

Columbia Central High School Annual Plan (2021 - 2022)

Last Modified at Sep 28, 2021 09:30 AM CDT

[G 1] Maintain Safe and Healthy Students

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

Performance Measure

Reduce the percentage of students disciplined from 7.3% to 6.3%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS by 1%Reduce the percentage of students disciplined ISS by 1%Reduce the percentage of students disciplined OSS from 6.1% to 5.1%Reduce the percentage of BHN, SWD, ED disciplined -BHN 11.3% to 10.3%-SWD 11.2% to 10.2%-ED 11.5% to 10.5%

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|--|---|---------------------------|----------------------------------|-------|
| <p>[S 1.1] Behavioral interventions and supports Develop, create and establish a multi-tiered framework that address identified behavior needs and provide appropriate student supports. The district will provide support to schools through Vanderbilt's Tennessee Behavior Supports Project to develop school wide behavior plans (RTI-B). Having a school wide discipline plan will decrease suspension/expulsion rates.</p> <p>Benchmark Indicator Due to an increase in new staff, we will develop and create an RTI2-B team. We will seek out new training opportunities with Tier I. We will revise our school wide expectations to be sure that they are behavior driven and not compliance driven.</p> | <p>[A 1.1.1] Response to Intervention- Behavior Develop a school-wide multi-tiered system of support team that focuses on behavior.</p> | <p>CHS Administration- Mr. Eady, Dr. Kovach, Dr. McClain, Dr. Nettles</p> | <p>11/30/2021</p> | | |
| | <p>[A 1.1.2] Response to Intervention- Behavioral Expectations School-wide MTSS team will develop, create, and implement school-wide behavioral expectations.</p> | <p>CHS Administrations</p> | <p>11/30/2021</p> | | |
| | <p>[A 1.1.3] Response to Intervention- Behavior (Restorative Practice)</p> | <p>CHS Administration</p> | <p>11/19/2021</p> | <p>Title II Funds [\$707.20]</p> | |

| | | | | | |
|---|--|---|------------|---------------------------|--|
| | Teachers and staff will be trained on Restorative Practices on November 19, 2021. | | | | |
| | <p>[A 1.1.4] Response to Intervention- Trauma Informed Practices</p> <p>CHS teachers and staff will attend a training on trauma informed practices on March 14, 2022.</p> | CHS Administration | 03/14/2022 | Title II Funds [\$107.20] | |
| <p>[S 1.2] Parent, family, and community engagement</p> <p>The school will engage families is through our Family Resource Center. The center is a community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. school year.The school communicates with families on a variety of platforms. The school utilizes social media platforms to engage families and the community. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view.Columbia Central communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures.</p> <p>Benchmark Indicator</p> <p>Parent and Community SurveysSocial Media PostSchool Call outs, emails and text messages</p> | <p>[A 1.2.1] Establish communication between school and parents</p> <p>Social Media sites are utilized for posting and communication with parents and community 3 to 5 times a week.We will seek feedback from parents, students, and stakeholders with the use of 2 surveys a year.We will do one or more school callouts, emails, and text messages weekly.</p> | CHS Administration (Mr. Eady, Dr. Kovach, Dr. McClain, and Dr. Nettles) | 05/27/2022 | | |

| | | | | | |
|---|--|---|------------|--|--|
| | <p>[A 1.2.2] High School Transition 1.) Counselors will hold informational meetings at the feeder schools to inform parents of high school requirements. Students and families will be given high school expectations, graduation requirements, and will complete high school request forms. 2.) Students and families will have the opportunity to attend a freshmen orientation, where students will receive schedules, have a tour of the building and meet their teachers.</p> | CHS Administration and CHS Counselors | 09/30/2022 | | |
| <p>[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs. Strengthen our Family Resource Center to provide needed supports. Build capacity within our school counselors to help our families that need mental health supports.</p> <p>Benchmark Indicator Develop a partnership with outside mental health agencies.</p> | <p>[A 1.3.1] Mental Health Action Steps 1.) Work to strengthen our FRC to have a strong presence of support within our community. 2.) Work with our school counselors to build capacity to move from a guidance counselor to a professional school counseling model. 3.) Develop partnerships with mental health agencies within our community.</p> | CHS Administration (Mr. Eady, Dr. Kovach, Dr. McClain, Dr. Nettles) | 05/27/2022 | | |
| | <p>[A 1.3.2] Family Resource Coordination Strengthen our FRC to have a strong presence of support within our community.</p> | FRC Coordinator, Kevin Eady | 05/20/2022 | | |
| | <p>[A 1.3.3] Build capacity within school counselor Align counselor roles and responsibilities to Tennessee State Board of Education Policy 5.103 to create and develop CHS counseling program that align with Tennessee's Comprehensive School Counseling Model of Practice.</p> | CHS administration and counselors | 05/20/2022 | | |
| | <p>[A 1.3.4] Mental Health Agency Partnership Develop partnerships with mental health agencies.</p> | Counselors, FRC, CHS Administration | 05/20/2022 | | |

[G 2] Improve Math Achievement and Growth by 2022

We believe that student achievement levels and yearly growth will increase at Columbia Central High School as we continue to implement the research-based Ready Math strategies and Carnegie Math curriculum in grades 9-12. With ongoing district-level and school-level teacher training in grade-level standards, common formative assessments, and supports for effective planning, student performance will improve in the following End of Course (EOC) math assessments: Algebra I, Algebra II, and

Geometry.

Performance Measure

Increase the percentage of 9th-12th students performing on track or mastered by 10% on each EOC math assessment Algebra I = from 7% to 17% Algebra II = from 10% to 20% Geometry = from 3% to 13%

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|--|--|---------------------------|----------------|-------|
| <p>[S 2.1] Math Instruction on Grade Level We are using research-based strategies aligned with Ready Math, a high-quality math curriculum, during the 2021 - 2022 school year. We are using the district-developed implementation plan centered on the Learning Loss Tools on behalf of the South Central CORE office. Walk-throughs will continue to be conducted with the support of CORE Math and RTI Consultants and SREB consultants. In reviewing walk-through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered that rigorous, high-quality instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math strategies and Carnegie Math curriculum (adopted for Algebra I, Algebra II, and Geometry), and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback.</p> <p>Benchmark Indicator The school-level administration and district-level curriculum leaders will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk-through data will be collected through Kick Up. In following the Ready Math/Carnegie</p> | <p>[A 2.1.1] A 2.1.1] State Content Standards Alignment CHS will provide opportunities for teachers to continue pacing and aligning TN standards to present curriculum, assessments, and resources. The administration team will provide opportunities for math teachers to meet as a PLC group. The teachers will review curriculum, assessments, and resources to improve core instruction. The teachers will also plan for remediation and differentiated instruction to meet the needs of at-risk students. Strategies: Grade-level/subject-specific collaborative planning and weekly implementation of PLCs. CHS Administration will conduct frequent walk-throughs in all Math classrooms and support struggling teachers through intentional feedback and coaching.</p> | <p>CHS Administration (Mr. Kevin Eady, Dr. Whitney Kovach, Dr. Rose McClain, and Dr. Milton Nettles)</p> | <p>05/27/2022</p> | | |

| | | | | | |
|--|--|--|-------------------|--|--|
| <p>Math Implementation Plan, students and teachers will complete surveys at the end of each semester. Ready Math/Carnegie Math Diagnostic will be conducted and reviewed three times a year in grades 9-12. Growth monitoring will be reviewed as available. In partnership with district-level curriculum leaders, the school leadership team will review CASE Benchmark data.</p> | | | | | |
| | <p>[A 2.1.2] Response to Intervention- Academics- Assess Provide on-the-job training to teachers in administering Aimsweb assessment to all 9th graders.</p> | <p>CHS Administration, 9th grade core teachers</p> | <p>11/30/2021</p> | | |
| | <p>[A 2.1.3] Response to Intervention- Academics -Create Use Aimsweb data to create tiered intervention groups for 9th grade students to address math and reading skill deficits.</p> | <p>CHS Administration</p> | <p>11/30/2021</p> | | |
| | <p>[A 2.1.4] Response to Intervention- Academics - Implement With the use of data and created RTI groups, teachers will provide RTI intervention to tiered students during Lion time.</p> | <p>CHS Administration, teachers</p> | <p>11/30/2021</p> | | |
| <p>[S 2.2] Assessments Continue to develop common formative assessments aligned to state content standards. On district-wide PD days, we will allow teaching teams time to create and analyze common formative assessments. District pacing guides were revised during the summer months, and these pacing guides will be used to develop formative assessments centered on priority or power standards. School-level and district-level formative assessment and benchmark results will be shared to facilitate adjustments to instruction</p> <p>Benchmark Indicator Increases in student performance/achievement as</p> | <p>[A 2.2.1] A 2.2.1] Data Collection and Analysis Data Teams - The district will support teachers and administrators in the data team process to improve overall effectiveness of teaching and identifying individual needs of students. School-level administration in conjunction with district-level leaders will provide training on the use of data to drive instruction and the RTI2 process. Teachers will analyze common formative assessments to track student progress and plan for intervention and enrichment. Strategies: Teachers will use collaborative planning time and PLCs to discuss common formative assessments, analyze data, and set SMART goals</p> | <p>CHS Administration (Mr. Kevin Eady, Dr. Whitney Kovach, Dr. Rose McClain, and Dr. Milton Nettles)</p> | <p>05/27/2022</p> | | |

| | | | | | |
|---|--|--|--|--|--|
| evidenced by common formative assessments, benchmarks, EOC assessments, and TVAAS gains | | | | | |
|---|--|--|--|--|--|

[G 3] By spring 2022, we will improve k-12 literacy.

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in Response to Intervention this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure

English students mastering standards will go from the current 18.4% to meet or exceed the current district average of 22.2%. We will increase our TVAAS growth to a level 3 in the area of English.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|--|---|---------------------------|----------------|-------|
| <p>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Train and Implement</p> <p>Adopting and implementing new, high-quality instructional materials in grades 9-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation.</p> <p>Benchmark Indicator</p> <p>By Spring of 2022, English I will meet or exceed the current district average of 52% and on track to meet the state's 56% average. By Spring of 2022, English II will meet or exceed the current district average of 51% and on track to meet the state's 54% average. By Spring of 2022, students mastering standards will go from the current 18.4% to meet or exceed the current district average of 22.2%.</p> | <p>[A 3.1.1] S 3.1 Implementation of NEw High Quality Instructional Materials: Train and Implement</p> <p>Teachers and students will use data from the SAVVAS curriculum to analyze in class and during PLC to view specific standards where whole class and individual students are below, on track, or mastered the standards. Remediation opportunities that are aligned to those specific standards for whole class and individual students will be made available within two days of the first summative assessment.</p> | <p>ELA, SPED, and ELL teachers and CHS Administration</p> | <p>05/27/2022</p> | | |
| | <p>[A 3.1.2] ELA Coaches</p> <p>ELA coaches will assist in the development and</p> | <p>ELA Coaches, CHS Administration</p> | <p>05/20/2022</p> | | |

| | | | | | |
|--|---|--|-------------------|-------------|--|
| | implementation of high quality instructional materials and unit planning. | | | | |
| <p>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</p> <p>Implementing new, high-quality instructional materials in grades 9-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p> <p>Benchmark Indicator</p> <p>Teachers will collaboratively plan bi-weekly and unit plan quarterly. CHS Administration observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. Observations of collaborative planning sessions by CHS principals, will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teachers to strengthen the quality of planning. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. CHS principals will collect walk-through data and provide each teacher with feedback on their implementation at least once a semester on ELA teachers. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity and are meeting the instructional shifts of the standards</p> | <p>[A 3.2.1] Implementation of New curriculum</p> <p>Teachers will utilize PLC time to compare and analyze data from the SAVVAS curriculum to plan, implement, and remediate material and standards when students do not meet mastery. Teachers will compare TVAAS data for subject and individual student work. Teachers will teach students how to be accountable for their learning by giving students their individual EOC scores and predicted growth scores.</p> | <p>ELA Teachers, Sped Teachers, CHS Administration</p> | <p>05/27/2022</p> | | |
| <p>[S 3.3] Response to Intervention</p> <p>CHS will create and develop effective RTI practices and provide assistance and training based on results from fidelity monitoring. CHS will utilize technology and adaptive technology integration to enhance the learning of students and teachers.</p> | <p>[A 3.3.1] RTI Implementation</p> <p>Teachers will utilize RTI during designated time to work additionally with students needing RTI. In addition, remediation aspects will take place during class time with the use of the data, to implement RTI strategies.</p> | <p>ELA, ELL, Sped teachers and CHS administration</p> | <p>05/27/2022</p> | <p>None</p> | |

| | | | | | |
|---|---|---------------------------|-------------------|--|--|
| <p>Benchmark Indicator Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School administrators and assigned mentors will conduct walkthroughs.Integration of technology for RTI.</p> | | | | | |
| | <p>[A 3.3.2] Response to Intervention- Academic CHS will establish a 30 minute time-frame to deliver skill based intervention to 9th grade students.</p> | <p>CHS Administration</p> | <p>11/30/2021</p> | | |
| | <p>[A 3.3.3] Response to Intervention- Academic -PLC CHS RTI-A committee will create a meeting schedule to discuss student progress, growth, and data.</p> | <p>CHS Administration</p> | <p>11/30/2021</p> | | |

[G 4] Increase the number of ready graduates/EPSOs by May 2022.

Last year, 34.8% of Central High School students qualified as "Ready Graduates". It is our aim to increase the number of students who meet this criterion by 2% or more during the 21-22 school year.

Performance Measure

Improve graduation rate from 84.2% to 85.2%. Increase Ready Graduate students from 34.8% to 36.8%. Increase average ACT composite score from 19.2 to 19.7.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|---|---------------------------|----------------------------------|-----------------------|--------------|
| <p>[S 4.1] Increase the number of ready graduates by May 2022. Increase the probability for student success after high school by helping students prepare and succeed on the ACT. Provide opportunities to attain additional EPSOs and certifications. Incorporate postsecondary planning for all students.</p> <p>Benchmark Indicator Number of Students scoring a composite of "21" or higher on the ACT;Number of students taking "4" or more EPSO courses; Number of students taking</p> | <p>[A 4.1.1] Prepare students for ACT 9th and 11th grade students will participate in a practice ACT assessment. 10th grade students will participate in the ASVAB assessment. We will utilize data to integrate ACT strategies within the classroom curriculum. All 12th graders will participate in state ACT retake assessment.</p> | <p>CHS Administration</p> | <p>04/01/2022</p> | | |

| | | | | | |
|---|--|---|-------------------|--|--|
| <p>"2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test Number of local dual credits earned per semester. Number dual enrollment credits earned per semester. Number of industry certifications earned per semester</p> | | | | | |
| | <p>[A 4.1.2] Increase participation in Advanced Placement and Statewide Dual Credit exams As training is offered for the state, we will encourage teachers to become certified to teach AP and dual credit. This will allow us to create a schedule that provides more opportunities for students to take AP and dual credit classes.</p> | <p>CHS administration</p> | <p>05/20/2022</p> | | |
| | <p>[A 4.1.3] Increase opportunities for industry certification In a collaborate effort, we will work to get our new teachers certified in order, to provide more opportunities for students to become industry certified.</p> | <p>CHS Administration, CTE Director, and CTE teachers</p> | <p>05/20/2022</p> | | |