COLUMBIA H S
Campus Improvement Plan
2023/2024

Catch the Challenge! Learn for Life!
Columbia High School is a learning community that educates all students in a safe and respectful environment, fostering and celebrating success.

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Mission

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

Vision

Engaging and empowering all students to become 21st century learners and global citizens by building a positive climate and culture, ensuring a safe school environment, and fostering an organized and collaborative learning community.

COLUMBIA H S Site Base

Name	Position
Kinney, Jeffrey	Principal
Halliday, Lori	Assistant Principal
Bailey, Lorissa	Assistant Principal
Wilson, Robbin	Assistant Principal
Miller, Candyce	Counselor
Kincannon, Jennifer	Counselor
Thibodeaux, Suzanne	Teacher Leader
Jones, Lauren	Teacher Leader
Hernandez, Mitchell	Community Member
Hernandez, Michelle	Parent
Laker, Alyssa	SPED Teacher

Resources

Resource	Source
No rows defined.	

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Goal 1.   (Commissioner Focus:Recruit, support and train teachers and principals) Columbia High School will support teachers and staff and retain 85% of highly qualified teachers annually. Previous year had an 81% retention rate.

Objective 1.   Provide a safe learning environment that is professional.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mentoring will be provided for teacher new to the profession, new to the district, and/or teachers struggling in the classroom. (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,5,5.1)	Assistant Principal(s), Instructional Staff, Lead Teacher, Principal, Teacher(s)	August - May		Criteria: Teachers and mentors will be surveyed to evaluate the effectiveness and efficiency of the mentoring set up.
2. Staff will be up to date in trainings such as positive supports, de-escalating strategies, and safety drills to promote a safe environment in every day or crisis situations. (Strategic Priorities: 1,4) (ESF: 2,2.1,3,3.1,3.2,3.3,5,5.1)	Administrative Council, Assistant Principal(s), Counselor(s), Department Chair, Intervention Staff, Librarian & Support staff, Principal, Safety Team, School Nurse, Special Ed Teachers, Teacher(s)	August- May		

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Goal 2. (Superintendent Focus: Progress measure will increase to 80% by 2024.) Students will achieve at least a 5% gain on state assessments progress measure.

Objective 1. T-TESS, walk-throughs, and observations will ensure lesson plans, assessments and materials are in place for targeted subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The leadership team will focus on the effective implementation of the PLC focused on: effective lesson planning, building curriculum knowledge (intellectual prep), for effective Tier I instruction, and data disaggregation for next steps on instruction. (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Core Subject Teachers, Department Chair, Instructional Staff, Principal, Teacher(s)	August-May		Criteria: Improved lesson planning and instructional delivery. DMAC data, Meeting agendas/notes, EOC data.
2. Campus will utilize all district assessments and campus summative assessments to drive instruction. Leadership team will support teachers in PLC to disaggregate the data to make informed decisions on re-teach, spiraling, small groups, and targeted intervention. (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Core Subject Teachers, Department Heads, Instructional Staff, Principal, Teacher(s)	August-May		Criteria: Informed instructional decision making to intentionally target students' deficiencies and support teachers.
3. Utilize the US history content to be able to teach writing and inferencing as well as expose students to informational texts that they will need to be successful in English II. (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Core Subject Teachers, Department Chair, Instructional Staff, Principal, Teacher(s)	August-May		Criteria: Students will be more prepared for STAAR resulting in higher success rate on English II EOC.

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Goal 3. Improve Columbia High School's Accountability Rating for Domain III: Closing the Gaps

Objective 1. By June 2024, achievement gaps between student groups will be decreased. Current gaps include: Campus AA Hispanic White SPED Eco
DEnglish I 42 28 28 51 6 34English II 54 35 49 62 0 48Algebra 20 13 19 21 9
21Biology 51 21 37 64 6 41US History 60 48 52 67 14 55

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intervention plans will be targeted to support meets level for every special student group in Domain 3. The administrative leadership and instructional staff will meet regularly to evaluate current data and tailor the instructional process to student needs and growth opportunities. (Target Group: H,AA,ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.3)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Department Chair, Instructional Staff, Principal, Teacher(s)	Dec.-May		Criteria: Special student groups in domain 3 will perform better at the meets level. Notes/Agendas, Release test data, EOC data, NWEA Map Growth results.
2. Through case managers, ensure accommodations/modifications of 504/SpEd students are met and the IEP is followed. (Target Group: SPED,GT,AtRisk,Dys,504) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)	Assistant Principal(s), Core Subject Teachers, Department Chair, Instructional Staff, Principal, Special Ed Teachers, Teacher(s)	August - May		Criteria: ARD and 504 plans, documentation of accommodations and modifications
Data from CBA, Unit Tests, release tests, EOC

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Goal 3.   Improve Columbia High School's Accountability Rating for Domain III: Closing the Gaps

Objective 2.   Decrease by 10% discipline referrals for African American students, students served in Special Education, and male students who belong to more than one of these student groups. Decreasing time spent out of the classroom for discipline issues will raise student achievement results in these student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The leadership team will provide teachers on-going professional development in restorative practices, classroom management and de-escalation strategies to decrease behavior issues and lower overall discipline incidents. Professional development will be provided with the goal of progressively building teacher capacity. (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Department Chair, Instructional Staff, Principal, Special Ed Teachers, Teacher(s)	August-May		Criteria: An overall reduction in campus discipline referrals and an increase in the use of positive behavior intervention strategies.

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Goal 3. Improve Columbia High School's Accountability Rating for Domain III: Closing the Gaps

Objective 3. CHS will reduce the risk ratio for disproportionality for total disciplinary removals for African American/Black students from 2.1 to 1.6 or less.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will increase the use of data to identify trends that result in the highest number of exclusionary removals of African American/Black students. (Target Group: AA,SPED) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,5,5.1)	Assistant Principal(s), Department Heads, Principal, Sped staff, Teacher(s)	August - May		Criteria: Data in OnDataSuite and PEIMS to document reduction in removals from 29 to 14 or less.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The population of CHS is diversified and has been largely constant throughout time. Due to district-level initiatives to mandate certification for all teachers and to support any core teachers who already hold certification, the number of teachers in the
CHS staff who are certified in ESL continues to rise. Additionally, CHS strives to employ a diverse team. The staff's overall demographics are relatively similar to those of the student body, however teachers are more likely to be
of white descent. The district frequently employs local residents as teachers, teaching assistants, and other staff members due to a lack of housing to attract outside applicants.

Demographics Weaknesses

Columbia High School would like our staff demographic to better match our student demographics.

Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Some students at Columbia High School have academic and behavioral challenges that make school difficult.

Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Columbia High School have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need for appropriate behavior strategies training for staff.

Problem Statement 3: Over the past few years, the demographics of the community have changed and the population of disadvantaged students has increased from 39% in 2018 to 57.5% in 2022, and continues to rise.

Root Cause: CBISD's location has a housing shortage and its lack of proximity to large cities leaves little areas for growth. Many of our families are second or third-generation families living in their homes.

Demographics Summary

Comprehensive Needs Assessment

Columbia High School has a current enrollment of 896.5 students. The breakdown of class sizes is: 12th grade - 186 students, 11th grade - 220 students, 10th grade - 245 students, and 9th grade - 245.5 students.
50.3% - Female
49.7% Male

At Risk - 49.7%
CTE - 70%
ESL - 7%
LEP - 7.9%
GT - 8.4%
504 - 14.2%
SPED - 12%
Title 1 - 1.5%
Free and Reduced lunch - 53.2%

Student Achievement

Student Achievement Strengths

All campus EOC scores in 2023 increased from 2022 results.
English I EOC increased by 15% (56-71)
English II EOC increased by 4% (73-77)
Biology EOC increased by 8% (80-88)
Algebra EOC increased by 9% (57-66)
US History EOC increased by 8% (84-92)

Student Achievement Weaknesses

Although there has been an increase in student success rate for all EOC's, Columbia High School is still below the state average in the Biology, Algebra, and US History EOC's.
Biology and US history results are with 3% of the state average.
The largest discrepancy is in the Algebra EOC results as Columba High School is 12 percentage points below the state average.

Student Achievement Needs

Comprehensive Needs Assessment

Administrative and Instructional leaders on campus need to continue to provide support to teachers and students. Departments need to continue in their growth of Common Planning Periods. Additionally, ongoing professional training and coaching in behavior management and de-escalation is needed in order to build a strong learning environment for students and provide teachers with conflict resolution tools.

Student Achievement Summary

Due to the opportunities students have to work through the CTE program for certifications, test with college-ready assessments, and military connections, college and career ratings keep improving. The campus's 2023 STAAR Accountability rating is expected to be a C.

School Culture and Climate

School Culture and Climate Strengths

Staff at Columbia High School are working to create a school that can be commonly described as a school with a safe learning environment. Administration is working to create an atmosphere where staff feel included and valued, and who respond well to the engaging approach to teaching and learning. CHS maintains both high academic and behavioral expectations

School Culture and Climate Weaknesses

Attendance rates are down this year from 92.87% in 2022-23 to 90.77% so far in 2023-24.

School Culture and Climate Needs

Working on creating an environment where teachers don't feel isolated because they are labeled a "singleton" teacher. Many departments work as a team, but moving that idea of teams into a feeling of a unified campus is the goal.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Columbia High School is a staff that is working to cultivate success with and for our students. We are building a culture that recognizes success and helping students grow into the adults that we want them to be. One method of doing that is the campus belief of
#Be That Adult

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Columbia High School believes that a positive school culture and climate is essential to the success of all students in our building. Columbia High School needs to be a school where all students feel safe and are supported and staff members are collaborative and congenial.
Our culture is driven by our core values and beliefs about teaching and learning.

Columbia High School Core Values:

P - Positivity
R - Resilience
I - Integrity
D - Determination
E - Excellence

Staff Quality, Recruitment and Retention Weaknesses

The location of CBISD, as well a higher teacher compensation in nearby, larger districts, makes recruitment and retention of effective teachers more difficult.

Staff Quality, Recruitment and Retention Needs

Columbia High School will continue to develop its leadership team and offer avenues for qualified teacher leaders to advance their careers and receive compensation for acquiring new skills.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

While Columbia High School does a good job of returning instructional staff, there was an 11.9% turnover rate coming into the 2023-2024 school year. The Campus Administrative Team will work to retain a majority of the instructional staff while also offering professional development opportunities to help staff members grow in their abilities as instructors.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Strong subject leaders collaborate with their departments during Common Planning Periods and work together and share resources. Campus and District Assessments are given at certain dates throughout the year as a means of gathering data to ensure student growth.

Curriculum, Instruction and Assessment Weaknesses

Staff is not completely aware of the resources that they have at their disposal to present and teach TEKS.

Curriculum, Instruction and Assessment Needs

Administrative leaders at Columbia High School need to continue to educate the staff on the resources that they already have access to, such as Edgenuity.

Curriculum, Instruction and Assessment Summary

The district and campus do a good job of ensuring that the curriculum and assessments are properly aligned. Staff continue to familiarize themselves with existing resources and Common Planning Periods focused on best practices strengthen Tier 1 instruction, leading to student growth.

Family and Community Involvement

Family and Community Involvement Strengths

Family and Community Involvement Strengths (Continued)

The campus provided an open house for the families to meet staff, tour the school, and welcome them to the new school year.
CHS also provides educational sessions for FAFSA enrollment and help, college readiness and important items for parents and students to be aware of. Surveys generally show that parents feel there is strong family involvement opportunities. Volunteers are always welcomed and provided opportunities to assist the school with their talents.

Family and Community Involvement Weaknesses

Parent Involvement at Columbia High School is usually focused around extra curricular events, involvement in the educational process is lacking.

Family and Community Involvement Needs

CHS is working on ideas to increase parent involvement in their student's high school registration and understanding of the high school academic plan.

Family and Community Involvement Summary

While CHS has fairly strong parental involvement, the goal is to shift some of the involvement to the educational process that occurs on campus.

Technology

Technology Strengths

Columbia High School is a 1:1 campus where all students are provided a Chromebook for use at school and/or home. Teachers have equipment that is up to date and they also have access to quick assistance when needed.

Technology Weaknesses

Keeping student equipment charged and in working order can be a challenge. Internet service is sometimes dropped causing disruption in the classroom lesson and/or the

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

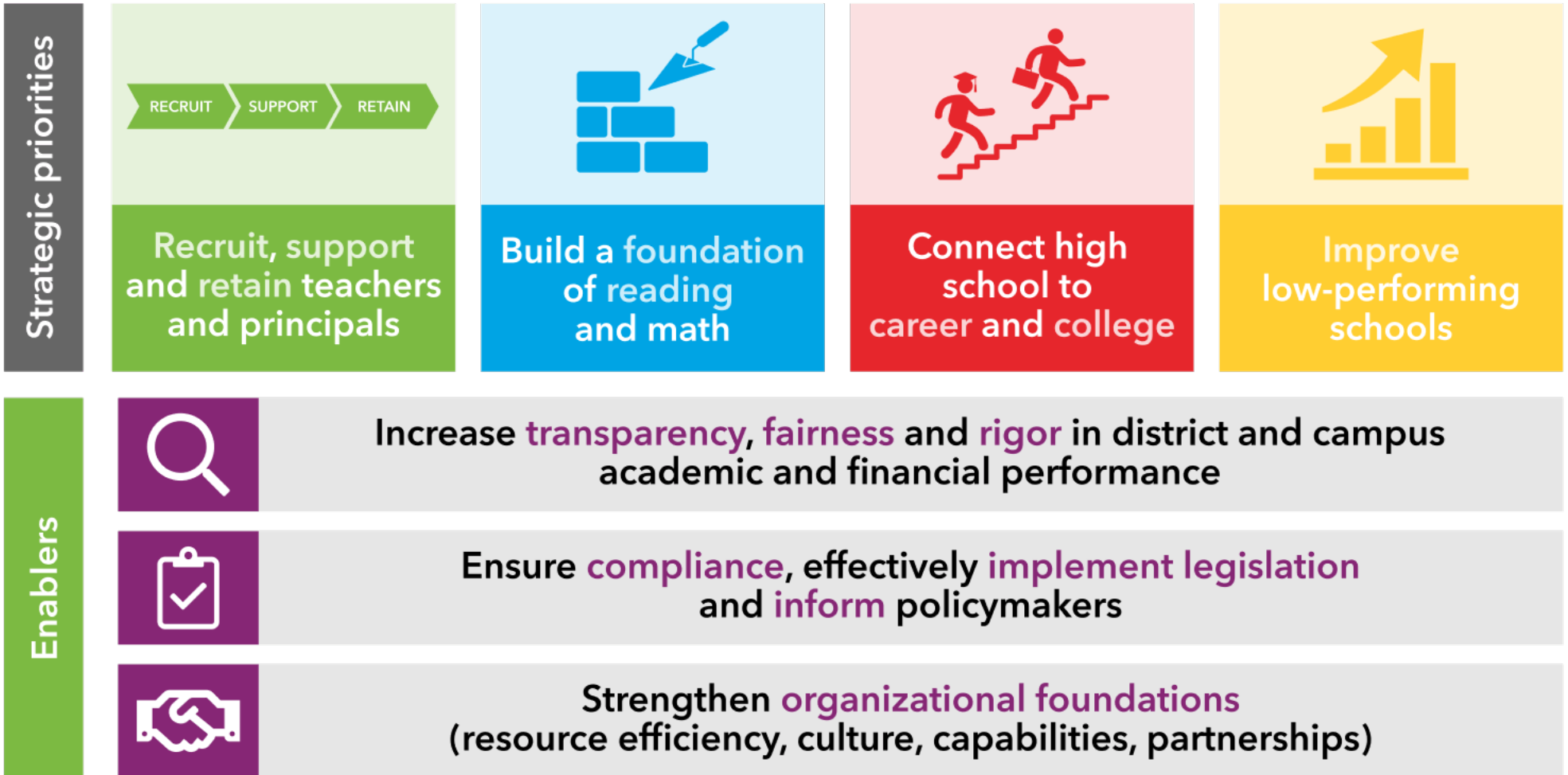departments instructional calendar.

Technology Needs

Ample funding to stay abreast of new trends and keep qualified staff as well as the ability to upgrade and update efficiently is the greatest need at CHS. Internet access for students in their home is also a huge challenge with the high levels of poverty.

Technology Summary

Technology use is part of the culture for CBISD. A great amount of resources have been dedicated to keeping it working, up to date and a viable path for teachers to teach and for students to learn. Keeping up to date and ample resources available is the greatest challenge that is constantly reviewed at the district level and a variety of funding streams are utilized. Student home use is the greatest challenge as many families do not have the resources to support home use. Local systems also present a challenge as more power is needed for improved technical systems. However, CBISD has been in the lead for rolling out 1:1 hardware for student use at school.

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT › SUPPORT › RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov