

# Comprehensive Plan Report

Filter: [Indicators included in the plan.](#)

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

3/1/2017

South Columbus High School NCES - na

Columbus County Schools

## Student Success Indicators

Key Indicators are shown in RED.

### Dimension A - Instructional Excellence and Alignment

#### High expectations for all staff and students

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/21/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Class size and combination classes of students make individualized instruction a challenge.	
<b>Plan</b>	Assigned to:	Peggy Smith	
	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.	
	Target Date:	06/09/2017	
	<b>Tasks:</b>		
	1. 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.		
	Assigned to:	Michelle Simmons	
	Added date:	02/27/2017	
	Target Completion Date:	06/09/2017	
	Frequency:	weekly	
	Comments:	Teachers currently meet on a weekly basis in their PLC. This is an on-going task.	
	2. 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.		
	Assigned to:	All Teachers	
	Added date:	02/27/2017	
	Target Completion Date:	06/09/2017	
	Frequency:	twice a year	

	Comments:	
	Task Completed:	01/31/2017
	3. Teachers will administer benchmark assessments every three weeks in order to monitor student progress. These benchmark assessments will be used to monitor student growth.	
	Assigned to:	All Teachers
	Added date:	02/27/2017
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	
	4. 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.	
	Assigned to:	All Teachers
	Added date:	02/27/2017
	Target Completion Date:	06/09/2017
	Frequency:	daily
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 4 (25%)

## Dimension A - Instructional Excellence and Alignment

### Curriculum and instructional alignment

<b>Indicator</b>	<b>A2.02 - Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/22/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Teams meet bi-monthly for one to two hours per meeting.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/22/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	Many teachers are participating in district-wide Literacy Design	

	development:	Collaborative and Math Design Collaborative to provide students with opportunities to use a variety of tools to create and monitor tasks.
<b>Plan</b>	Assigned to:	Melissa Ransom
	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.
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. All teachers will participate in county-wide Professional Learning Communities (PLCs) to address learning strategies and address student achievement gaps.	
	Assigned to:	Michelle Simmons
	Added date:	02/27/2017
	Target Completion Date:	06/09/2017
	Frequency:	four times a year
	Comments:	
	2. 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.	
	Assigned to:	Classroom Teachers
	Added date:	02/27/2017
	Target Completion Date:	06/09/2017
	Frequency:	four times a year
	Comments:	
	3. 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.	
	Assigned to:	All Teachers
	Added date:	02/27/2017
	Target Completion Date:	06/09/2017
	Frequency:	twice a year
	Comments:	
	<b>Task Completed:</b>	<b>01/31/2017</b>
	4. 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.	
	Assigned to:	All Teachers
	Added date:	02/27/2017

	Target Completion Date:	06/09/2017	
	Frequency:	twice monthly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 4 (25%)	
<b>Dimension B - Leadership Capacity</b>			
<b>Monitoring instruction in school</b>			
<b>Indicator</b>	<b>B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/05/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our district currently offers students summer school for EOC courses and third through fifth grade remediation and re-testing. These options are only offered if funding is available.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Dimension C - Professional Capacity</b>			
<b>Quality of professional development</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/26/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	
<b>Plan</b>	Assigned to:	Tanya Martinez	
	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, NCEES, and ELEOT 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.	
	Target Date:	06/09/2017	

<b>Tasks:</b>	
1. 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.	
Assigned to:	Adam Thompson
Added date:	02/27/2017
Target Completion Date:	06/09/2017
Frequency:	monthly
Comments:	
2. Faculty members will participate in a rounds process to collect data about classrooms by utilizing the ELEOT observation form. Data collected from these observation rounds will be used to help drive classroom instruction and make improvements in student learning.	
Assigned to:	Jimmie Price
Added date:	02/27/2017
Target Completion Date:	06/09/2017
Frequency:	monthly
Comments:	
3. 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.	
Assigned to:	Department Chairpersons (PLC Leaders)
Added date:	02/27/2017
Target Completion Date:	06/09/2017
Frequency:	weekly
Comments:	
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 3 (0%)

### Dimension C - Professional Capacity

#### Talent recruitment and retention

<b>Indicator</b>	<b>C3.05 - The LEA/School has a system for performance-based incentives that is transparent and fair.(5169)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/26/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Their is currently no performance-based incentives for teachers.	
<b>Plan</b>	Assigned to:	Not yet assigned	

### Dimension D - Planning and Operational Effectiveness

#### Facilities and technology

<b>Indicator</b>	<b>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</b>		
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	<b>technology.(5173)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers need to incorporate online, hybrid, or blended learning as part of their normal teaching methodology.	
<b>Plan</b>	Assigned to:	Misty Jarman	
	How it will look when fully met:	All teachers will use 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.	
	Target Date:	06/08/2018	
<b>Indicator</b>	<b>D2.02 - ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, only JROTC, Foreign Language, and Arts teachers implement digital student portfolios.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Dimension E - Families and Community</b>			
<b>Family Engagement</b>			
<b>Indicator</b>	<b>E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, SCHS has limited communication with parents/guardians at the end of each six weeks when report cards are distributed.	
<b>Plan</b>	Assigned to:	Michelle Simmons	
	How it will look when fully met:	Research shows that parental involvement is essential to student success. All teachers at South Columbus High School will regularly	

		communicate with parents/guardians regarding their child's education. Teachers will create and continually update personal web pages and will use resources such as Remind 101 to keep parents abreast of classroom progress. South Columbus will use social media sites such as Facebook to keep parents and community members informed of daily and weekly school activities.	
	Target Date:	06/09/2017	
	<b>Tasks:</b>		
	1. Teachers will maintain a current web page for all courses they teach. These web pages will include teacher contact information, tutoring options, class schedules, and class assignments.		
	Assigned to:	Crystal Stubbs	
	Added date:	02/27/2017	
	Target Completion Date:	06/09/2017	
	Frequency:	weekly	
	Comments:		
	2. South Columbus will utilize technology including social media (Facebook), Remind 101, and AlertNow calls in order to keep parents and community members informed of upcoming school events.		
	Assigned to:	Michelle Simmons	
	Added date:	02/27/2017	
	Target Completion Date:	06/09/2017	
	Frequency:	twice weekly	
	Comments:		
	3. Informational events will be scheduled throughout the school year to keep parents involved in school events and informed of important information including FASFA information, scholarship applications, important testing dates, and how to access Parent Portal.		
	Assigned to:	Sheryl Dameron	
	Added date:	02/27/2017	
	Target Completion Date:	06/09/2017	
	Frequency:	three times a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
<b>Indicator</b>	<b>E1.08 - Professional development for teachers includes support for working effectively with families.(5184)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Only the beginning teachers receive professional development regarding working effectively with families.	
<b>Plan</b>	Assigned to:	Not yet assigned	