Comprehensive Progress Report

Mission:

The mission of South Columbus High School is to foster productive citizens by providing engaging learning opportunities that promote individual growth in students' talents and skills.

Vision:

South Columbus High School will maximize academic and social skills for students to become productive college and career-ready citizens.

Goals:

By May 2022, South Columbus High School will increase our school's proficiency scores by 10% from 45.4% to 49.94% in all End-of-Course tested areas.

By May 2022, South Columbus High School will implement a muti-tiered instructional support system for students with targeted interventions to demonstrate 10% student growth from pre-assessment to post-assessment in all content areas.

By May 2023, 90% of classrooms at South Columbus High School will consistently implement live, online, hybrid, and blended learning instructional strategies.

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	High expectations for all staff and students			
! A1.05	**ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Class size and combination classes of students make individualized instruction a challenge. Teachers create lesson plans that are aligned to the Standard Course of Study, and they use formative and summative assessment to collect data.	Limited Development 09/21/2016		
How it will look when fully met:	Teachers will differentiate instruction among students based on pretest scores, benchmark assessments, and formative assessments. All teachers will participate in weekly departmental PLCs to discuss student performance data and student growth. All teachers will establish a plan to include remediation and enrichment activities for all students.		**Peggy Smith**	**12/17/2021**
Actions		4 of 5 (80%)		
2/27/17	Teachers will meet weekly in departmental Professional Learning Communities (PLCs) in order to assess student data and plan for differentiation of instructional practices in order to meet the individual needs of students.	Complete 06/04/2021	Jimmy Price	05/28/2021
Notes:	Teachers currently meet on a weekly basis in their PLC. This is an on-going task.			
2/27/17	Teachers will administer pre-tests to all students at the beginning of the semester. This pre-test will provide teachers will baseline data on student performance.	Complete 06/05/2020	Brett Burroughs	05/28/2021
Notes:	Teachers are responsible for administering pre-assessments and post-assessments to all students.			
2/27/17	Teachers will administer benchmark assessments in order to monitor student progress. These benchmark assessments will be used to monitor student growth.	Complete 06/04/2021	Tanya Martinez	05/28/2021
Notes:	Teachers administer benchmark assessments and analyze benchmark data during PLCs.			
2/27/17	Formative assessments will be administered on a regular basis to provide immediate feedback to teachers regarding student performance. These assessments include, but are not limited to, bell ringers, exit tickets, quizzes, etc.	Complete 06/05/2020	Rachel Meares	05/28/2021
Notes:				

		11/21/19	South Columbus will implement a remediation program entitled SWAG (Students Will Achieve Greatness) for students scoring below 80 percent proficiency based on classroom data.		Crystal Stubbs	05/27/2022
		Notes:				
	KEY	**A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Many teachers employ effective classroom management on a daily basis.	Limited Development 10/18/2018		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:			**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:			**Curriculum and instructional alignment**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			South Columbus has Instructional Teams in place. We are currently in the process of developing standards-aligned units of instruction for each subject area.	Limited Development 11/26/2018		
How it will look when fully met:						
Actions						
		Notes:				

!	A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Many teachers are participating in district-wide professional development to provide students with opportunities to use a variety of tools to create and monitor tasks.	Limited Development 09/22/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		All teachers will build student's metacognitive skills by teaching learning strategies and tools and their appropriate application, as well as providing students with processes for determining their own mastery of tasks. Learning strategies will be explicitly taught to students through teacher modeling of said strategies. Classroom instruction will be interactive where students are collaborating in determining their goals for instruction, as well as in the implementation, evaluation, and modification of the acquisition procedures. Students need to see evidence that the strategies they are learning really do lead to improved performance. This will be evidenced by student data notebooks and student mastery checklists which will be maintained on an individual basis by all students.		Michelle Simmons	12/17/2021
Actions			2 of 4 (50%)		
	2/27/17	Students will maintain Data Notebooks which contain Mastery Checklists and opportunities for students to evaluate their individual performance on learning objectives. Students will also reflect upon their mastery checklist and in order to determine goals for improving their classroom performance.	Complete 06/05/2020	Darren Norris	05/28/2021
	Notes:				
	2/27/17	All teachers will participate in county-wide Professional Learning Communities (PLCs) to address learning strategies and address student achievement gaps.	Complete 06/05/2020	Jimmy Price	05/28/2021
	Notes:				
	2/27/17	Teachers will participate in lesson plan tuning in which they model effective learning strategies. By incorporating these effective practices from other educators, classroom teachers will improve their instruction and thus improve student learning.		Shonna Gurkin	05/27/2022
	Notes:				

	2/27/17	Students will complete a learning styles inventory assessment at the beginning of each semester in order to be made aware of their most preferred method of learning.		Megan Whitesell	05/27/2022
Notes:					
Implementation:			10/01/2020		
Evidence		5/28/2020			
Experience		5/28/2020			
Sustainability		5/28/2020			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY **A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers are aware of the multi-tiered system of support and the qualification guidelines for each tier of support.	Limited Development 10/28/2020		
How it will look when fully met:	Teachers will implement a multi-tiered instructional support system that is aligned to the individual needs of the students.		**Michelle Simmons**	**05/27/2022**
Actions		**0 of 3 (0%)**		
10/28/20	Teachers will implement a remediation schedule for students in Tier 2 and Tier 3 who are in need of additional instructional support		Melissa Jones	05/27/2022
Notes:	Teachers will give a copy of students attending remediation sessions to the Administration.			
1/26/21	Teachers in core academic areas will maintain and analyze the data from the MTSS Data Tracking Form. Teachers will review the data and discuss their findings during weekly Departmental PLC meetings.		Michelle Simmons	05/27/2022
Notes:				
1/26/21	All teachers will analyze formative and summative assessment data both individually and collaboratively during Departmental PLCs in order to drive instruction and create necessary intervention plans for students in need of remediation (Tiers 2 and 3) and extended learning plans for students in need of enhancement (Tier 1).		Michelle Simmons	05/27/2022

Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		**Quality of professional development**			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are very adept at collecting classroom data; however, they need more work utilizing this data to make decisions about school improvement and professional development needs.	Limited Development 10/26/2016		
How it will look when fully met:			Both the LEA and the school regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. Both of these data sources are important for planning instruction and professional development. Data will be collected by teachers and stored in Teacher Data Notebooks and Student Data Notebooks. Administrators will use teacher observation tools including TeachScape and NCEES to collect data and provide feedback to teachers. This data will also be used to make decisions regarding improving the teaching practices of the school and improving the overall school environment.		**Adam Thompson**	**04/14/2022**
Actions				**2 of 3 (67%)**		
		11/20/19	Professional Learning Communities (PLCs) will examine departmental testing data and classroom rounds observation data on a weekly basis in order to address concerns and help drive instruction.	Complete 06/04/2021	Jimmy Price	05/28/2021
		Notes:				
		11/20/19	Administrators will share data results from teacher observations with staff during regularly-scheduled School Improvement Team meetings in order to make decisions regarding needed school improvement and staff professional development needs.	Complete 06/04/2021	Adam Thompson	05/28/2021
		Notes:				
		11/20/19	Faculty members will participate in a rounds process to collect data about classrooms by utilizing observation forms. Data collected from these observation rounds will be used to help drive classroom instruction and make improvements in student learning.		Shonna Gurkin	04/14/2022
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			**Talent recruitment and retention**			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:				Limited Development 11/29/2018		
How it will look when fully met:					Adam Thompson	05/31/2022
Actions						
	Notes:					

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			**Facilities and technology**			
		D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers need to incorporate live, online, hybrid, or blended learning as part of their normal teaching methodology.	Limited Development 11/09/2016		
How it will look when fully met:			All teachers will use live, online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.	**Objective Met 09/22/21**	**Carla Fowler**	**05/28/2021**
Actions						
	10/1/20		Teachers will create and utilize Google Classrooms or other interactive platforms for hybrid and blended learning for each of their courses.	Complete 06/04/2021	Carla Fowler	05/28/2021
	Notes:					
	12/2/20		Teachers will participate in professional development learning opportunities focused on live, online, hybrid, and blended learning opportunities.	Complete 06/04/2021	Stacy Stout-Prince	05/28/2021
	Notes:					
	12/2/20		Teachers will incorporate synchronous and a-synchronous learning opportunities for students as evidenced in weekly lesson plans.	Complete 06/04/2021	Melvin Mathews	05/28/2021