School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2024 - Columbia High (4001002) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ◉ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ○ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

Priority

School Plan Contact Information

*** Name**

Shawn Washington

*** Phone**

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*** Principal's Name**

Shawn Washington

*** Board of Trustees Chairperson's Name**

Cheryl Harris

*** Date of Plan Approval by the Board**

05/01/2023

4001 - Richland County School District One (4001) Public District - FY 2024 - Columbia High (4001002) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Shawn Washington

Teacher

Name	*	Shiquita West

Parent/Guardian

Name	*	Barkesha Mays
Name	*	Herlene Ancar

Community Member

Name	*	Jonathan Kirkwood

School Level Administrators

Name	*	Precious Wymbs
Name	*	Alton Taylor
Name	*	Ron Webb
Name	*	Anthony Boatwright

School Read to Succeed Literacy Leadership Team Lead

Name	*	Precious Wymbs

School Read to Succeed Literacy Leadership Team Member

Name	*	Shawn Washington

School Improvement Council Member(s)

Name	* Herlene Mays
Name	* Barkesha Mays
Name	* Yolanda Smith
Name	* Iris Diggs

School Gifted and Talented Coordinator

Name	* Shawn Washington

School Federal Programs Coordinator

Name	* Jennifer Dukes

Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

We are Columbia High School, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2024 - Columbia High (4001002) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

https://screportcards.com/overview/?q=eT0yMDIyJnQ9SCZzaWQ9NDAwMTAwMg

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2024 - Columbia High (4001002) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

NA

* Elementary/Middle (3-8)

NA

* High School (9-12)

School Profile

Columbia High School (CHS) was originally a private learning institution. In 1883 the Board of Trustees of the Columbia Academy agreed to lease the Male and Female Academies to the Columbia School Commissioners to become part of the public school system. The Female Academy became Columbia's first high school in 1895 and was then called the Washington Street School. Trustees of the Academy leased the buildings and grounds to the Columbia Public Schools (now Richland County School District One) in perpetuity in 1904. In September 1915, construction began on the building to be known as Columbia High School on the site of the Female Academy. Columbia High School moved from its original location on Washington Street to a new building constructed in the St. Andrews area in January 1976. Our school serves students from grades nine through twelve in Richland County School District One located in the city of Columbia, South Carolina and offers a variety of courses providing comprehensive education in academics and the arts. Based on previous labor reports, the 29203 and 29210 zip codes can be classified socioeconomically as a lower middle class.

Due to a transient population enrollment has fluctuated over the past five years. CHS demographics data over the past five years is listed below:

Year	Total Enrollment	Male	Female	Asian	Black or African	Hispanic/Latino	American Indian or	Two or	Native Hawaiian	White	Unclassified

					American		Alaska Native	More Races	or Other Pacific Islander		
2017	612	51.4%	48.5%	.05%	86%	.02%	.003%	.02%	0%	.03%	0%
2018	607	51.4%	48.5%	.04%	86%	.03%	0%	.04%	0%	.02%	0%
2019	618	50%	50%	.04%	85%	.04%	0%	.03%	0%	.04%	0%
2020	601	52%	48%	.04%	85%	.05%	0%	.04%	0%	.03%	0%
2021	674	51%	49%	.01%	85%	.05%	0	.04%	0%	.04%	0%
2022	**657**	**53.7%**	**46.3%**	**2%**	**86%**	**4%**	**0%**	**3%**	**0%**	**3%**	**0%**

Columbia High is an innovative high school. The high school features programs in STEM that includes three academies. The Academies include: The Academy of Biomedical Science, the Academy of Engineering, and the Academy of Finance. The Academy of Biomedical Science and Academy Engineering are certified through the Project Lead the Way (PLTW) network.

Additionally, our school has two distinguished programs, which are our Air Force JROTC and AP Capstone School. Both programs strive to provide each student with an individual path to ensure a high-quality education in an effort to provide our students with extensive real-world experiences and enhance our students' preparedness for competing in a global society. The AP Capstone program was instituted during the school year 2018-19 and requires students to complete a Seminar and Research course along with at least four additional AP courses, earning a minimum score of 3 on each accompanying assessment in order to earn the AP Capstone Diploma. During the 2020-2021 school year, the school offered dual enrollment courses through Midlands Technical College. During the 2021-2022 school year, the school introduces cybersecurity courses and opportunities in Computer Science.

School conditions, home environment, and the economic situations in which students attending Columbia High School live, are risk factors immersed in the community that influence student academic, social, and behavioral performances and have lifelong consequences. As our performance trend data show,

many of our students arrive at Columbia High School with below-grade-level skills, which affects their ability to perform at the necessary level to be fully engaged in a rich and comprehensive classroom.

Recent STAR data show that students arrive as nine graders needing remedial instruction in reading, writing, and mathematical skills. These students are reluctant to ask for help, and/or may be required to support the household. This prevents these students from being able to attend school consistently, participate in after school tutoring, or Saturday School. Transportation is a concern and can prevent students from participating in any after school activity.

CHS is in close proximity to surrounding residential neighborhoods and apartment complexes; however, approximately 60% of our students require district transportation every day and require transportation for all co-curricular or academic activities that extend beyond the school day. To counteract these factors, all must be addressed with academic and behavior interventions.

The district graduation rate is 85.8%. It is the goal of CHS that our school-wide graduation rate will meet or exceed district performance level. Although our students faced significant challenges at the end of the 2021 due to the pandemic, the school was able to achieve a 90.8%. This graduation rate was the second highest in the district for students earning a high school diploma.

Columbia High School Title I School-wide Plan was developed with the participation of key stakeholders, including parents, students, community members, administrators, and staff. Verbal feedback, parent surveys, and engaging planning meetings were opportunities for relevant feedback.

Academics -

The focus for instruction is driven by analysis of District, State, and National assessments that are administered at the beginning of school, in nine-week intervals, and/or continuously throughout the school year.

Each year, test results from numerous assessment sources, including End of Course Examination Program (EOCEP), Advanced Placement Test (AP), WIN, and American College Testing (ACT), are

analyzed to identify specific strengths and weaknesses in student performance.

These data show yearly gains and declines as well as trends that highlight consistent overall areas of need.

While we are seeing some improvements, there is a need to address instructional approaches, with a clear focus on specific standards and the needs of targeted students in the areas of math and ELA. Teacher teams will work closely to analyze data with these elements in mind in order to develop and implement a plan for continuous improvement.

End of Course Examination Program (EOCEP) requires the development of end-of-course examinations in gateway or benchmark courses. Students at Columbia High School have demonstrated slight gains in the areas of Biology I and English I on the EOCEP, however they still continue to struggle in core content areas and lag behind their peers at similar schools. Results from the 2021 EOCEP Five-Year Comparison Report in the areas of Algebra, Biology, English, and U. S. History data analysis reveal:

• 17.4% of students passed the Algebra I EOCEP (5 year change of -33.2)

• 22.5% of students passed the Biology I EOCEP (5 year change of -12.4)

• 65.8% of students passed the English I EOCEP

• 28.9% of students passed the U.S. History EOCEP (5 year change of -19.2)

Performance for the EOCEPs continue to rank below the District's average in all tested areas.

Over the last five years, the number of Advanced Placement students have decreased. The number of passing scores of 3 or better has increased by 15.8% in 5 years. In 2021 46 AP exams were given to 38 students.

Passing Score trend data show:

- 2017 12.5%
- 2018 13.8%
- 2019 15.1%
- 2020 28.2%
- 2021 28.3%

The ACT is a standardized test for high school achievement and college admissions. The composite score, which is the average of English, mathematics, reading and science numbers, ranges from 1 being the lowest to 36 being the highest.

In March 2022, CHS had an overall composite score of 13.13.

Breakdown by Subject Area:

Science- 12.65

Mathematics- 14.55

Reading- 12.6

English- 11.23

The SAT is a standardized test for high school achievement and college admissions. Total scores range from 400-1600 with English and Math Scores ranging from 200-800. During the 2021-2022 school year, a total of 25 CHS juniors and seniors took the SAT. The test was administered in October and March. Data for each administration is detailed below:

October 2021 (4 students tested)	**March 2022 (21 students tested)**
Overall Score Average: 1000 (district: 1100)	Overall Score Average: 804 (district: 979)
ERW Score Average: 548 (district: 562)	ERW Score Average: 420 (district: 505)
Math Score Average: 453 (district: 538)	Math Score Average: 385 (district: 474)

WIN is a job skills assessment system measuring “real-world” skills that employers believe are critical to job success. The administration includes all students in their third year of high school.

Successful completion of three WIN assessments—Applied Mathematics, Locating Information, and Reading for Information—can help students earn a certificate, a portable credential that documents essential work skills. Students can receive a bronze, silver, gold, or platinum certificate with platinum being the highest and bronze being the lowest. If students did not complete enough of the test or the score was lower than a 1, the student received No Rank.

The percent of students at each certificate level include:

No rank	46.7%
Bronze	17.3%
Silver	32.0%
Gold	4.0%
Platinum	0%

The majority of CHS students performed at or below the lowest level and received a No Rank or Bronze certificate. 36.0% of all students assessed received career ready scores.

The STAR Assessment is given to 9th graders in the winter and spring each year. This assessment tracks their progress in math and reading. Out of 192 freshmen tested during the winter administration, 55.2% scored in the typical or high ranges in math (compared to the district's 56.5%). Out of 226 freshmen tested during the winter administration, 11.9% scored at or above the district benchmark (compared to the district's 22.1%)

According to classroom observation data collected throughout the year, it was revealed that there were learning environments with low expectations and a lack of rigorous instruction. There were few examples of teachers triggering higher order thinking, despite the administration's expressed directive that essential questions be part of every lesson plan. Furthermore, very few observations revealed varied teaching instructional practices. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. Also apparent was a lack of student understanding about how work would be assessed, frequent formative assessments for learning and exemplars of high-quality work. Education research and theory point to three elements that must be present for high levels of student learning to occur: rigorous content, advanced educator knowledge and skills, and high levels of student engagement. Instructional rigor is low. A large percentage of classrooms visited were found to have low technology integration and student engagement, as well as instructional strategies that peaked at the "remembering" or "understanding" levels – the two lowest on the Depth of Knowledge and Bloom's Revised Taxonomy.

The data leads to the following conclusions regarding achievement:

Strengths include:

• Opportunities for tutoring after school for extra help.

• 1 to 1 student digital devices

• Use of more data in the decision-making process

• On-going Professional Development opportunities for student engagement, rigor, relevance, and high expectations have been provided

Recommendations to address challenges:

• Increase use of technology, with adequate teacher training and supervision, in classrooms. A school-wide focus on content usage of USA Test Prep will be implanted. All content teachers will review USA Test Prep Data to identify student's areas of academic deficiencies. An incentive plan will be utilized to

increase students' usage of USA Test Prep. Utilize USA Test Prep to increase all EOCEP core content passage rates (Algebra I, English II, Biology I and US History).

• Professional development will be conducted to address student engagement, rigor, and high expectations. School-based PD sessions will focus on Disciplinary Literacy, Researched-based Instructional Strategies, Differentiated Instruction, Collaborative student and teacher practices, etc.

• Conduct 9th Grade Cohort Monthly Meetings to identify students who are failing one or more courses. Meetings will include all 9th grade teachers and administrator to review academic, discipline, or health issues that may impede students' progress. Students and parents will be invited to attend sessions to discuss issues and academic supports.

• Increase professional development to understand and work with students of poverty.

• Monitoring and implementing of balanced literacy strategies to enhance literacy across the curriculum.

• Increase enrollment of students participating in extended learning opportunities

• Increase opportunities for teachers to have access to professional learning resources.

• Increase reading across the curriculum/balanced literacy.

• The CHS Literacy and AVID Teams provide opportunities for students to increase reading levels. For example, the AVID Team models and disseminates WICOR Strategies to all teachers to facilitate school-wide. Students practice WICOR Strategies during our scheduled Literacy Block. Teachers also utilize informational texts from NewsEla demonstrate reading strategies.

• During our CHS Literacy Block, the 9th grade Cohort receives additional support from specific teachers based on their STAR Assessment Results. Data is reviewed to identify areas of focus for students listed Urgent Intervention, Intervention, and On Watch.

• Afterschool and Saturday School are available to all students who need individual assistance with academics. Students can attend sessions both virtually and face-to-face.

• Academic Recovery is provided each Friday. Students are able to make-up and submit assignments.

• Media Specialist will provide high interest reading selections to all classes for struggling readers. The Media Specialist will work with the CHS Literacy Team to implement an incentive plan for struggling readers to read and access high interest reading materials

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Attendance

The attendance section should contain the following information:

Student attendance rate in 2018 slightly decreased from 94.9% in 2017 but improved from 93.0% in 2015. The teacher attendance for 2018 was 93.7%, compared to 94.3% for 2017. In 2020 teacher attendance improved significantly from 92.8% in 2019 to 95.6% in 2020. Teacher and student attendance impact crucial instructional time, which results in a decline in student achievement. Since 2018, the SCDE started measuring school attendance based on the chronic absentee rate. This number includes excused absences, unexcused absences, out-of-school suspensions, and in-school suspensions.

Teacher Attendance 5 Years

2016 94.5%

2017 94.3%

2018 93.7%

2021 96.4%

2022 93.1%

*as of 4/8/22

2019 92.8%

2020 95.6%

Student Attendance 5 Years

2014 92.2%

2015 93.0%

2016 95.2%

2017 94.9%

2018 94.7%

**As of 2018 the SC Department of Ed started measuring school attendance based on the Chronic Absentee rate. This number will look different than the ADA that was previously used. **

CHS Chronic Student Absenteeism Rate

2018 22.0% 2021 41.2%

2019 23.5% 2022 56.6%

2020 25.6% *as of 4/4/22

Recommendations to address challenges:

- Provide incentives (backpacks, USB drives, quarterly celebrations, etc.) for students who maintain good attendance.

Culture & Climate

· The vision of Columbia High School, in collaboration with an engaged community, is committed to ensuring each learner achieves his or her potential in a safe caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

· The mission of Columbia High School is to prepare every student to be a citizen in a global society providing an effective and high-quality education.

· Columbia High Values

o Every student being able to learn

o Each person has immeasurable worth and needs to be valued.

o Every person being responsible for his or her actions and choices.

o Integrity governing our behavior.

o People being interdependent

o Change as vehicle for providing opportunities for growth.

o Excellence being attainable

The climate and culture at Columbia High School, when viewed through a disciplinary lens, allows stakeholders to see that much must be done to engage and support students as the data reflected highlights the areas show the following:

School-Wide Discipline: Referrals				
Grade	Number of Students	Number of Referrals	# Students Assigned In School	Out of School
9	221	1488	79	61
10	176	870	72	33

11	107	405	39	19
12	151	841	47	29
Total	655	3604		

School-Wide Discipline: Behavior Significance

School-Wide Discipline: Referrals by Behavior Type

While cutting class is the predominant behavior types amongst students. There is a direct correlation between this behavior and the results of the student engagement survey.

High School Student Engagement Survey			
303 Total Respondents	Gender	Ethnicity	Grade
	52% Boy	AI/AK Native 0% (0)	9th Grade 30% (91)

	(155)		
	48% Girl (143)	Asian 4% (12)	10th Grade 31% (94)
		Black or AA 84% (249)	11th Grade 17% (53)
		White 4% (12)	12th Grade 21% (65)
		Two or more race 8% (23)	
Highest Scoring Items			
C4: Which is most like you?	I only miss when I have a have a good reason. 53% (160)		
	I only miss class days that cause me the least trouble. 5% (14)		
	I skip class because if doesn't matter if I am there or not. 2% (6)		
	I only miss class if the absence is approved. 18% (56)		
	I don't miss class because others might need me there. 17% (53)		
C12: When I don't understand something	I find classmates who can explain it to me. 24% (73)		
	I ask the teacher to explain it again so that I get a hint at the correct		

	answer.31% (94)	
	I pay attention and hope to hear something I do understand. 17% (50)	
	I ask for help so I can learn. 23% (71)	
	I give up if I think no one will notice. 1% (3)	
C6: When I work with other students	I only speak up if someone asks me a question. 23% (70)	
	I do my best. 47% (143)	
	I don't participate or pay attention to the activity. 3% (1)	
	I work with friends so we can do other things. 6% (18)	
	I get everyone involved in the activity. 17% (53)	
C6: Which best describes you?	I practice the skills I'm learning until I'm sure I have them right. 43% (131)	
	I practice the skills I'm learning only when I'm required to.	

	16% (47)	
	I practice the skills I'm learning if I know it is for a grade. 21% (63)	
	I try to make it look like I'm practicing the skills I'm learning, but I don't care if I'm any good. 4% (1)	
	I ignore practicing the skills I'm learning and look for something fun to do. 5% (15)	
	I like practicing new skills with others so we can help each other learn. 12% (36)	
C8: In my classes	my focus depends on how important I think the lesson is to my future.20% (60)	
	I try to learn just enough to pass or get by.(20% (62)	
	I try to learn as much as I can. 35% (107)	
	I try to learn anything that can help me in life and allow me to help others. 16% (49)	
	I often ignore what the teacher says and think about what interests me. 2% (6)	

Lowest Scoring Items		
C2: If I see or hear a student being mean to another student…	I would tell an adult what I saw or heard if I was asked. 10% (3)	
	I would immediately tell a teacher or another adult about it. 7% (20)	
	I would avoid getting involved and let someone else handle the situation. 55% (167)	
	I would stop whatever I am doing and try to help the person being mistreated.13% (38)	
	would let it happen for a little while. 2% (6)	
C18: My school is where…	I feel people care about me. 17% (51)	
	I don’t want to be 29% (87)	
	I want to be recognized. 7% (22)	
	I want to blend in 8% (25)	
	I want to be alone 21% (63)	

C1: During class…	I like to help the teacher. 6% (19)	
	I find other assignments to work on to keep me from getting in trouble. 16% (47)	
	I work hard to set a good example for my classmates.10% (31)	
	I try not to bring attention to myself. 23% (71)	
	I work on what I care about, not what the teacher says. 2% (6)	
	I follow directions. 43% (129)	
C5: Which do you agree with most?	I follow class rules because it makes my teachers happy. 9% (29)	
	I follow class rules to avoid being noticed.23% (71)	
	I encourage people to follow class rules because that is how we all do our best. 11% (31)	
	I don’t follow class rules because they are unfair to me and people like me. 3% (9)	
	I follow class rules because I am supposed to.33% (100)	

	I follow class rules because they keep me on track for success. 21% (64)
C16: When school starts each day	I worry about making it through another day.28% (84)
	I look forward to a good day of learning. 16% (48)
	I am excited to discuss and share ideas with classmates about topics we are learning in class. 9% (26)
	I am angry that I have to be here. 11% (32)
	I try to find something positive about my day to focus on. 27% (81)

When reviewing discipline, and the student engagement survey, there are several things one should note:

a. There is a direct correlation between the way students view themselves, view school, and the number of referrals in each grade level. The most glaring is the students' attitude toward the start of each day. Of the 303 total respondents, only 74 students looked forward to school and the sharing of ideas with the classmates. The other 229 students were skeptical and even angry that they had to come to school.

b. 9^{th} graders, although a class of 228 people, received the bulk of referrals of totals referrals (1488).

c. A clear connection between the percentage of students who receive referrals for cutting class and the number of 9^{th} graders who receive them.

Another thing the data shows implicitly is the need for interventions that reach a small group of students as the number of referrals for each grade level far surpasses the number of students. However, the number of students who are being referred are incongruent with the number of students in each grade level.

Parent, Family & Community Engagement

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform.

The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Columbia High School has active parent leaderships committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions there are many other efforts that assist the school with engaging families and the community. The Parent and Family Engagement Specialist continuously meets one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and Guidance Counselors to ensure families are supported and informed.

Event Analysis Chart 2021-2022

ANALYSIS

The average number of attendees to parent and family engagement education sessions was **19.5.** The data shows that when events are held with parents and students on the weekend offering incentives for both the students and parents we had better parent participation. In January, due to low virtual attendance, the school decided to shift from all virtual activities to doing workshops face to face being offered in open spaces for social distancing.

SURVEY RESULTS

Based on the parent surveys that were submitted after each parent workshop an average of 14.38 per cent was submitted back for feedback. Each survey had five questions with a rating of Strongly Agree, Agree, Disagree or Strongly Disagree. With most parents either strongly agree or agree that each event impacted them the following ways:

1. I came away from this event with information about at least one new way that I can help my child.
2. As a result of attending this event, I feel more motivated to try a new strategy with my child.
3. This activity increased my ability to work with the school to help me meet my child's academic and developmental needs.
4. I feel invited to be a partner with the school in supporting my child's learning and development.
5. There is at least one person who I know will help me if I ask for help supporting my child's learning and development.

BARRIERS

Barriers to Parent Involvement/Engagement in our school are the following-

- Lack of parent education to help with schoolwork
- Cultural or socioeconomic differences
- Language differences between parents and staff
- Parent attitudes about the school
- Sharing Positive Information
- Lack of Two-Way Communication
- Covid-19
- Transportation

Needs:

<u>Professional Capacity</u>

Teacher retention is an area in which many schools and school districts struggle to maintain and improve.

· Turnover Rate: 2-3 per year

· New Teachers On Staff - 4

· Vacancies:

o 2022 – 2023*(Based on Frontline) - 5

o 2021 – 2022 -

· Professional Development

o Professional Development is ongoing and consistent at Columbia High School. Teachers and staff attend at least 1 professional development session on campus per month.

o Teachers are provided with district based professional development during each quarter.

· Teacher Attendance Rates:

Year	2018	2019	2020	2021
Percentage	93.7%	92.8%	95.6%	96.9%

Other (Based on school's needs)

-

Mentorship

-

· W.I.S.E.

College & Career Readiness Experience Opportunities

-

· Field Trips & College Fairs

o

* Teacher/Administrator Quality

RECRUITMENT AND RETENTION

Many school districts like ours are capitalizing on using both federal, and state funds to help bolster teacher retention; and based on recent data, schools such as ours are not immune to the issue of teacher recruitment and retention. Our goal is to remain on the upward trend of retaining at least 80% of our staff/teachers in the upcoming school years.

Teacher retention has been identified as typical in high poverty schools as well as schools where most of the students qualify for free or reduced lunch. Studies showed that in 2012–13, almost one in 10 teachers in high-poverty public schools left the profession, while in contrast, fewer than one in 15 teachers in low-poverty schools did so. The professional staff of Columbia High School is comprised of 59 teachers (including 2 JROTC Instructors), 3 school counselors, 2 social workers, 1 media specialist and five administrators (including the principal). According to our 2019 school report card data, the number of teaching staff fluctuates from 52 in 2016-17 school year to 48 in 2017-2018 school year, and then went up to 54 in 2018-2019 and school year. The percentage of teachers at Columbia High with advanced degrees dropped fluctuated from 75% in 2017 to 74.5% in 2018 and up to 76.1% in 2019. Those who are returning from previous years for an average of three years is up from 86.7 in 2018 to 87.6% in 2019 with 100% experienced teaching staff.

An extensive body of research on teacher recruitment and retention have identified five major factors and related policies which influence teachers' decisions to enter, stay in, or leave the teaching profession:

1. Salaries and other compensation
2. Preparation and costs to enter the profession
3. Hiring and personnel management
4. Induction and support for new teachers
5. Working conditions, including school leadership, professional collaboration and shared decision-making, accountability systems, and resources for teaching and learning (Podolsky et al, 2016).

Columbia High School will remain committed in our efforts to create a working environment that will include all stake holders in decision-making, providing resources for teaching and learning and ultimately increasing the percentage of teachers returning year after year.

* School Climate

CULTURE AND CLIMATE

Based on the 2022 Education Oversight Committee Report Card Survey results, 81.3% of teachers reported being satisfied with the learning environment, 76.3% of students reported being satisfied with the learning environment and 69.6% of parents reported being satisfied with the learning environment.

Other (such as school priorities)

* Gifted and Talented

NA

4001 - Richland County School District One (4001) Public District - FY 2024 - Columbia High (4001002) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement* -Algebra 1

Performance Goal:

By 2028, the percentage of students passing Algebra 1 End of Course Examination Program assessment will increase from 17.0% to 67.0%

PM 1.1 For 2023-2024, the percentage of students passing Algebra 1 End of Course Examination Program assessment will increase to 27%.

Analysis of Actual vs. Projected Data:

Actual Data (2021-2022) - 17% Projected data (2022-2023)- 27% .

S 1.1.1 School Report Card (Algebra 1 data)

Evidence-Based Research:

A large number of studies have demonstrated that teacher quality is the most important in-school factor for student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. ("Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.)

AS 1.1.1.1 Quality Professional Development

Action Step:

Provide quality professional development and support to Algebra 1 teachers.

Person Responsible:

Precious Wymbs, Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Development costs	$20,000.00

AS 1.1.1.2 After-school Tutoring/Additional Academic Support

Action Step:

Continue to offer after-school tutoring weekly as well as scheduled Saturday school (with transportation provided to students).

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/12/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Transportation cost	$5,000.00
Other	Other	Priority-Purchased services-$35,000.00	$35,000.00
	Other	Priority-Salary/Benefits-$19, 080.00	$19,080.00
	Other	Priority-Snacks for students-$3,992.00	$3,992.00
		Total	$63,072.00

AS 1.1.1.3 Online Resources

Action Step:

Continue to provide a comprehensive review of Algebra 1 course Standards using USA test prep online, NearPod, Edgenuity, and Delta Math

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Cost to renew USA testprep, NearPod	$15,000.00

AS 1.1.1.4 Small Class size Schedules

Action Step:

Reduce the overall class size of Algebra 1 to 15-20 during course scheduling.

Person Responsible:

Marcus Peacock

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

AS 1.1.1.5 Collaborative Learning Spaces

Action Step:

Improvement in student engagement and collaborative learning will support and help us obtain the goals of the Profile of the SC Graduate. Classrooms and learning spaces will be redesigned to promote collaboration and enhance student engagement thus affecting student performance positively. Expenditures will include collaborative furniture such as: sway chairs, tables, ottomans, and stools.

Person Responsible:

Shawn Washington

Estimated Begin Date:

6/20/2023

Estimated Completion Date:

8/20/2023

Funding Application	Grant	Notes	Amount
Other	Other	Priority-Furniture-$50,000.00	$50,000.00

AS 1.1.1.6 Math Instructional Assistant

Action Step:

Acquire an additional instructional assistant in our Algebra I classrooms in an effort to: support one on one assistance to students, support teacher instruction, promote student engagement, and otherwise implement intervention services.

Person Responsible:

Precious Wymbs, Shawn Washington

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

8/1/2023

2 Student Achievement* - Biology 1

Performance Goal:

By 2028, the percentage of students passing Biology 1 End of Course Examination Program assessment will increase from 24.6% to 74.6%.

PM 2.1 For 2023-2024, the percentage of students passing Biology 1 End of Course Examination Program assessment will increase to 34.6%.

Analysis of Actual vs. Projected Data:

Actual Data (2021-2022)- 24.6% Projected Data (2022-2023)- 34.6%.

S 2.1.1 School Repord Card (Biology 1 data)

Evidence-Based Research:

A large number of studies have demonstrated that teacher quality is the most important in-school factor for student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. ("Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.)

AS 2.1.1.1 Quality Professional Development

Action Step:

Provide quality professional development and support to all Biology 1 teachers.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Development costs	$20,000.00

AS 2.1.1.2 After-school Tutoring

Action Step:

Continue offering after-school tutoring weekly as well as scheduled Saturday school (with transportation provided to students).

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Transportation	$5,000.00

AS 2.1.1.3 Online Resources

Action Step:

Continue to provide comprehensive review of Biology1 course Standards using USA testprep online resources.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	USA Test Prep Renewal	$3,000.00

AS 2.1.1.4 Science Instructional Assistant

Action Step:

Acquire an additional instructional assistant in our Biology I classrooms in an effort to: support one on one assistance to students, support teacher instruction, promote student engagement, and otherwise implement intervention services.

Person Responsible:

Shawn Washington

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

8/1/2023

3 Student Achievement*- English 1

Performance Goal:

By 2028, the percentage of students passing English 1 End of Course Examination Program assessment will increase from 68.8%% to 88.2%.

PM 3.1 For 2023-2024, the percentage of students passing English 2 End of Course Examination Program assessment will increase to 73.8%.

Analysis of Actual vs. Projected Data:

Actual Data (2021-2022)- 68.8% Projected data (2022-2023)- 73.8%

S 3.1.1 School Report Card (English 2 data)

Evidence-Based Research:

A large number of studies have demonstrated that teacher quality is the most important in-school factor for student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. ("Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.)

AS 3.1.1.1 Quality Professional Development

Action Step:

Provide quality professional development and support to all English 1 teachers.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Development costs	$20,000.00

AS 3.1.1.2 After-school Tutoring

Action Step:

Continue offering after-school tutoring weekly as well as scheduled Saturday school (with transportation provided to students).

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Transportation	$5,000.00

AS 3.1.1.3 Online Resources

Action Step:

Continue to provide comprehensive review of English 1 course Standards using USA TestPrep and NoRedInk.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Cost to renew USA TestPrep and NoRedInk	$15,000.00

AS 3.1.1.4 Small Class Size Schedules

Action Step:

Reduce the overall class size of English2 to 15-20 during course scheduling.

Person Responsible:

Marcus Peacock

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

4 Student Achievement* - U. S. History

Performance Goal:

By 2028, the percentage of students passing US History End of Course Examination Program assessment will increase from 33.3% to 83.3%.

PM 4.1 For 2024, the percentage of students passing US History End of Course Examination Program assessment will increase to 43.3%.

Analysis of Actual vs. Projected Data:

Actual Data (2021-2022)- 33.3% Projected Data (2022-2-23) -43.3%

S 4.1.1 School Report Card (U.S. History data)

Evidence-Based Research:

A large number of studies have demonstrated that teacher quality is the most important in-school factor for student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. ("Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.)

AS 4.1.1.1 Quality Professional Development

Action Step:

Provide quality professional development and support to all US History teachers.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Development costs	$20,000.00

AS 4.1.1.2 After-school Tutoring

Action Step:

Continue offering after-school tutoring weekly as well as scheduled Saturday school (with transportation provided to students).

Person Responsible:

Shawn Washington

Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Transportation	$5,000.00

AS 4.1.1.3 Online Resources
Action Step:
Continue to provide comprehensive review of US History course Standards using USA TestPrep online resources.
Person Responsible:
Shawn Washington
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Cost to renew USA TestPrep	$3,000.00

5 Student Achievement*- Graduation Rate
Performance Goal:
By 2028, 90% of our students will graduate within 4 years of entering 9th grade.

PM 5.1 For 2024, 82% of our students will graduate within 4years of entering 9th grade.
Analysis of Actual vs. Projected Data:
Actual Data (2021-2022) - 90% (spike in rate, outlier) Projected Data (2022-2023)- 80%

S 5.1.1 Graduation Rate data per School Report Card
Evidence-Based Research:
A large number of studies have demonstrated that teacher quality is the most important in-school factor for student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their

performance. Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. ("Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.)

AS 5.1.1.1 Graduation Team Meetings and Activities

Action Step:

Continue to conduct Graduation team meetings to review and monitor students' grades especially those who have been identified as "Hot Lists". CCR will also be monitored via this team.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

AS 5.1.1.2 Graduation Intervention Conferences

Action Step:

Conduct Graduation Intervention Conferences with "Hot List" students and their parents to discuss students' progress or lack thereof. Collaborate with multiple stakeholders to develop individualized success plans for "Hot List" students.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

AS 5.1.1.3 AVID/Career and College Ready Field Studies for Students

Action Step:

Students will participate in field studies to support College and Career Readiness and help students achieve college and career readiness objectives. Field studies include visits to various colleges and universities as well as businesses. The school will purchase college displays and signage to create a more personalized learning environment and encourage students to become college and career ready. The students will also have opportunities to participate in career opportunities and training to promote the college and career readiness objectives. Expenditures will include transportation, meals, AVID visual tools/supplies, and contracted services.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Other	Other	Priority- Instructional supplies-$5,000.00	$5,000.00
	Other	Priority- Purchased services-$5,000.00 (trans.)	$5,000.00
		Total	$10,000.00

6 Teacher/Administrator Quality* - Quality Professional Development

Performance Goal:

By 2028, 100.0% of certified teachers will participate in organized professional development sessions related to providing research-based best instructional practices in the classroom, regardless of content area.

PM 6.1 For 2023-2024, all teachers in the curricular areas of Algebra 1, Biology 1, English 2, and US History will receive directed professional learning opportunities related to both their content-specific strategies, as well as research-based instructional practices as a whole.

Analysis of Actual vs. Projected Data:

N/A

S 6.1.1 Participation in Professional Learning

Evidence-Based Research:

A large number of studies have demonstrated that teacher quality is the most important in-school factor for student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. ("Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.)

AS 6.1.1.1 Quality Professional Development for EOCEP Teachers

Action Step:

As per EOCEP performance goals, all instructors will receive professional development as scheduled. (see student achievement goals/ budget expenses are noted within those goals)

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2024

AS 6.1.1.2 PLC Meetings/District PLOs

Action Step:

Provide opportunities for all core content teachers to collaborate in their PLCs, take part in activities such as the analysis of student data, peer to peer observations, and travel to district-based professional learning opportunities.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Substitute salary	$2,000.00

AS 6.1.1.3 Special Services and MLL (ESOL) Professional Learning Opportunities

Action Step:

Conduct Special Education and MLL/ESOL in-service training sessions with the entire faculty and staff to discuss compliance and other pertinent/ trending information annually.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

7 School Climate* - Parent Involvement

Performance Goal:

By 2028, parent attendance at school-based functions will increase annually by 10%.

PM 7.1 By 2024, parent attendance at school-based functions will increase from roughly 30% to 40%.

Analysis of Actual vs. Projected Data:

Actual Data (2021-2022)- roughly 30% Projected Data (2022-2023)- roughly 30%

S 7.1.1 Program Artifacts and/or flyers, Meeting Agendas and/or Sign-in Logs

Evidence-Based Research:

Research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education (NEA today.org), however, input and feedback are some of the essential elements for parent engagement.

AS 7.1.1.1 Annual Parent Information Nights

Action Step:

Conduct Parent Test Information Nights to provide pertinent test information for AP/EOCP/ ACT and/or WIN, to parents and their students for at least once or twice prior to each test administration.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Printing materials	$200.00

AS 7.1.1.2 Annual Support for School-based Organizations

Action Step:

Continue to support the programs and initiatives of all school- based organizations and clubs such as the PTSA, SIC, JROTC, Fine Arts programs, etc.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

AS 7.1.1.3 Annual Resource Fair/Literacy Nights

Action Step:

Conduct Resource Fair and/or Literacy Night in conjunction with some community organizations to provide resources in various areas such as technology, banking, health, nutrition & wellness, safety and security, Public Library, Colleges and Universities, etc.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Printing materials	$200.00

AS 7.1.1.4 Annual Multi-Media Communication/Social Media Branding

Action Step:

Utilize multiple means to communicate information to parents for example: phone calls, social media, brochure, flyers, handouts, Newsletter, school websites, robo call messages, e-mails, and the marquee.

Person Responsible:

Shelia Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

AS 7.1.1.5 Annual Pastries with the Principal and Other "Chat with the Principal" Sessions

Action Step:

Provide multiple opportunities through the school year for parents to meet with and discuss issues with the school principal.

Person Responsible:

Shawn Washington

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

Funding Application	Grant	Notes	Amount

Other	Other	20-21 Priority- Tech equip/furniture-$25,000.00	$25,000.00