

# Comprehensive Plan Report

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

December 14, 2016

**West Columbus High** NCES - na

Columbus County Schools

**Student Success Indicators**

Key Indicators are shown in **RED**.

## Dimension A - Instructional Excellence and Alignment

### Curriculum and instructional alignment

**Indicator** **A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**

**Status** **Full Implementation**

**Assess** Level of Development: Initial: **Full Implementation** 11/09/2016

Evidence:

\* By collaborating with educators across our district through professional develop workshops, teachers ensure all curriculum standards are met in regards to lesson plans, teaching strategies, and learning techniques.

\* Departmental PLC's meet monthly to ensure all curriculum standards are adhered to during planning and instruction. Departments collaborate in constructing learning activities and strategies to ensure continuity and consistency in the delivery of standards-aligned units of instruction.

\* Departments develop procedures to ensure standards-aligned units of instruction are effective learning instruments for students through frequent communication and debriefing concerning students' progress.

Added date:

## Dimension A - Instructional Excellence and Alignment

### Student support services

**Indicator** **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)**

**Status** Tasks completed: 0 of 4 (0%)

**Assess** Level of Development: Initial: **Limited Development** 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:  | Teachers create lesson plans that are aligned to the NCSCOS and meet the needs of all learners. Lesson plan tuning is conducted on a regular basis. Teachers use formative and summative assessments to collect data.   |
| <b>Plan</b>      | Assigned to:  | Amanda Leggett  |
|                  | How it will look when fully met:  | 100% of teachers will create comprehensive and detailed lesson plans that are creative and interesting and are also aligned with the NCSCOS to meet the needs of all learners. 100% of teachers will effectively use formative and summative assessments to collect data and influence instruction. AIG students will participate in extended learning with AIG coordinators 10% of their instructional time. 100% of teachers will use EC differentiation methods as needed; including IEP and 504 accommodations and research based teaching strategies along with EC weekly progress lists. Each department in the school will establish a tutoring schedule to meet the needs of their students and a schedule will be provided for students and parents. |
|                  | Target Date:  | 05/31/2017  |
|                  | <b>Tasks:</b>   |   |
|                  | 1. PD sessions will be presented to all faculty that will present them with individual, small-group, and whole-class interventions that are research based and will allow for differentiation of students' needs using different formats. |   |
|                  | Assigned to:  | Amanda Leggett  |
|                  | Added date:   | 11/13/2016  |
|                  | Target Completion Date:   | 05/31/2017  |
|                  | Comments:   | Input from faculty members could be solicited for ideas that teachers are currently using.  |
|                  | 2. AIG students will meet with AIG representatives at least once a month to participate in extended learning opportunities.   |   |
|                  | Assigned to:  | Olive Shuping   |
|                  | Added date:   | 11/14/2016  |
|                  | Target Completion Date:   | 05/31/2017  |
|                  | Comments:   |   |
|                  | 3. Teachers will become familiar with utilizing GradPoint units as a method of enrichment or remediation as necessary to reinforce learning objectives.   |   |
|                  | Assigned to:  | Amanda Leggett  |
|                  | Added date:   | 11/14/2016  |
|                  | Target Completion Date:   | 05/31/2017  |
|                  | Comments:   | Could possibly be a PD session.   |
|                  | 4. SCC will provide college awareness and reading assistance through Talent Search program.   |   |
|                  | Assigned to:  | Michelle Haigler  |
|                  | Added date:   | 11/14/2016  |
|                  | Target Completion Date:   | 05/31/2017  |
|                  | Comments:   |   |
| <b>Implement</b> | Percent Task Complete:  | 0%  |

|  |   |  |                                       |
|--|---|--|---------------------------------------|
| <b>Indicator</b>                               | <b>A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)</b>   |  |                                       |
| <b>Status</b>                                  | <b>Full Implementation</b>  |  |                                       |
| <b>Assess</b>                                  | Level of Development:   | Initial: <b>Full Implementation</b> 11/09/2016   |                                       |
|  | Evidence:   | <p>*WCHS has two fulltime guidance counselors who are able to see to student's emotional needs during school hours.</p> <p>*WCHS has a social worker from the central office who is able to help students who are in crisis and get them the resources they may need.</p> <p>*Teachers are fully aware of protocols for mandatory disclosures, and who to send students to when the student is in crisis. Teachers also know how to get in contact with the social worker.</p> <p>*Teachers work closely with the EC department on special emotional needs student's might have in the classroom.</p> <p>*Teachers use opportunities in their classrooms to teach students the proper way to handle strong emotions like anger in the classroom setting. Teachers instruct students on how to interact with others in a polite and civil manner.</p> |                                       |
|  | Added date:   |  |                                       |
| <b>Dimension B - Leadership Capacity</b>       |   |  |                                       |
| <b>Strategic planning, mission, and vision</b> |   |  |                                       |
| <b>Indicator</b>                               | <b>B1.01 - The LEA has an LEA Support &amp; Improvement Team.(5135)</b>   |  |                                       |
| <b>Status</b>                                  | <b>Full Implementation</b>  |  |                                       |
| <b>Assess</b>                                  | Level of Development:   | Initial: <b>Full Implementation</b> 11/09/2016   |                                       |
|  | Evidence:   | School Improvement Team  |                                       |
|  | Added date:   |  |                                       |
| <b>Indicator</b>                               | <b>B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)</b>   |  |                                       |
| <b>Status</b>                                  | <b>Full Implementation</b>  |  |                                       |
| <b>Assess</b>                                  | Level of Development:   | Initial: <b>Full Implementation</b> 11/09/2016   |                                       |
|  | Evidence:   | Principal has qualifications necessary.  |                                       |
|  | Added date:   |  |                                       |
| <b>Indicator</b>                               | <b>B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b> |  |                                       |
| <b>Status</b>                                  | Tasks completed: 0 of 1 (0%)  |  |                                       |
| <b>Assess</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:  | SIT team currently meets regularly to review implementation of effective practices.  |  |
| <b>Plan</b>                                     | Assigned to:  | Marc Edge  |  |
|   | How it will look when fully met:  | Leadership team will meet at least twice a month to review implementation of effective practices. Team members will continually review effective instructional practices in the classroom; as well as, district initiatives that are required to be implemented. Team members will also take an active role in assisting with PD sessions for entire faculty such as leading sessions and providing feedback to faculty members. |  |
|   | Target Date:  | 05/31/2017   |  |
|   | <b>Tasks:</b>   |  |  |
|   | 1. SIT Chairperson will plan regular meetings for SIT Team that includes effective practices, district initiatives, and instructional practices in the agenda.        |  |  |
|   | Assigned to:  | John Browning  |  |
|   | Added date:   | 11/14/2016   |  |
|   | Target Completion Date:   | 05/31/2017   |  |
|   | Frequency:  | twice monthly  |  |
|   | Comments:   |  |  |
| <b>Implement</b>                                | Percent Task Complete:  | 0%   |  |
| <b>Dimension B - Leadership Capacity</b>        |   |  |  |
| <b>Distributed leadership and collaboration</b> |   |  |  |
| <b>Indicator</b>                                | <b>B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>                             |  |  |
| <b>Status</b>                                   | <b>Full Implementation</b>  |  |  |
| <b>Assess</b>                                   | Level of Development:   | Initial: Full Implementation 11/09/2016  |  |
|   | Evidence:   | PLC every Tuesday during planning periods.<br>Duty rosters where teachers are only on duty every other week.<br>1.5 hr planning periods.<br>LDC and MDC.<br>Departmental PLC's after school.<br>Department Chairs.   |  |
|   | Added date:   |  |  |
| <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>                                   | Tasks completed: 0 of 4 (0%)  |  |  |

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| <b>Assess</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:   | After school tutoring is available for all students.  |  |
| <b>Plan</b>   | Assigned to:   | Olive Shuping   |  |
|               | How it will look when fully met:   | 100% of students will be authentically engaged in learning throughout the instructional day, as well as before and after normal school hours.   |  |
|               | Target Date:   | 05/31/2017  |  |
|               | <b>Tasks:</b>  |   |  |
|               | 1. Media Coordinator will create hours for study and computer access both before and after normal school hours.  |   |  |
|               | Assigned to:   | Olive Shuping   |  |
|               | Added date:  | 11/14/2016  |  |
|               | Target Completion Date:  | 05/31/2017  |  |
|               | Frequency:   | weekly  |  |
|               | Comments:  |   |  |
|               | 2. Technological resources will be available for student use by checking out materials.  |   |  |
|               | Assigned to:   | Olive Shuping   |  |
|               | Added date:  | 11/14/2016  |  |
|               | Target Completion Date:  | 05/31/2017  |  |
|               | Comments:  |   |  |
|               | 3. After school tutoring schedules will be created by each department and a schedule will be provided to students and parents. Transportation will be provided for students in need. |   |  |
|               | Assigned to:   | Olive Shuping   |  |
|               | Added date:  | 11/14/2016  |  |
|               | Target Completion Date:  | 05/31/2017  |  |
|               | Comments:  | Department chairs should submit tutoring schedule and the schedule should be announced/publicized in all possible locations (Facebook page, teacher websites, course syllabi, etc.) SCC will need to be consulted for funding for transportation. |  |
|               | 4. Assistance will be available for ESL students and students with accommodations.   |   |  |
|               | Assigned to:   | Olive Shuping   |  |
|               | Added date:  | 11/14/2016  |  |
|               | Target Completion Date:  | 05/31/2017  |  |
|               | Comments:  | ESL central office members will need to be consulted concerning after hour and summer programs for ESL students. Migrant assistance should be available for technology concerns.  |  |

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| <b>Implement</b>                           | Percent Task Complete:   | 0%   |
| <b>Indicator</b>                           | <b>B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>  |  |
| <b>Status</b>                              | <b>Full Implementation</b>   |  |
| <b>Assess</b>                              | Level of Development:  | Initial: Full Implementation 11/09/2016  |
|  | Evidence:  | Walkthroughs, Formal observations  |
|  | Added date:  |  |
| <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 5 (0%)   |  |
| <b>Assess</b>                              | Level of Development:  | Initial: Limited Development 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:   | Administration continually participates in various observation tools such as Teachscape, AdvanceED Eliot, and NCEES and provides feedback. Data collected from these tools are also used to determine areas of strengths and weaknesses throughout the school.   |
| <b>Plan</b>                                | Assigned to:   | Amanda Leggett   |
|  | How it will look when fully met:   | Teachers will be able to consult personal data from various observational tools and use that data to drive their instruction. Administration will consult data from various observational tools and use that data to make decisions about improving the school community. Data will also be used to drive PD sessions in efforts to continually improve on effective practices inside and outside the classroom. |
|  | Target Date:   | 05/31/2017   |
|  | <b>Tasks:</b>  |  |
|  | 1. Administration will share data results from observation methods to make decisions about school improvement and PD needs.  |  |
|  | Assigned to:   | Amanda Leggett   |
|  | Added date:  | 11/14/2016   |
|  | Target Completion Date:  | 05/31/2017   |
|  | Comments:  |  |
|  | 2. PD opportunities will be created based on data received from observational tools.   |  |
|  | Assigned to:   | Amanda Leggett   |

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|  |  | Added date:             | 11/14/2016                              |
|  |  | Target Completion Date: | 05/31/2017                              |
|  |  | Comments:               |   |
|  | 3. Administration will set a goal for number of walkthroughs to collect data about instructional practices in the classrooms.                        |                         |   |
|  |  | Assigned to:            | Jeff Greene                             |
|  |  | Added date:             | 11/14/2016                              |
|  |  | Target Completion Date: | 05/31/2017                              |
|  |  | Frequency:              | daily                                   |
|  |  | Comments:               |   |
|  | 4. Faculty members will participate in a rounds process to collect data about their own classrooms and use that data to drive instruction.           |                         |   |
|  |  | Assigned to:            | Amanda Leggett                          |
|  |  | Added date:             | 11/14/2016                              |
|  |  | Target Completion Date: | 05/31/2017                              |
|  |  | Comments:               |   |
|  | 5. Professional Learning Communities will examine past testing data as a method of driving instruction.  |                         |   |
|  |  | Assigned to:            | Amanda Leggett                          |
|  |  | Added date:             | 11/14/2016                              |
|  |  | Target Completion Date: | 05/31/2017                              |
|  |  | Comments:               |   |
| <b>Implement</b>                           | Percent Task Complete:   |                         | 0%                                      |
| <b>Dimension C - Professional Capacity</b> |  |                         |   |
| <b>Talent recruitment and retention</b>    |  |                         |   |
| <b>Indicator</b>                           | <b>C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b> |                         |   |
| <b>Status</b>                              | <b>Full Implementation</b>   |                         |   |
| <b>Assess</b>                              | Level of Development:  |                         | Initial: Full Implementation 11/09/2016 |

|  |           |   |
|--|-----------|---|
|  | Evidence: | <p>Replacing: -Encourage colleges to provide student teachers</p> <p style="padding-left: 40px;">-Database with Applications used by the principals (not sure of the name)</p> <p>Evaluating: -Peer Observations</p> <p style="padding-left: 40px;">-NC Educator Effectiveness System (NCEES)-<br/>True North Logic</p> <p>Rewarding: -Teacher of the Year/Month</p> <p>Recruiting: -Peer Observations</p> <p style="padding-left: 40px;">-Central Office Recruitment at Job fairs</p> <p style="padding-left: 40px;">-Mentor Program for beginning teachers</p> <p style="padding-left: 40px;">-Hire student teachers that are teacher at their school</p> <p style="padding-left: 40px;">-District PLC planning set aside each year</p> |
|--|-----------|---|

|  |  |             |
|--|--|-------------|
|  |  | Added date: |
|--|--|-------------|

**Dimension E - Families and Community**

**Family Engagement**

|                  |   |
|------------------|---|
| <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 2 (0%) |
|---------------|------------------------------|

|               |                       |  |  |
|---------------|-----------------------|--|--|
| <b>Assess</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:   | The school communicates with parents using the school webpage, school Facebook page, parent portal on PowerSchool, and School Messenger.  |
| <b>Plan</b>      | Assigned to:   | Lance Floyd   |
|                  | How it will look when fully met:   | 100% of teachers will contact parents on a regular basis concerning students. Teachers will create and continually update personal webpages and will use resources such as Remind101 to inform students and parents of important things about the classroom. The school will use resources such as the SIT team and Advisory Board members to extend parental contact to community contact. |
|                  | Target Date:   | 05/31/2017  |
|                  | <b>Tasks:</b>  |   |
|                  | 1. Teachers will maintain a current website for the courses they teach. Items such as online tutorials, contact information, tutoring options, class notes, and class schedules will be available on all websites.               |   |
|                  | Assigned to:   | Lance Floyd   |
|                  | Added date:  | 11/14/2016  |
|                  | Target Completion Date:  | 05/31/2017  |
|                  | Comments:  | PD sessions will be held to help teachers get started on their websites.  |
|                  | 2. Informational events will be scheduled throughout the school year to keep parents involved in school events and important information such as scholarship packets, important testing dates, how to access Parent Portal, etc. |   |
|                  | Assigned to:   | Lance Floyd   |
|                  | Added date:  | 11/14/2016  |
|                  | Target Completion Date:  | 05/31/2017  |
|                  | Comments:  |   |
| <b>Implement</b> | Percent Task Complete:   | 0%  |