.3%	97.5%	97.5%	92.6%	100.0%	97.6%	*	-	*	100.0%	95.2%	94.7%	-
Grads, GED, & Cont	91.9%	97.5%	97.5%	92.6%	100.0%	97.6%	*	-	*	100.0%	95.2%	94.7%	-

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2010 (without exclusions)													
Graduated	88.7%	88.5%	88.5%	91.3%	79.2%	91.0%	*	n/a	n/a	n/a	87.5%	82.4%	*
Received GED	1.9%	3.3%	3.3%	4.3%	2.1%	3.7%	*	n/a	n/a	n/a	0.0%	7.4%	*
Continued HS	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Dropped Out	8.7%	8.1%	8.1%	4.3%	18.8%	5.2%	*	n/a	n/a	n/a	12.5%	10.3%	*
Graduates and GED	90.6%	91.9%	91.9%	95.7%	81.3%	94.8%	*	n/a	n/a	n/a	87.5%	89.7%	*
Grads, GED, & Cont	91.3%	91.9%	91.9%	95.7%	81.3%	94.8%	*	n/a	n/a	n/a	87.5%	89.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2013	88.0%	94.5%	94.5%	92.0%	100.0%	92.8%	*	*	-	100.0%	80.0%	92.0%	*
Class of 2012	87.7%	88.8%	88.8%	88.0%	83.0%	91.1%	-	-	-	93.3%	81.8%	81.9%	*
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	90.4%	90.1%	90.1%	88.0%	86.5%	91.9%	-	-	-	93.3%	81.8%	84.1%	*
Class of 2011	89.1%	95.0%	95.0%	89.3%	97.3%	95.1%	*	-	*	100.0%	86.4%	93.5%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2013	83.5%	82.9%	82.9%	82.6%	86.8%	85.2%	*	*	-	57.1%	16.7%	73.9%	*
Class of 2012	82.9%	78.6%	78.6%	63.6%	77.3%	82.4%	-	-	-	78.6%	n/a	n/a	n/a
RHSP/DAP Graduates (Annual Rate)													
2012-13	81.6%	83.1%	83.1%	83.3%	85.4%	85.7%	*	*	-	57.1%	18.2%	76.8%	-
2011-12	80.5%	78.4%	78.4%	60.9%	79.1%	81.9%	-	-	-	78.6%	30.0%	70.5%	-
Advanced Course/Dual Enrollment Completion													
2012-13	31.4%	21.6%	21.6%	12.5%	21.1%	23.0%	*	*	*	39.1%	3.5%	14.5%	*
2011-12	30.6%	30.0%	30.0%	37.0%	22.9%	30.7%	*	*	*	51.5%	19.0%	24.8%	57.1%
College-Ready Graduates													
English Language Arts													
Class of 2013	65%	63%	63%	65%	56%	67%	*	*	-	54%	13%	52%	-
Class of 2012	69%	62%	62%	44%	67%	65%	-	-	-	46%	30%	52%	-
Mathematics													
Class of 2013	74%	67%	67%	68%	71%	66%	*	*	-	71%	0%	59%	-
Class of 2012	70%	66%	66%	50%	62%	71%	-	-	-	75%	0%	57%	-
Both Subjects													
Class of 2013	56%	48%	48%	53%	41%	50%	*	*	-	38%	0%	37%	-
Class of 2012	57%	50%	50%	28%	49%	56%	-	-	-	42%	0%	37%	-
AP/IB Results													
Tested													
2013	22.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2012	21.9%	0.5%	0.5%	0.0%	0.0%	0.9%	*	*	-	0.0%	n/a	0.0%	n/a
Examinees >= Criterion													
2013	50.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2012	50.8%	*	*	-	-	*	-	-	-	-	n/a	-	n/a

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2013	63.8%	34.8%	34.8%	62.5%	19.5%	35.7%	*	*	-	28.6%	n/a	23.3%	n/a
Class of 2012	66.9%	42.7%	42.7%	47.8%	25.6%	47.6%	-	-	-	50.0%	n/a	23.9%	n/a
At/Above Criterion													
Class of 2013	25.4%	18.1%	18.1%	0.0%	0.0%	28.9%	-	-	-	*	n/a	5.9%	n/a
Class of 2012	24.9%	13.9%	13.9%	0.0%	0.0%	20.0%	-	-	-	14.3%	n/a	11.8%	n/a
Average SAT Score													
Class of 2013	1422	1379	1379	1202	1381	1447	-	-	-	*	n/a	1237	n/a
Class of 2012	1422	1349	1349	1111	1319	1415	-	-	-	*	n/a	1254	n/a
Average ACT Score													
Class of 2013	20.6	19.7	19.7	17.1	*	21.6	-	-	-	*	n/a	17.2	n/a
Class of 2012	20.5	20.2	20.2	*	*	21.6	-	-	-	*	n/a	20.2	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2011-12	57.3%	54.6%	54.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	58.3%	64.1%	64.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2011-12	69.0%	72.2%	72.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	66.1%	72.9%	72.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	844	100.0%	3,042	5,135,880
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	4.1%	4.4%
Kindergarten	0	0.0%	7.9%	7.6%
Grade 1	0	0.0%	7.6%	8.0%
Grade 2	0	0.0%	6.7%	7.7%
Grade 3	0	0.0%	8.1%	7.6%
Grade 4	0	0.0%	7.2%	7.5%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	0	0.0%	7.7%	7.3%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.9%	7.4%
Grade 9	251	29.7%	8.3%	7.9%
Grade 10	223	26.4%	7.3%	7.1%
Grade 11	197	23.3%	6.5%	6.4%
Grade 12	173	20.5%	5.7%	5.9%
Ethnic Distribution:				
African American	100	11.8%	11.2%	12.7%
Hispanic	240	28.4%	27.8%	51.8%
White	488	57.8%	57.9%	29.4%
American Indian	2	0.2%	0.2%	0.4%
Asian	1	0.1%	0.3%	3.7%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	13	1.5%	2.5%	1.9%
Economically Disadvantaged	392	46.4%	53.3%	60.2%
Non-Educationally Disadvantaged	452	53.6%	46.7%	39.8%
English Language Learners (ELL)	5	0.6%	4.3%	17.5%
Students w/ Disciplinary Placements (2012-2013)	44	4.9%	2.0%	1.6%
At-Risk	447	53.0%	47.6%	49.9%
Mobility (2012-2013)	121	13.5%	14.2%	17.1%
Graduates (Class of 2013):				
Total Graduates	207	100.0%	207	301,418
By Ethnicity (incl. Special Ed.):				
African American	24	11.6%	24	38,798
Hispanic	41	19.8%	41	139,785
White	126	60.9%	126	104,466
American Indian	1	0.5%	1	1,311
Asian	1	0.5%	1	11,650
Pacific Islander	0	0.0%	0	394
Two or More Races	14	6.8%	14	5,014
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	35	16.9%	35	55,398
Recommended H.S. Program/DAP	172	83.1%	172	246,020
Special Education Graduates	11	5.3%	11	24,744

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	21.5	19.4
Grade 1	-	23.0	19.5
Grade 2	-	22.5	19.3
Grade 3	-	22.2	19.3
Grade 4	-	22.1	19.3
Grade 5	-	22.0	21.2
Grade 6	-	22.8	20.6
Secondary:			
English/Language Arts	19.3	19.9	17.4
Foreign Languages	20.5	20.5	18.9
Mathematics	19.2	20.4	18.1
Science	19.5	21.3	19.1
Social Studies	20.3	21.4	19.6

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	74.7	100.0%	100.0%	100.0%
Professional Staff:	63.3	84.7%	56.6%	64.2%
Teachers	57.3	76.6%	44.9%	51.0%
Professional Support	3.0	4.1%	7.3%	9.3%
Campus Administration (School Leadership)	3.0	4.0%	2.6%	2.9%
Educational Aides:	11.4	15.3%	11.7%	9.4%
Total Minority Staff:	13.6	18.1%	26.5%	45.7%
Teachers by Ethnicity and Sex:				
African American	6.1	10.7%	6.6%	9.6%
Hispanic	1.0	1.7%	5.6%	25.2%
White	48.1	84.1%	85.8%	62.3%
American Indian	0.0	0.0%	1.0%	0.4%
Asian	1.0	1.7%	0.5%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.7%	0.5%	1.1%
Males	23.5	41.0%	20.7%	23.3%
Females	33.8	59.0%	79.3%	76.7%
Teachers by Years of Experience:				
Beginning Teachers	4.6	8.0%	9.4%	8.3%
1-5 Years Experience	11.0	19.2%	24.6%	25.3%
6-10 Years Experience	6.0	10.5%	16.7%	22.8%
11-20 Years Experience	24.7	43.1%	33.1%	27.0%
Over 20 Years Experience	11.0	19.2%	16.2%	16.5%
Number of Students per Teacher	14.7	n/a	15.9	15.4

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.9	11.8	11.2
Average Years Experience of Teachers with District:	8.5	8.3	7.6
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,944	\$40,654	\$43,480
1-5 Years Experience	\$44,575	\$44,258	\$45,379
6-10 Years Experience	\$45,791	\$45,737	\$47,855
11-20 Years Experience	\$48,256	\$48,191	\$51,493
Over 20 Years Experience	\$54,834	\$54,662	\$59,032
Average Actual Salaries (regular duties only):			
Teachers	\$47,812	\$47,148	\$49,692
Professional Support	\$54,671	\$51,055	\$58,551
Campus Administration (School Leadership)	\$64,995	\$63,147	\$72,764
Instructional Staff Percent:	n/a	56.6%	64.4%
Contracted Instructional Staff (not incl. above):	0.4	2.5	1,984.1

District Name: COLUMBIA-BRAZORIA ISD
 Campus Name: COLUMBIA H S
 Campus Number: 020907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	4	0.5%	3.4%	17.1%
Career & Technical Education	759	89.9%	25.0%	22.2%
Gifted & Talented Education	39	4.6%	3.2%	7.6%
Special Education	77	9.1%	8.5%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.8%
Career & Technical Education	8.9	15.5%	4.6%	4.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	35.1	61.3%	81.2%	72.7%
Special Education	7.7	13.5%	11.2%	9.1%
Other	5.6	9.8%	2.9%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2012-2013 Financial Actual Report](#)

*** Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- 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

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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%

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.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

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%

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.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

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.

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

Comprehensive Needs Assessment

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.

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.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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.

5. Attendance rate 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.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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.

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)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

CPR/First Aid

Thinking Maps

Giggle applications

E SPED

CPI training

SPED ARD procedures

Activity accounts

UIL

DMAC

StemScope

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

math TEKS Realignment

Changes to STAAR

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.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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 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.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

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.

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.

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.

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

Comprehensive Needs Assessment

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.
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.

Comprehensive Needs Assessment

Technology Strengths (Continued)

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

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 cpu's 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

Comprehensive Needs Assessment

Technology Summary (Continued)

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.

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.

Comprehensive Needs Assessment

Technology Summary (Continued)

- 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.

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