

Columbia High School – School Improvement plan

The plan of action form improvements brings together the analysis of the previous sections of this report and builds toward the achievement of our mission and our goals. As a staff we recognize that the important indicators of successful improvement will be the completion of the action steps as outlined in each of the listed goals, along with a continuation of the quality programs that did not make it into this section specifically. In developing our plan Columbia followed the process recommended by the National Study of School Evaluation. Typically, rather than defining teams and splitting responsibilities among them our staff chose to do much of the work as a single group.

The specific improvements decided upon for our action plan are:

1. Increased Communication
2. Enhancing Alignment with Columbia’s Unified Instructional Core
3. More Effective Student Transitions
4. Enhancing a Positive School Environment

Goal One – Increased Communication

Rationale:

Communication with staff did not receive terribly low scores on our parent survey; however, scores associated with parent communication on grades were lower than the mean scores by area. Additionally there were multiple comments regarding the Parent Access portal in our Skyward program and consistent posting of grades there. Further research showed that while some staff members are clearly following communication expectations as outlined in our standard operating procedures, we are not doing so as a full staff. Staff also agreed that information should be shared with one another about students’ abilities and behaviors more often and in a more formal process. Vital information regarding student data, services available, grades, credits and behavioral management should be made readily available in an effort to ensure students’ needs are met in a timely fashion.

Action	Timeline	Estimated Resource	Person(s) responsible	How Evaluated
Staff Collaboration	Fall of 2010 to present	Lesson protocols, coll. calendar	All staff	Participation, lessons redesigned, student alerts submitted, parent contacts
Review of SOPs on grades and posting	Fall 2012	SOP, Staff Mtg	Principal	Increase in timeliness/consistency of grade postings
Plan an "Open House" or HS information night	Fall 2012 – ongoing	Course outlines, handouts, invitations, questionnaire	All staff	Attendance and results of effectiveness questionnaire
For IEP identified students plans and recommendations will be shared with the staff at the start of the school year	Fall 2008 – ongoing	IEP forms and/or summary form, copies of transition plans, staff mtg time	Special education staff	IEP outcomes correctly stated and followed correctly in all classrooms, least restrictive environment utilized as stated by MDT team
Consistent handling of classroom management issues	2011/12 school year – training	Time to Teach program; presenter and refresher	All staff	In class records, communication on discipline related documents, periodic review of processes
Classroom management standards enhanced with consistency	Spring 2011 – ongoing	Time to teach program, teach-to's and training	All staff	Staff reporting, trainings completed, utilization of refocus forms, decrease in referral forms
Build consistent grading scale, grading procedures	Spring 2012 – ongoing	Staff surveyed for past practices	Teachers, principal	Standard grading scale chosen, standard grading procedures implemented
Levels of engagement as marked by students	Winter 2004 – ongoing	"Working on the work" materials, Lesson assessments	All Staff	Student reporting, Foundational Lesson assessment data, staff reporting
	Fall 2011	Parent portal information,	Office staff	Completion of task, fewer inquiries as to log in, more successful log ins

Add 'parent portal' access information to registration documents	2010	registration forms	All staff	Procedures developed, class records, student grades
Collaborative evaluation of schoolwide and classroom deadline procedures	2009	Schoolwide, and each classroom, has developed procedures for timeliness and quality of work	All staff	Staff reporting, FLAs completed
Foundational lesson assessments utilized		Protocol training		

Goal Two – Enhancing Alignment with Columbia’s Unified Instructional Core

Rationale:

The Unified Instructional Core for the Columbia School District continues to evolve as a powerful guide and tool for educators. Our high school staff discussed the need to list goals associated with: Student engagement – our district’s “core business,” cross-curricular writing, Time to Teach, Common Core State Standards, curriculum alignment and Teacher-Principal Evaluation Protocol criteria. We were excited to realize that each of these goals fit well as pieces of our district’s Unified Instructional Core. The most interesting and viable part of the CSD UIC is the immediate applicability of it. By starting out at our CSD webpage, with just a few clicks of the mouse, an educator can get directly to a ‘fingertip resource’ that follows from a path covering any of the above mentioned potential-goal-items, and many more. While this goal is as simply stated, it is much more in depth and encompassing than the one statement.

Action	Timeline	Estimated Resource	Person(s) responsible	How Evaluated
Standard operating procedure and associated lesson – writing across the curriculum	Continuous, with rigor increased starting Fall 2012	District-defined “5 –part essay,” training on essay composition	Teaching staff	Probable increase in ‘short form’ writing expectation submissions, writing scores, writing assignments submitted
Technology training – optimizing use of Skyward options	Continuing	Staff meeting and/or collaboration time	Principal – will bring in tech director or other trainer	Review of grade books will show if records updated more frequently, use of labs and/or program increases, use of interactive whiteboards and/or other technologies
High school Staff collaboration	Reinstated Fall 2010	CLSR protocols, collaboration training	All staff	Participation, lessons created and revised
Updating of grade level vocabulary, “Columbia-terms”	Winter 2012	C-terms list, CCSS by curricular area	Teaching staff	Upon completion of updated C-term list, and a comparison with CCSS if applicable by curricular area
Vertical Team collaboration	Winter 2012	Collaboration time	Teachers, principals	Collaboration evaluations
Time to Teach refresher training	Fall 2012	Presenter time, maybe staff led	Principal	Complete when all staff has had refresher training in Time to Teach protocols
Increased fingertip resources in “Subject Learning” areas	Continuing	Time in collaboration or release time	Teachers, para educators	Count on fingertip resources in Subject Learning areas, gauge increase and amount used
Common Core State Standards training brought	October 12, 2012 and continuing	Trainer – Carolyn Lint	Teachers and principal	Workshop effectiveness survey
Initial training on TPEP	October 12 and continuing	Trainer – Carolyn Lint	Teachers and principal	Workshop effectiveness survey

Goal Three – More Effective Student Transitions

Rationale: At all grade levels, but particularly with the most at-risk entering freshmen group, defining criteria for advancement and making certain that those criteria are met in an effort to keep those students progressing has become a premium – again, most particularly at the freshmen level. In our 2010/2011 freshmen cohort group nearly one half failed at least one course, almost twenty students listed in the present freshmen class have repeated. Our survey results included comments from repeat freshmen who feel as if they were not give a fair shot at succeeding, as well as comments from the opposite end of that spectrum, kids who felt that their education suffered due to a slow-down of curricular topics and learning because of underperforming counterparts. In the parent survey one of the lowest scoring statements referenced Columbia’s ability to prevent students from dropping out. A good percentage of our drop outs tend to be students who did not continue the successful transitions they had in middle school at the high school level. Finally our staff chose to list transitions as the second most ‘in need’ area for increased success at our high school.

Action	Timeline	Estimated Resource	Person(s) responsible	How Evaluated
Entering Freshmen orientation with HS staff	Spring 2013	Create a ‘transition to HS’ packet and meetings for this purpose	Principal, teachers	Will utilize an evaluation by students and staff
Student service coordinator meetings with 8 th grade students	Continuing	Specific HS materials and registration paperwork – presently used	Student Services Coordinator	Assessed as first step in student’s High School and Beyond plan
Entering Freshmen orientation with ASB officers and ‘Freshmen Survival Guide’	Spring 2011 and ongoing	ASB driven assembly, facts presentation, facilities tour, ‘Survival Guide’	ASB, advisor, teachers	Students reporting, fewer failing grades in first semester, fewer absences reported
Gear Up tutor center offerings	Fall 2010 – expanding	Gear up tutoring moved into the library for lunch and pm tutoring	Gear Up staff	Review success of recruiting for tutoring center, number of students participating

Collection of Evidence courses	Spring 2012 and ongoing	Staff – identification of jr/sr students in need of COE submissions	Student services, principal, gear up	Number of successful collections submitted
Review of district retention policy/procedure	Winter 2012	Policy/ procedures	Staff task force	Potentially recommendations for changes
Yearly transition and scheduling forms	Spring 2001 – present	Form developed and continuously update	Student services coordinator	Fewer scheduling changes needed, parent sign off forms returned
Transition and ‘at risk’ groups	Winter 2012	Staff to work with groups of at-risk and failing students	Grade checks, D/F lists	Increased grades of at-risk group
College visitations	2011 and ongoing	Funding for transportation	Gear up and staff	Number of students attending, evaluation of ‘college culture’
Summer school	Summer 2003 and ongoing	Funding for instruction and materials	Gear Up staff, administration	Target list of students behind in credits actually gaining credits in summer school

Goal Four – Enhancing a Positive School Environment

Rationale:

While survey scores from students, staff and parents all recorded high marks in the area of a pleasant, welcoming environment, there were several areas that caused a strong discord as well. On the student survey there were a dozen comments referencing drug use, and nearly as many referencing bullying and intimidation. We have experienced a noticeable increase in instances of reported harassment, some on campus but also coming from reports on social media sites. We have noticed an increase in numbers of students seeking to report potential harassment and bullying, as well as students seeking counseling services comparable to those that we used to offer through grant funds, but are no longer able to presently. Enhancing a Positive School Environment is a broad goal; specifically we are hoping to react effectively to the drug, bullying and harassment instances that have been reported.

Action	Timeline	Estimated Resource	Person(s) responsible	How Evaluated
Secure staff training on drug trends and recognition	Winter 2012	Roughly \$300 trainer costs	Principal, all staff to attend	Completion of event, staff evaluation of workshop
Secure a motivational speaker on H.I.B. and effects of	Scheduled for 10/26/12	Cost of speaker and associated costs – Gear up funding?	Principal – Gear Up to the rescue!	Completion of event, Event occurred on 10/26/12, students enjoyed!
Seek return of Walla Walla PD narcotics dog	2012/2013 school year, multiple visits desired	Was cost free last time, will hope for return	Principal	Completion of event, whether leads to seizure of substances (as it did in 2011)
Seek contract with professional narcotics K9 service	2012/2013, multiple visits desired	Roughly \$1200 yearly contract	Principal	Completion of even, whether leads to seizure of substances
Secure in-service for staff on working with students who feel bullied	Scheduled for 10/26/12 collaboration time	Cost of in-service provider	Principal, and Gear Up staff	Completion of event, staff reporting
Graffiti abatement	Immediately – ongoing	\$50, paint and painting supplies	Custodian, principal	Twice-weekly sweeps of ‘typical’ areas, cover graffiti immediately
Review and rework Columbia HS Athletic Code, substance policy	Spring 2013	Time and staff, community participants	Athletic Director	Submission to school board of revised Athletic Code document
Review and rework Columbia HS Athletic Code, citizenship policy	Spring 2013	Time and staff, community participants	Athletic Director	Submission to school board of revised Athletic Code document
Review and recommend ‘safe, comfortable’ gathering areas	Winter 2012	??	Disappearing staff task force to do review	Documentation of task force recommendation, follow through on affordable recommendations

Create Teach-to's utilizing our Time to Teach format on HIB topics	Winter 2012	Time to Teach resource manuals	All staff	Number of teach to's created and/or deemed needed
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