

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA HIGH SCHOOL (4620008) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

Mr. Leslie V. McNeal, Principal

Mrs. Ashley Haddox, Assistant Principal

Mrs. Lindsay Ball, Teacher

Ms. Danderia Walker, Guidance - will be voice for English Learners

Mrs. Lindsay Lucas, Guidance - will be voice for students with disabilities

Mrs. Emily Rayborn, Librarian

Mr. Mike Novinski, Teacher

Mrs. Kim Walley, Teacher

Mr. Charlie James, Teacher

Mrs. Jennifer Terrell, Teacher

Cole Lott, Student

Camryn Haddox, Student

Cayla Daniel, Student

Ms. Beth Johnson, Parent

Mrs. Shelly Blackard, Parent

Mr. Johnny Copeland, Community Liaison

Mr. John Hales, Community Liaison

Mr. Mickey Webb, Business Leader

Mrs. Sharon Watts, Note Keeper

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Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

Each department head was charged with the task of asking each teacher and staff member within their department for a list of areas of strength and weakness at Columbia High School

Teachers were asked to:

1. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"): Be sure to use data, (last year's ELS Benchmark results and other assessments in state test classes, AP Scores/Dual Enrollment Data, ACT Scores Attendance Data, Discipline Data and etc.)
2. For each section please indicate the following: Areas of Strength, Areas of Weakness and ways you would like to see this area grow. Be sure to state goals List of items of materials and needs to make those weaknesses strengths. Please be sure to include the prices of items.

The CHS Planning Team reviewed all responses from each department and developed a plan based on those recommendations.

The plan will be reviewed and updated as needed at the end of each semester.

School Plan - Demographics

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Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2020-21																		
2021-22																		
2022-23																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Columbia High School is a public high school of the Columbia School District located in Columbia, MS. It has 472 students in grades 9th through 12th. It has a student teacher ratio of 15 to 1.

Total Students: 472

Pupil/Teacher Ratio: 15:1

Full Time Teachers: 31.5

Enrollment Rank Nationally: 10,989th out of 26,089 (2020)

Enrollment Rank in Mississippi: 146th out of 254 (2020)

Student/Teacher Rank in Mississippi: 179th out of 254 (2020)

The percentage of Columbia High School students on free and reduced lunch assistance (**65.1%**) is **slightly lower** than the state average of **70.3%**.

Students at a participating school may purchase a meal through the National School Lunch Program. Families with incomes **between 130% and 185%** of the federal poverty level are eligible for reduced price meals. Schools may not charge more than 40¢ for reduced-price lunches, nor more than 30¢ for reduced-price breakfasts. Students from families with incomes at or below **130%** of the federal poverty level are eligible for free meals.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Columbia, the county seat of Marion County, is located in south central Mississippi. According to the 2020 census data, Columbia has approximately 5864 city residents of which approximately 48.7% are African American and 48.2% are White. High unemployment rates and industries that employ primarily unskilled and semi-skilled labor result in a low median family income of \$26,858 which is below the state average and significantly below the national average. Many Columbia area residents are hindered from improving their situation by low education levels. 20% of Columbia residents do not have a high school diploma, resulting in a lack of appropriate role models to encourage area children to improve reading and literacy skills and pursue an education. Some residents travel out of the area for higher paying wages in the construction industry and the oil and gas industry.

According to 2020 Census data from the U.S. Census Bureau: 16% of Columbia residents age 25 or above have a Bachelor's degree or higher. 80% of Columbia residents over 25 have a high school diploma or GED. Columbia's "individuals below poverty" level is 36%. The national poverty level is 11%. The Columbia School District is considered a rural community. According to the 2020 census, the per capita income for Columbia is \$15,675, which is significantly lower than the Mississippi average of \$24,369 and less than half of the national average the national average of \$34,103. For 2021, the average unemployment rate in Marion County was 5.2%, which is slightly lower than the national average of 5.3%. During the 2014-15 school year, a tornado hit the city of Columbia and destroyed many businesses and homes. Tornadoes and hurricanes are a yearly threat.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	☐	☐	☐
2021-22	☐	☐	☐
2022-23	☐	☐	☐

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency												
Growth All Students												
Growth Low 25%												
	2020-21				2021-22				2022-23			
Accountability Grade	Select... ▼				Select... ▼				Select... ▼			
Total Points												

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	38.10	41.40	44.70	16.70	69.70	58.30	51.80	62.30	61.10	45.30	57.10	69.00	65.30	72.50	78.80									
Growth All Students		49.70	70.80		99.70	100.60											95.00	95.00				29.80	36.20	47.90
Growth Low 25%		20.20	70.50		117.40	118.00																		
Accountability Grade	2020-21 B ▼									2021-22 B ▼									2022-23 A ▼					
Total Points										699.00									783.00					

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA HIGH SCHOOL (4620008) Public School - School Plan - Rev 0**Reading/Language Arts/Literacy (Progress Monitoring Instrument)**

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21						
2021-22						
2022-23						

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21							61.90
2021-22							58.60
2022-23							55.30

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
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2020-21							83.30
2021-22							30.30
2022-23							41.70

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21			48.20	54.70
2021-22			37.70	42.90
2022-23			38.90	31.00

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

1. As shown in our 2022-2023 data, less than half of our of students in ELA II reached proficiency. More than half of our Algebra, Biology, and U.S. History students reached proficiency.
2. Looking at this data further, a large percent of students of color did not achieve proficiency level in English II. Most of our students who are considered in lowest performing students (Bottom 25%) are African-American students.
3. Many of our students show weakness in comprehension skills and vocabulary. Many of our students struggle with analyzing information text as well.
4. The 2023 state assessment data is helpful to analyze data for all students, the progress and challenges of students overall and in subgroups. The state test demographic data shows that there is little difference in the proficiency rate of economically disadvantaged and non-economically disadvantaged students. There is also little difference between males and females. The proficiency gap between students with disabilities and students without disabilities was reduced. There are almost the same number of black students as white students; however, for most all subjects and grades almost twice as many white students score proficient as black students. This is a constant challenge that may be traced back to lack of readiness to enter kindergarten and the documentation that students do not catch up.
5. There is progress as the district's graduation rate increased from 86.1% to 95.9% which is partially due to the implementation of classes to better prepare students. There is not a large graduation rate difference between Economically disadvantaged/non-Economically disadvantaged students or among male/female students.
6. Learning loss, likely as a result of the pandemic, is evident based on the 2021 results. However, based on 2022 and 2023 results, pandemic losses have been mostly overcome. w

7. Our school has a very low English learner population. Our EL students are performing well, and are on a traditional and/or academic endorsement diploma track. We will support our EL students with interventions during our tutorial period.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

1. Effective instructional strategies are implemented school-wide with all teachers via PLCs. According to Hattie's meta-analysis research, such strategies have a 0.47 effect size for all students. Digital math curricula and strategies will be implemented for all students since these strategies and curricula yield a 0.59 effect size for lower performing students.
2. Interventions are provided as needed. Research from WWC practice guides indicates strong evidence that interventions have a statistically significant positive effect on student achievement. WWC considers a positive, statistically significant effect or large effect size (greater than .025) as a indicator of positive effects. <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>
3. We will offer interventions during the school day during a tutorial period. This will be called Blue and Gold Period. This will allow teachers to pinpoint students who need extra help and will not worry about morning or after school remediation or enrichment.
4. We will offer enrichment and remediation opportunities after school and on district designated enrichment and remediation days.
5. We will have weekly PLC and data meetings to analyze data of all students.
6. Hire consultants and/or content specialists to come and do bootcamp sessions with students who are struggling with certain standards, objectives, and topics.
7. We will order material and technology to assist with utilizing a data room and to update as needed.
8. We will provide rigorous, on grade-level instruction for our current and future English learners and interventions as needed.
9. Based on reflections from our 2023 accountability results where we saw impressive gains in History and ELA, especially ELA growth. We had slight decreases in Math and Science proficiency but increased in Math growth. We will increase our focus on increasing proficiency and closing gaps in all subject with special attention on ELA by spending more time planning with teachers in PLCs, offering more feedback, and providing more professional development opportunities for ELA teachers. We have seen some progress this year and will have final data to reflect upon again when 2024 accountability results are available.

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☐ Not Applicable
College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2020-21	17	17	16	17	17
2021-22	18	17	18	18	18
2022-23	17.00	16.00	17.00	18.00	17.00

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

1. There is little change in the ACT data over the last three years. We have shown progress some years but regressed this past school year. A constant challenge remains that our students have low reading skills as indicated by our low English II proficiency numbers and English and Reading numbers are low on the ACT.
2. We are offering district/school day administration of the ACT test in the fall for juniors and many seniors. Prior to this fall test date, we will also have on-campus ACT Test prep geared toward preparing these students to increase their scores in each of the sub-categories by a minimum of 3 points. The school also pays for ACT Vouchers for students, based on need.
3. Very few junior students have taken the ACT test before entering the 11th grade. We have strongly encouraged students and parents to take advantage of the fall test opportunity. Data from this test will be used to set goals for our junior students prior to the state spring ACT test date. Once this data is analyzed then we will be able to set up additional test preparation for these students according to their needs. We hope to have as many of them achieve the CCR sub-scores as possible.
4. Our goal for this year is an 18 or higher composite average. Potential issues that we will face in reaching this goal are numerous. Some of these issues will include student motivation toward taking the test, student attendance/engagement in test prep sessions, low skill level for some students, individual work ethic, parental support, and more.
5. Classroom teachers will assist us in our efforts by providing ACT test format assessments, as well as incorporating test strategies and skills into their daily lessons throughout the year.
6. We will also attend ACT Workshops and purchase ACT materials and software to help with improving ACT scores.
7. One of the many ways that we will help combat some of our challenges is to utilize social media, to get information to parents/students as frequently as possible about opportunities that will help them improve their scores. Individual parent and student contacts will be made on an as needed basis to discuss these issues.
8. All students will have the opportunity to visit various college campuses and businesses in order to prepare them for life after graduation.
9. We will offer interventions during the school; this will be called Blue and Gold Period. This will allow teachers to pinpoint students who need extra help and will not worry about morning or after school remediation or enrichment.
10. We will offer enrichment and remediation on intervention days.
11. We will bring in an ACT specialist or consultant to work with students during Boot camps.

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

1. We depend on Title IV Part A to assist in covering the cost of all AP, Dual Enrollment/Credit, ACT Cost. Assisting with the cost will alleviate students being hesitant about paying for the program.

a. Offer opportunities in the morning, after school, summer, and/or on intervention days for extra tutorial in these classes. Teacher will be paid to assist. We are paying these teachers from 21st CCLC funds.

b. During the school day, we will offer tutorial options for AP classes during a tutorial block called Blue and Gold period.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA HIGH SCHOOL (4620008) Public School - School Plan - Rev 0**Out-of-School Suspensions**

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

- Disciplinary actions are taken to prevent/deter the number of suspensions and expulsions. Teachers and administrators make difficult decisions involving school discipline knowing that students must be in school to be successful. Only after exhausting all other options, students are removed from the classroom. Trained in-school-detention/suspension staff ensures that students receive the daily instruction and complete the daily work so that academic achievement will not be impacted. Staff utilize video recording devices to provide videos of missed classroom instruction so that students removed will have access to quality instruction to help students with chronic absenteeism and discipline issues. Trained staff also use social emotional learning strategies and practice restorative justice techniques to build the student's character and prevent recurrences of undesirable behavior. Students posing a physical threat to themselves or others are suspended.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

- CHS has hired a school resource officer (SRO) to help decrease the number of discipline issues which remove students from the classroom and provide an additional safety measure for all students and staff.
- CHS offers in-school-detention/suspension and after-school detention as needed CHS has an in-school detention/suspension (ISD/ISS) classroom. Prior to suspending students, students are sent to ISD/ISS, While in ISD/ISS, a student still receives instruction and has the opportunity to complete his/her school work. An out-of-school suspension is the last resort and is used for severe discipline infractions. When possible, students are placed in in-school suspension/detention, day treatment classes, or second chance school to prevent negative impacts on academic achievement. Teachers prepare materials for upcoming standards/work at the time of suspension and follow up when students return. Also, teachers have classrooms setup online so students may keep up while physically absent.

3. Students, staff, and parents complete annual surveys which include questions on being treated fairly and if discipline is fair at the school. Annual survey results indicate that discipline is consistent and fair at the school. Surveys also indicate a need for a behavior interventionist and school psychologist.
4. Discipline is an important part of school climate. As mentioned in the section above, steps have been taken to minimize negative impacts of excessive discipline. Trained in-school-suspension staff ensure that students receive the daily instruction and complete the daily work so that academic achievement will not be impacted. Staff may also provide videos of classroom instruction so that students removed will have access to quality instruction.
5. CHS provides incentives and rewards for students who meet behavior goals.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

1. A MTSS (multi-tiered system of support) utilizing both PBIS (positive behavior intervention support) and RTI (Response to Intervention) elements have been implemented. Reach Mississippi has played a vital part in providing us with professional development and teaching us about setting up a system for Tier I PBIS expectations and reinforcers. Reach MS's PBIS expert will continue working with our school and district to instruct us on the implementation of Tier II and Tier III PBIS.
2. There is a Team in place for each part of MTSS. The MTSS team studies individual student data, monitors student progress and provides intervention plans for students. The PBIS team studies school wide data, pinpoints problem areas and establishes positive reinforcement systems to encourage students to meet the school's standards.
3. PBIS Reinforcers currently in place include random class stops to give treats (candy) to compliant students. More complicated reinforcers, Boo Fest and Movie Day - the two primary PBIS events of the fall semester, entail the monitoring of absenteeism and discipline with the provision of a large reward for those meeting the school behavior goals. Awards go in the following order: a free "jeans day" for the class, popsicles or popcorn and a scheduled break, and admittance to a sports event.
4. When students are not successful in the regular education setting, and behavior must be dealt with in an exclusionary way, i.e. in school detention, the high school has a teacher certified in the field of special education to assist students with their academic work.
5. The MTSS Team has monitored many students this year, and with the changing of our schedule to include a mid-day Power-hour, will be able to serve more students in the future.
6. Current interventions are being provided by teachers as we pull students from other classes.
7. CHS's introduction classes for those students who are not ready for Algebra I, Biology I, and other state tested classes.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

1. All staff in the Columbia High School implement/support the Mississippi Curriculum Frameworks which includes the MS College and Career Readiness Standards in each school. The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two-year or four-year college programs or enter the workforce. The standards ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school, and they put students on a level playing field.
2. Accelerated classes are offered at the high school level and are taught by highly effective instructors. To ensure success on the ACT, AP, and PSAT, courses and workshops are offered to students as well. Advanced Placement classes, college level classes taught by CHS staff and/or online, dual enrollment classes, etc. all provide high quality instruction promoting college and career readiness.
3. CHS will use multiple forms of progress monitoring programs to ensure that data is ready for use to improve instruction.
4. Common strategies used by schools to ensure effective high-quality instruction by staff is ongoing daily classroom observations, checking lesson plans, ensuring lessons are tied to standards, and ongoing data analysis to ensure student outcomes correlate with quality effective instruction. Common strategies used by schools to provide accelerated, high-quality instruction includes common planning time for staff to work together to prepare lessons/assessments and peer observations/evaluations. Students are further engaged by restructuring of the school day to allow for enrichment and emphasizing relationships of standards to real-world experiences. Teachers provide hands-on learning opportunities to actively engage students.
5. We will continue to provide a well-rounded education to our students by offering foreign language and performing arts courses.
6. CHS will utilize additional time before, during and after school, to ensure students receive additional time for instruction.
7. We will purchase workbooks and other instructional resources and update technology to ensure teachers are using the most recent materials available to ensure student success.
8. We offer art, choir, musical theater, band, foreign language, and sports that strengthen our academic program and ensure students have a well rounded education.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

1. The types of interventions CHS commonly provide to struggling students are designed to improve student fluency, comprehension, math computation, and behavior.
2. Interventions are provided by teachers and our teacher assistant during the tutorial period (blue/gold) and outside of normal school hours.

3. We will offer interventions and enrichment in all subject areas, plus ACT, PSAT and AP assistance.
4. All students are eligible to participate in the 21st Century Community Learning Center (21st CCLC) extended Learning during the school day called Blue and Gold Period. This is available for all students during the school day to provide extra assistance from teachers and staff members. Help with homework is also offered during morning and afternoon intervention sessions. The before, during, and after school programs have positive impacts on student achievement as indicated by better behavior, better grades, better attendance, and/or better self-esteem.
5. We implement strategies through art and music activities to improve students' skills outside the academic subject areas. The American Institutes for Research (AIR) undertook a research review, examining hundreds of reports to identify arts education interventions that meet the ESSA evidence-based standards. According to the meta-analysis conducted as part of this evidence review, the average effect found in the 20 well-designed studies examined was moderate and statistically significant (effect size = 0.38), indicating that an average child would gain 15 percentile points in a relevant student outcome examined in this review. The 15-percentile-point increase would put the average effect of arts education interventions at the 75th percentile among the 70 interventions in mathematics, reading, and science reviewed by the WWC.
6. We implement counseling strategies. Our counselor meets with students on a regular basis concerning grades and or behavior. We also partner with our local mental health care provider. The health care provider counsels several students on a regular basis concerning behavioral issues. John Hattie's meta-analysis research demonstrates Counseling effects have a 0.35 effect size in increasing student achievement.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

NA

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	31	31			2	0.00	3.00	19.00	5.00
2021-22	31	31			3	0.00	2.00	25.00	3.00
2022-23	31	31			3	0.00	1.00	29.00	0.00

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

- The following professional development activity topics will address identified needs: Reading/ELA teaching strategies using technology as an instructional tool, providing needs for Special Needs Students, Differentiated Instruction, ACT/PSAT Skills and Prep, Reading skills, manipulative-based math instruction, behavior/character interventions, training on unit-writing, and the writing process. The majority of the professional development will occur during the Professional Learning Community (PLC) time embedded during the school day. Whole staff meetings will occur every two weeks to report and evaluate progress. Instructional clinics will be offered every Friday morning for ongoing professional development.
- According to the Comprehensive Needs Assessment staff surveys obtained from last spring, the staff needs professional development in using data to plan/drive instruction, in using technology as an instructional tool, and in performance-based activities/assessments. The survey indicated the number one need within using technology as an instructional tool, the staff need additional training on technology. These professional development needs will be met through ongoing PD provided by the Professional Development Specialist and the Director of Accountability.
- Student achievement data indicates a need to improve Tier I instruction. Professional development activities are planned to increase teacher observation, modeling best practices, peer observation, and use of cameras to self-evaluation and outside-evaluation.
- Professional development may be also be provided for teachers, principals/administrators, instructional interventionists, and/or other district personnel through attending other conferences/workshops (including workshops on non-contractual work days and in-house and outside presenters as needed) that aid in helping all students reach high standards, attaining proficiency or better in reading/language arts and mathematics and other areas of need within the district as discussed in this application and supported by the CHS Needs Assessment.
- New teachers (with one to two years' experience and/or new to the district) are assigned mentor teachers.
- All professional development activities are designed to minimize achievement gaps.
- PLCs go a step beyond professional development by providing teachers with not just skills and knowledge to improve their teaching practices but also an ongoing community that values each teacher's experiences in their own classrooms and uses those experiences to guide teaching practices and improve student learning (Vescio et al., 2008). Research shows that when professional learning communities demonstrate four key characteristics, they can improve

teaching practice and student achievement in reading, writing, math, science, and social studies subject tests (Vescio et al., 2008): Successful Collaboration, Focus on Student Learning, Continuous Teacher Learning, and Teacher authority to make decisions regarding curriculum, the processes of their own learning, and aspects of school governance. Title funds will be used to train staff and administrators to model best practices in math, reading, and science.

8. The integration of technology in each of the classrooms requires ongoing job-embedded technology professional development. Teachers will grow in the use of technology and instructional practice proven to increase student achievement and productivity. Increasing all students' access to technology along with sound instructional practices will help eliminate the achievement gap caused by lack of access to technology by low-income and minority students
9. National Conference, visiting other schools, professional development outside of the district.
10. Evidence-based professional development will be based on the teacher growth rubric, student data, and teacher surveys. We will target small group instruction, differentiated instruction, using data, and MTSS. John Hattie's research meta-analysis indicates professional development has a .41 effect size in increasing student achievement.

<http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

<http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

1. Teachers meet one on one with Department Heads to discuss data.
2. PLC meetings weekly to discuss engagement and instructional strategies and data.
3. Teachers do bi-monthly classroom observations of other teachers.
4. Teachers will use technology and other forms of data collection software to improve instructional practices.
5. We also have specific data meetings that include the curriculum director and the director of accountability to monitor student growth/achievement and to determine next steps toward students meeting standards. PLC's improve teaching practices and increase student achievement. School schedules provide sufficient time for all teachers to plan, to observe one another, and to collaborate on improvements.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

1. The Columbia High School works diligently to employ highly effective teachers. Good relationships with nearby universities help in recruiting quality instructors to fill vacancies. To recruit teachers, job openings are also posted on the district website and the MDE teacher center (<http://teach.k12.ms.us/>). CHS participates in teacher fairs throughout the school year.
2. To retain teachers, the CHS provides ongoing training and support. Throughout the year and during each summer the district offers a number of training opportunities that carry CEU's. The summer professional development activities are reflective of district needs and cover both regular education and special education. Therefore, teachers can get the professional development they need for successful instruction while earning the CEU's they need for licensure renewal without having to leave the district. Change of placement is another method used to retain quality instructors. Teachers are encouraged to request a change of placement to avoid burnout.

3. Teachers are evaluated using the evaluation process of the MS Professional Growth System. Review of the teacher evaluation performance data shows that teachers are observed much more often than required. Since all teachers are evaluated using the same instrument, it is easy to view how the components of evaluation align across different levels. A consistent area of growth is culture and climate of the classroom, specifically students taking leadership roles and students giving unsolicited praise to classmates.
4. The most effective teachers are engaged in the school's instructional decision-making concerning curriculum instructional strategies, assessment and resource allocation. High performing teachers are looked to as PLC leaders and continue their growth by serving as mentors to new teachers. A substantive new teacher mentoring program helps new teachers build new skills and supports continuous growth. The strongest teachers are matched with the students who need them the most. Student schedules are reviewed to ensure low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teacher at a higher rate than other students.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA HIGH SCHOOL (4620008) Public School - School Plan - Rev 0

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

1. Columbia High School will ensure parents are part of the leadership team. The team is responsible for the development and ongoing amending of the plan as needed. The plan is evaluated by data during the planning meeting from parent surveys.
2. Parents will be surveyed each year.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

1. Quarterly meetings with parents on the leadership team
2. Monthly meeting with our Parent - Teacher Organization
3. 50% of our plan was used for academic focus.
4. We will host an Open House each year and Orientation in the summer.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

1. Quarterly meetings with parents on the leadership team
2. Monthly meeting with our Parent - Teacher Organization
3. 50% of our plan was used for academic focus.
4. We will host an Open House each year and Orientation in the summer.

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

1. CHS will send information home with students.
2. CHS will host parent meetings in different parts of the community so parents can easily attend.
3. Our school ensures that the schoolwide plan is understandable, practical, and usable for parents by including parents in the development of the plan. Once the plan is ready to be submitted, it is reviewed again by the entire team for readability and clarity. During the schoolwide annual Title I meeting we

discuss the plan and answer any questions that the parents may have. The plan is available online via MCAPS which may be translated into multiple languages.

4. In cooperation with our counselor who is responsible for EL students and our foreign language teacher, who also assists with providing interventions, we will specifically invite our EL parents to a planning meeting and engage with our EL parents and other EL stakeholders, making sure their voices are heard.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA HIGH SCHOOL (4620008) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

There are several things that work well at Columbia High School. We have PBIS (Positive Behavior Interventions and Support) and MTSS (Multi-Tier Systems of Support) teams that meet consistently to provide interventions and events for both students and teachers. Their efforts has led to a reduction in the number of office referrals. Students who are struggling academically or have issues behaviorally are identified quickly and receive interventions, leading to a decrease in discipline referrals and a decrease in the number of failing students. Secondly, tutorial and intervention (behavioral and academic) opportunities that are offered during both Blue and Gold periods has provided students with individualized instruction during the school day, resulting in an increase in overall student achievement. Also, the number of students participating in and passing AP in each subgroup has increased.

2. Summarize challenges your school has experienced and why.

We have a few areas where we need to improve at Columbia High School. We have not implemented a curriculum that includes standardized test preparation instruction in order to increase ACT, PSAT, and AP scores. Our overall averages in each of these assessments are not up to state or national averages. Too many of our students have not met ACT State CCR Benchmarks by their senior year. We need to increase the percentage of students ready for college as measured by ACT benchmarks in each content area to 55% for each graduating class. Only 28% (28 Students) met ACT State CCR Benchmarks in the class of 2019. Only 17.8% of students in the class of 2020 met them. We are struggling with the resources and material to teach an effective ACT prep course. We want to ensure the ACT average composite for each graduating class is at least 20 or above. We also need to work on decreasing the achievement gap among student subgroups on ACT, PSAT, and AP Assessments (ACT Minority Avg 17.6/ White 22.8) and closing the achievement gap between SPED and general education students and between white students and black students. One way to address these needs is to develop and implement a school wide literacy plan. Our data from ACT, NWEA, and English II Assessments shows our students struggle with overall reading.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

Based on a careful review of our needs assessment survey results, the following needs have been identified and prioritized:

Our #1 need is Student achievement data. We will improve student achievement by:

1. continue to utilize online progress monitor software (ELS, Edgeunity, and etc) to monitor student achievement.
2. Hire and continue to employ certified teachers to reduce class sizes and provide quality instruction.
4. Order more materials, resources and instructional items to ensure we increase on all core subject areas.
5. Continue to offer before, during and after school tutorial periods/blocks.

b. College and Career Readiness

Our #2 need is to Ensure more students have the opportunity to take the ACT, ACT Workkeys, PSAT, AP Exams, and dual enrollment courses at no cost to them. Will will:

- a. Order more materials, resources and instructional items to ensure we increase on the ACT and ACT Workkeys assessments.
- b. Continue to purchase online software to help improve ACT, ACT Workkeys, PSAT, and AP Exams.

c. School Climate and Culture

Our #3 need is school climate and culture. We need to continue to implement PBIS. We will continue to promote a positive culture and work to reduce suspensions.

d. Curriculum and Instruction

Our #4 need is curriculum and instruction. We need to order more materials, resources and instructional items to ensure we increase on all core subject areas. Such as TI-85 calculators. New smartboards for some teachers. Devices for students to use for more hands on learning. Chart Paper and etc.

e. Professional Development

Our #5 need is professional development. We need to offer professional development to learning strategies for closing the achievement gap and increase reading skills for all our students.

f. Parent and Family Engagement

Our #6 need is parent and family engagement. We need to provide materials and supplies for parents so they can assist with improving student achievement. We also plan to increase participation in our Parent - Teacher Organization through PTO / School partnerships for activities and initiatives.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

The school coordinates and integrates all funding sources available to meet the needs of our students. The school works closely with our Food and Nutrition Department to provide healthy meals during the day and to meet additional needs of our students through the provision of after-school snacks when necessary, sack lunches for field trips, and educational information. The school works with the local Career and Technology Center to prepare students for the workplace and academic success.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA HIGH SCHOOL (4620008) Public School - School Plan - Rev 0**Plan Items ()****1) District-Level: Reading/Language Arts, Math, Science, and U.S. History - School-Level: Reading/Language Arts, Math, Science, and U.S. History**

Description:

District-Level: All students will increase proficiency in Reading/Language Arts, Math, Science, and U.S. History as indicated on state assessments.

Performance Measure:

District-Level: All students will show growth and/or obtain/maintain proficient or better (or level 3 or above) on state assessments and/or pass and score above the state average on the MKAS.

1.1) District-Level: Address teaching and learning needs related to academic problems - School-Level: Address teaching and learning needs related to academic problems

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

AS 1.1.1) High Quality Instructional Staff

Description:

Employ certified and qualified staff to provide support for all students. Hire staff to provide instruction, interventions, and strategies to improve achievement, behavior, and attendance.

Benchmark Indicator:

School board minutes indicate the hiring of staff, lesson plans, school schedule matrix indicating additional support, and student state assessment data will show a 1% increase in proficient and advanced students for each tested area.

Person Responsible:

LV McNeal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and benefits	\$194,483.95

1.2) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

AS 1.2.1) Professional Development Coordinator

Description:

The District Professional Development Coordinator will observe classroom instruction and offer feedback to the teachers and the principals on strategies for implementation of the state frameworks/CCRS and differentiated instruction. The District Professional Development Coordinator will be paid for with District funds.

Benchmark Indicator:

Staff Surveys on Professional development needs.

Person Responsible:

LV McNeal

Estimated Completion Date:

9/30/2025

S 1.3) District-Level: Instructional & Educational Materials/Services - School-Level: Instructional & Educational Materials/Services

Description:

District-Level: Purchase supplemental instructional and educational materials and/or services that support the scientifically research based curriculum of the district.

AS 1.3.1) Supplemental Resources

Description:

Purchase supplemental resources to support instruction and student achievement. Purchases may include but is not limited to technology accessories, manipulatives, texts, workbooks, and/or supplies.

Benchmark Indicator:

1% increase in proficiency on state exams

Person Responsible:

LV McNeal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Educational material, consumable, books, etc.	\$3,744.21

S 1.4) District-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science) - School-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science)

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading, mathematics, and science.

AS 1.4.1) Resources Parental

Description:

Purchase materials, services, and supplies to educate parents and to provide two-way communication. Purchase may include but is not limited to flyers, paper for flyers/announcements, folders, texts, multi-media, software, technology equipment, and/or training services.

Benchmark Indicator:

Records of purchases, event sign-in sheets, parent survey participation will increase 1%, and state assessment data will show a 1% or more increase in proficient and advanced students

Person Responsible:

LV McNeal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	communication and engagement with parents	\$2,457.19

S 1.5) District-Level: Address district or school achievement issues - School-Level: Address district or school achievement issues

Description:

District-Level: Remove barriers that keep high school students from participating in AP classes/exams, ACT, and dual college/dual enrollment.

AS 1.5.1) Remove Cost Barrier

Description:

Assist paying for AP exams, dual enrollment/dual credit, and ACT

Benchmark Indicator:

1% increase in AP scores, 1% increase in dual credit participation, and 1% increase in college entrance exam scores

Person Responsible:

LV McNeal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A		\$19,991.00

S 2) District-Level: Provide a safe, healthy, and positive K-12 school climate (culture)

Description:

District-Level: Each school year, policies and procedures will be followed to ensure the safety and well-being of all students. Students will receive opportunities to learn about alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics. As a result, the number of discipline referrals will be reduced.

Performance Measure:

District-Level: The number of student suspensions reported via MSIS will decrease 1% annually.

§ 2.1) District-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drug problems as a means of insuring a safe, drug-free environment for the student population.

§ 3) District-Level: Ensure Federal, State, and Local Compliance - **School-Level: Ensure Federal, State, and Local Compliance**

Description:

District-Level: Meet federal and state requirements for spending federal funds to include but not limited to parental engagement funds, indirect costs, administration costs, and homeless set aside

Performance Measure:

District-Level: Meet 100% of Federal and State guidelines as stated in the assurances, EDGAR and/or Circulars, and/or monitoring instruments. Annual individual school district audits and MDE monitoring visits will have zero findings.

§ 3.1) District-Level: Expend funds - **School-Level: Expend funds**

Description:

District-Level: Following EDGAR, circulars, and/or State/local policies/procedures, all funds will be allocated/spent throughout the year according to the approved plan

AS 3.1.1) Allocate other funds

Description:

Allocate funds to meet federal and state requirements for spending federal funds to include but not limited to parental involvement funds, indirect costs, administration costs, and homeless set aside.

Benchmark Indicator:

Fiscal accountability and responsibility.

Person Responsible:

Nicole Bass

Estimated Completion Date:

9/30/2025