

Columbia High School

‘Home of the Coyotes’

School Improvement Plan – Draft 1

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The mission of Columbia-Burbank High School is to provide a safe, caring, forward-thinking environment, which motivates students and staff to realize their personal, educational and career potential. We will instill a sense of civic and social responsibility that will be carried throughout our students' lives. This mission will be accomplished by encouraging creativity, by developing thinking and working skills, by fostering a respect for diversity, and by focusing in the core business of our school - providing high quality, engaging work to our students.

1. **We believe** that education prepares students to participate as contributing citizens in social, political, and economic activities with confidence that their actions make a difference.
2. **We believe** that each student is valued individual with unique physical, social, emotional, and intellectual attributes.
3. **We believe** that the educational process prepares students to develop a sense of positive self-worth and self-respect.
4. **We believe** that awareness of cultural, ethnic, racial, and generational diversity increases student understanding of, and respect for, different people.
5. **We believe** that maximum educational opportunities require a partnership between school, family and community with all partners recognizing their obligations to the children we serve.
6. **We believe** that education should provide teaming experiences that match individual student readiness and teaming styles to produce life-long learners and communicators.
7. **We believe** in the importance of fostering the artistic and creative natures of our children through a diversity of curricular opportunities.

Groundwork – up to June 2003

- Mission and Belief Statements updated Fall 2002.
- Collaboration time built into schedule: instructional staff collaborating with one another, 150 minutes per week, around the work that they are providing their students. Typical sessions include use of:
 - WOW Protocol
 - Descriptive Review Protocol
 - Collegial Conversations
 - Design Qualities in lesson planning
 - Student assistance issues
- Freshmen transition team: a focus has been made on meeting the curricular and social needs of incoming freshmen.
- A library of exemplary lesson plans has been initiated
- Teachers share a common language and beliefs surrounding the ‘core business’ of schools.
- Staff has developed an understanding of the need to use time and resources differently for the purposes of increased student engagement.
- A reading/collaboration period survey of staff, students and parents was completed.
 - Staff is comfortable working collaboratively to design engaging work for students
 - Staff is comfortable collaboratively reviewing and improving lessons plans taught
 - The collaboration structure presently used at the high school is effective
 - Collaboration focusing on the ‘core business’ is a priority
- Teachers view their roles as leaders in process of educating the youth of our community.
- Instructional staff has held discussions regarding different ways to utilize time and resources.
- CLSR’s School Standards survey has been completed and compiled by the staff. Areas of focus chosen by the staff include those scored lowest on, as well as the essential first standard, “Patterns of Engagement.”
 - School Standard 1 – Patterns of Engagement
 - School Standard 6 – Clear and Compelling Product
 - School Standard 8 – Affirmation

Strategies for continued improvements

- Discovering where the levels of engagement are, and reacting!
- React to findings of our CLSR School Standards Survey:

Standard 6 – Clear and Compelling Product – When projects, performances, or exhibitions are a part of the instructional design, students understand the standards by which these projects, performances, or exhibitions will be evaluated. They are committed to these standards and see the real prospect of meeting the stated standards if they work diligently at the tasks assigned and encouraged.				
Supports Meeting the Standard	Policies	Programs	Procedures – Peer evaluation and public discussions of performances, exhibitions and products are commonplace in the classroom and school.	Practices – Generally, students clearly understand the standards by which their performances, products, projects and exhibitions are assessed and evaluated.
Inhibits Meeting the Standard	(1) Timeliness is important to teachers, but most teachers are more interested in the quality of work products than in time schedules.	(2) For most teachers, student success in creating a product that meets the specified standard is the primary goal of assessment.	(3) Most students find the standards used to assess their work relevant, meaningful, and important to themselves. (4) Teachers routinely hold conferences with individual students or small groups of students where the qualities of student products are assessed.	(5) Students are routinely encouraged to assess their own work in terms of the standards set.

Performance Improvement Plan – Clear and Compelling Standards

Standard Statements	Actions	Resources/People
(1) Timeliness is important to teachers, but most teachers are more interested in the quality of work products than in time schedules.	Collaborative evaluation of school and classroom deadlines procedure.	Teaching staff, Principal
(2) For most teachers, student success in creating a product that meets the specified standard is the primary goal of assessment.	Continued training and collaboration on WOW principles and design qualities.	Instructional staff WOW materials Protocols
(3) Most students find the standards used to assess their work relevant, meaningful, and important to themselves.	Classroom standards reviewed, enhanced. Continued training on WOW principles and design qualities.	Instructional staff WOW materials Protocols
(4) Teachers routinely hold conferences with individual students or small groups of students where the qualities of student products are assessed.	Student focus groups. Feedback on levels of engagement from students.	Instructional staff 'Student Focus Groups' materials from CLSR
(5) Students are routinely encouraged to assess their own work in terms of the standards set	Clear scoring standards/rubrics developed	Teaching staff

Standard 8 – Affirmation of Performances – Persons who are significant in the lives of students, including parents, siblings, peers, public audiences, and younger students, are positioned to observe, participate in, and benefit from student performances, as well as the products of those performances, and to affirm the significance and importance of the activity to be undertaken.

Supports Meeting the Standard	Policies	Programs	Procedures	Practices – Students, individually and in groups, are provided opportunities to display for others what they are doing in class and in school.
Inhibits Meeting the Standard		(1) The works students are assigned is designed in a way that clearly communicates that the effort the students expend is important not only to their learning and to themselves, but also to the functioning of other students and the needs of others whose opinions the students value.		(2) Parents and guardians are invited into the standard-setting process for students and function as full partners in the evaluation of the students’ performance in school and in the classroom. (3) Adults, other than parents, teachers and guardians regularly view student performances and products and comment on what they see.

Performance Improvement Plan – Affirmation of Performances

Standard Statements	Actions	Resources/People
(1) The works students are assigned is designed in a way that clearly communicates that the effort the students expend is important not only to their learning and to themselves, but also to the functioning of other students and the needs of others whose opinions the students value.	Integrating curriculums More and intensive lesson plan collaboration	Instructional staff Collaboration time “Integrated Curriculum” text “The Productive High School” text
(2) Parents and guardians are invited into the standard-setting process for students and function as full partners in the evaluation of the students’ performance in school and in the classroom.	Parent/Teacher Focus groups Parent survey information	Principal Teaching staff Parents
(3) Adults, other than parents, teachers and guardians regularly view student performances and products and comment on what they see.	Community Focus groups Community survey information	Principal Teaching staff Community members

Standard 1 – Patterns of Engagement – Nearly all classes are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are authentically engaged.

Supports Meeting the Standard	Policies	Programs	Procedures – Teachers intentionally plan the work they provide to student sin ways that reflect attention to building in those qualities that show the most promise of increasing authentic engagement.	Practices
Inhibits Meeting the Standard			(1) When the pattern of student engagement differs from that which teachers want or expect, teachers analyze the work provided to discover what might account for the difficulty and take corrective action.	(2) Most classrooms can accurately be described as highly engaged classrooms. (3) Teacher commonly work together to analyze the characteristics of the work they are providing students and provide each other assistance and advice regarding ways of making the work more engaging to students.

Performance Improvement Plan – Patterns of Engagement

Standard Statements	Actions	Resources/People
(1) When the pattern of student engagement differs from that which teachers want or expect, teachers analyze the work provided to discover what might account for the difficulty and take corrective action.	Student focus groups – <i>discovering where the levels of engagement are, and reacting!</i> Student survey information Data gathered on student engagement Comparisons of student engagement reports vs. student achievement scores	Principal Teaching/Instructional staff CLSR student focus group materials Collaboration time
(2) Most classrooms can accurately be described as highly engaged classrooms.	Student focus groups Student survey information Data gathered on student engagement Comparisons of student engagement reports vs. student achievement scores	Principal Teaching/Instructional staff CLSR student focus group materials Collaboration time
(3) Teacher commonly work together to analyze the characteristics of the work they are providing students and provide each other assistance and advice regarding ways of making the work more engaging to students.	Descriptive review protocols WOW protocols	Principal Teaching/Instructional staff CLSR student focus group materials Collaboration time