

Comprehensive Progress Report

Mission:

West Columbus School is committed to cultivating an inclusive environment for lifelong learners, who are adaptable, resilient, productive, and of high moral character.

Vision:

West Columbus School knows, supports, and challenges all students to rise to their fullest potential.

Goals:

For the 2022-2023 school year, WCS students will meet or exceed growth in Reading and Math, as measured by EOG assessments; school letter grade of C. WCS will address the inclusive cultural needs utilizing a diverse group of school personnel and community stakeholders, with an 80% success rate by the end of the 2025-2026 school year.

By the close of school for the 2022-23 school year, students at WCS will consistently demonstrate behaviors that reflect a respectful, responsible, and safe and “Ready to Learn” school climate. The desired outcome is 85% rate at Tier I, 10% at Tier II, and 5% at Tier III referrals and student suspensions; decreasing the number of students receiving 2 or more referrals each semester, and increase the number of positive recognition throughout the school year by 25%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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
<i>Initial Assessment:</i>		A new PBIS plan is being rolled out with immediate feedback as well as having students work toward a larger reward. WCS is working with Angela Mendel and the Resilience and Learning team on ways to support students emotionally and behaviorally.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		<p>Staff and students will consistently follow PBIS procedures and guidelines as outlined in the PBIS handbook. Consistent implementation policies will be in place across all grade levels. A PBIS program that provides incentives for positive behavior by students will be in place and calming strategies will be implemented in all grade levels. Morning meetings will be held consistently to start each day positively. All guidelines will follow district policies for behavior.</p> <p>Students at WCS will consistently demonstrate behaviors that reflect a respectful, responsible, and safe and “Ready to Learn” school climate. The desired outcome is 85% rate at Tier I, 10% at Tier II, and 5% at Tier III referrals and student suspensions; decreasing the number of students receiving 2 or more referrals each semester, and increase the number of positive recognition throughout the school year by 25%.</p>		Michael Powell, AP	05/31/2023
<i>Actions</i>			2 of 5 (40%)		
	11/1/22	Behavior matrixes will be created for elementary and middle school expectations.	Complete 10/28/2022	Lisa Lennon	11/01/2022
		<i>Notes:</i> Matrixes will show expectations in multiple areas such as: cafeteria, auditorium, buses, hallways, classroom, etc.			
	11/1/22	PBIS punch cards will be distributed to all WCS students along with their lanyard. Staff will all receive specialty hole punchers.	Complete 11/30/2022	Lisa Lennon	11/30/2022
		<i>Notes:</i>			
	11/1/22	Behavior expectations will be taught intensively for 1 week and reviewed weekly using videos, games, and direct instruction.		Classroom Teachers	05/31/2023
		<i>Notes:</i> Videos and activities will be shared with teachers to used in teaching/reviewing. PBIS handbook will be available for all staff and will contain matrixes, expectations, behavior tiers, consequences, etc.			
	11/1/22	WCS staff will participate in the Resilience and Learning training.		Kelly Beck	05/31/2023

Notes:

11/1/22 "Big" PBIS goal will be set and implemented for positive behavior for each nine weeks (zoo, field day, slushie/popcorn and a movie...)

All admins

05/31/2023

Notes: Punch cards will be used to mark progress toward reward. Each card has 20 punches.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, West Columbus School holds several instructional meetings for teachers and staff after school. Teachers participate in Grade Level Planning (PLC's). Teachers collaborate during grade level planning to link content taught in each subject and grade level. Teachers from each grade level share the content objectives and topics that they are teaching for the upcoming week. Discussion follows the sharing of topics and objectives with ideas and strategies that can be employed and integrated throughout the content areas. Teachers work to connect the content that is taught in each subject and grade level. Teachers are able to evaluate skills students have mastered and skills that require more emphasis. Middle School teachers participate in department meetings allow teachers to plan vertically from grades 6-8 to create a smooth transition from content objective and grade level. Analyzing data allows departments to identify key areas of concern and patterns needing to be addressed or supported. Our administrators assist teachers with the analysis of data from common assessments to differentiate instructional practice.	No Development 10/19/2022		
<i>How it will look when fully met:</i>		By June 2023, West Columbus School Grade Levels and departments will meet on designated days for Collaborative Planning and PLC's. All staff members will participate fully in all grade level, instructional, departmental, and collaborative planning meetings. These meetings will become part of our normal expectations. Teachers and staff will not need reminders to attend meetings.		Susan Watson-Powell, AP	06/10/2023
Actions			2 of 3 (67%)		
	11/1/22	School Administrators and Grade Level Chairs will share meeting expectations and norms with staff in all meetings.	Complete 09/30/2022	Administrators	10/01/2022
	<i>Notes:</i>				
	11/1/22	Administrators, department chairs, and grade level chairs will ensure that consistent and productive meetings take place on scheduled dates.	Complete 09/30/2022	Admin/SIT Representatives	10/01/2022
	<i>Notes:</i>				

11/1/22	By June 10, 2022 100% of West Columbus School teachers will have participated in weekly Instructional Team meetings and Collaborative Planning Sessions.		All staff	06/10/2023
<i>Notes:</i> Progress is being made. PLCs are being held on Weds at EES and Tuesdays at CGES campuses				

Core Function:	Dimension A - Instructional Excellence and Alignment			
-----------------------	---	--	--	--

Effective Practice:	Student support services			
----------------------------	---------------------------------	--	--	--

	A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
--	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		The school participates in activities centered around Black History and Hispanic History months.	No Development 11/01/2022		
----------------------------	--	--	------------------------------	--	--

<i>How it will look when fully met:</i>		<p>The school will create an environment where teachers and students can communicate and dedicate time to learning about cultural diversity. For example, holding events where different communities of students talk about their culture, specifics of it, and how this affects their learning style to connect the teachers' and students' perspectives on learning.</p> <p>The school will also hold Culture Nights. These Culture Nights will be held once per school year. The rationale behind establishing culture nights is that under the sociocultural theory, the learning process is an integral part of social interaction. By establishing this event, the school's administration also creates a social environment that is suitable for exchanging cultural knowledge and addresses the issue of communication virtualization.</p>		WT Edwards, AP	05/31/2026
---	--	--	--	----------------	------------

Actions			1 of 5 (20%)		
----------------	--	--	---------------------	--	--

11/1/22	In their PLCs, teachers will determine one lesson they can teach by the end of the semester to engage students in conversations about culture. Grade level SIT reps will share progress to school improvement team.	Complete 02/15/2023	Grade level SIT reps	01/20/2023
---------	---	---------------------	----------------------	------------

<i>Notes:</i> Kindergarten-				
First Grade has celebrated an African American famous and not famous each day using Google Slides with a read-aloud during SS time and completed some type of written activity to go with it.				
Second grade has spent the month of February reading biographies on black historical figures. Some examples include Jackie Robinson, Garrett Morgan, and Ruby Bridges.				

Students are also writing a biography on important black history figures of their choice.

3rd grade-Google Slides - Choice Board

<https://docs.google.com/presentation/d/1jZ11K6owolojn2flqylOpi0ur1yx3drNlRepV9Jhq4/edit?usp=sharing>

4th grade-

5th grade-

6th grade-For Black History month my 6th-grade students are doing a PowerPoint presentation on someone who impacted black history.

7th grade-

8th grade- We are discussing Frederick Douglass.

Intro to Frederick Douglass with video

(49) Frederick Douglass: Crash Course Black American History #17 - YouTube

Frederick Douglass: Crash Course Black American History #17

Clint Smith teaches you about one of the most famous writers, orators, and advocates of the 19th century, Frederick Douglass. Douglass was born in slavery, escaped to the North, and became one of the most influential people of his time. Douglass wrote about the experience of slavery in a way that captured the attention of people throughout the

...

www.youtube.com

A discussion about autobiographies

Vocabulary charts

Cause and effect graphic organizer

Grammar: HMH pronoun-antecedent agreement

Blooket Game: Narrative of the Life of Frederick Douglass

Poster Art: This should include a quote from Frederick Douglass' work.

It should be decorated and inspire individuals that see it.

CTE-All classes participated in this activity last week (Feb. 6-10).

Students chose groups and picked one of the following to complete the activity that follows.

Jerry Lawson:

Sissieretta Jones:

Arthur Ashe:

Thurgood Marshall:
 Maya Angelou:
 Daniel Hale Williams:
 Jesse Owens:
 Toni Morrison:
 Scott Joplin:
 Rebecca Lee Crumpler:
 Bill Pickett:

Activity

After determining groups and a famous African American to research:

1. Answer the five questions in the Black History Month Google Slides.

When and where was this person born?

What made this person famous?

When (year/years) was this person famous?

Is this person still living? If not, when, where, and how did this person die?

What is a famous quote by this person?

2. When all informational facts are gathered, create a short play from the findings to present to the class.

- Include any other information that was found while searching.

- Make it informative and interesting.

- Use props, if necessary.

3. Present the play on Friday.

***Do not state the name of the famous person in the play. Due Friday, February 10th.

11/1/22	The leadership team will create and administer a survey to stakeholders and use the results to create a professional development plan for 2023-2024 to increase cultural responsiveness.		WT Edwards, AP	05/31/2023
<i>Notes:</i>				
11/1/22	Administration will create a calendar for bulletin boards that teach. Teachers and staff will create "bulletin boards that teach" on a monthly schedule that includes cultural studies (Hispanic Heritage, Native American history, Black history, Women's history).		Grade Level Chairs	05/31/2023
<i>Notes:</i>				
11/1/22	Events will be scheduled where different communities of students talk about their culture, specifics of it, and how this affects their learning style.		Jennifer Strickland, 5th grade teacher	05/31/2024

Notes: The environment where students can communicate their cultural values to the teachers can be a special event dedicated to children explaining what they know about their cultures, how they practice their cultures at home and the students' perspectives on how these affect their learning.

11/1/22 Culture Nights will be held to discuss/celebrate culture differences and to facilitate exchanging cultural knowledge.

Janell Barnhill, 1st grade teacher

05/31/2025

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:			<p>West Columbus School holds weekly PLCs dedicated to analyzing data. The staff updates data walls and spreadsheets in each subject area. The school conducts common assessments each month. Administrators conduct observations using a walkthrough instrument to assess classroom, teacher, and professional development needs. West Columbus School's faculty uses data tracker sheets. Administrators and staff use the data they receive from common assessments, as well as EVAAS-projected percentiles, to create re-teaching plans for students. We have dedicated days per grade level to look at data and to analyze data points in our PLC's. After monthly assessments and benchmarks, teams will meet to discuss data and strategies to improve student achievement. Departments meet at least once monthly to address data and patterns. The teams also investigate practices that will assist students and teachers in promoting student progress. Teachers work with students to monitor their academic progression after each assessment and benchmark. The teachers also meet to discuss best practices in grade level, and department meetings. Walkthrough findings and feedback help teachers to adjust instructional practice. When working in collaborative groups each week, teachers are provided support to improve instructional practice.</p>	Limited Development 11/01/2022		
How it will look when fully met:			<p>By June 2023, West Columbus School Improvement Team will analyze disaggregated student outcome data by working with coaches and administration in School Improvement Team meetings as measured by minutes and agendas. Once this objective is fully met, staff will have the opportunity to meet regularly to review and analyze student performance data. Staff members will use this information to create lesson and re-teaching plans. The professional development provided by the district, administrators and teacher leaders will assist staff members in creating lesson and re-teaching plans that will help our students maximize their potential.</p>		Susan Watson-Powell, AP	05/31/2023
Actions				1 of 3 (33%)		
	11/2/22	Staff will create learning groups (interventions) using report card, classroom assessment data, benchmark assessment data, EVAAS, and EOG testing data.	Complete 09/30/2022	Classroom Teachers	10/01/2022	

Notes: Teachers will reassess grouping measures monthly after four consistent weeks of interventions.

11/1/22 School based grade level meetings will address data-driven concerns on a weekly basis. These data discussions will include but not be limited to benchmark assessments, HMH assessments, teacher made in-class assessments, and teacher observational data.

Classroom Teachers

05/31/2023

Notes: Data is being reviewed in weekly PLC meetings.

11/2/22 By June 2023, 100% of teaching staff will analyze and discuss assessment data and re-teaching plans once a month during grade level PLCs and department meetings.

Classroom Teachers

06/10/2023

Notes: