

## **COLUMBIA HS**

901 Ironville Pike

ATSI Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The Columbia Borough School District provides a learning environment where every student can excel to his/her highest potential of academic achievement. Columbia High School will prepare students for college, career, and life with necessary skills they need to succeed in post-secondary opportunities. We will provide a high quality education for all learners and remove barriers for at-risk students, students with disabilities, and English learners.

## STEERING COMMITTEE

Name	Position	Building/Group
John Moslander	District Level Leaders	Columbia High School
[REDACTED]	Math Curriculum Leader	Columbia High School
[REDACTED]	English Language Arts Curriculum Leade	Columbia High School
[REDACTED]	SS Curriculum Leader	Columbia High School
[REDACTED]	SS Curriculum Leader	Columbia High School
[REDACTED]	Parent	Columbia High School
[REDACTED]	Parent	Columbia High School
[REDACTED]	Community Member	Columbia High School
Dr. Ashley Rizzo	Chief School Administrator	Columbia Borough School District
Elizabeth Landis	Principal	Columbia High School
[REDACTED]	Parent	Columbia High School
[REDACTED]	Board Member	CBSD
[REDACTED]	Parent	Columbia High School

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By June 2024, Columbia High School will increase its Regular Attendance rate to 75%.	Regular Attendance
By June 2024, 90% of students in grades 9-12 graduate or be on track for graduation.	Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy
PBIS Tier 1 system- Student motivation

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	By June 2024, Columbia High School will increase its Regular Attendance rate to 75%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
1. Communicate attendance expectations with families regularly, including the impact of chronic absenteeism on student sucess. 2. Monitor regular attendance weekly and share data with stakeholders. 3.	2023-09-01 - 2024-05-31	Principals, School Counselors,	Attendance Manual Attendance Reports on PowerSchool

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor the impact of SAIC meetings and revisit cases with ongoing absences post SAIC meetings. 4. Celebrate attendance successes regularly.		and Teachers	

Anticipated Outcome
By June 2024, Columbia High School will increase its Regular Attendance rate to 75%.

Monitoring/Evaluation
School Counselors, Principals, and Teachers monitor daily, at 3 and 6 day unexcused absences, SAIC meetings.

Evidence-based Strategy
Tier One Differentiation for Academics

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
On Track	By June 2024, 90% of students in grades 9-12 graduate will be on track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development in differentiation for lead and special education teachers.	2023-09-04 - 2024-05-31	Admininstrators, Lead Teachers, Special Education Teachers	"Leading and Managing: A Differentiated Classroom" by Carol Ann Tomlinson

Anticipated Outcome
By June 2024, 90% of students in grades 9-12 graduate will be on track for graduation.

Monitoring/Evaluation
School Counselor and Administrators

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 90% of students in grades 9-12 graduate will be on track for graduation. (On Track)	Tier One Differentiation for Academics	Provide professional development in differentiation for lead and special education teachers.	09/04/2023 - 05/31/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**



**Signature (Entered Electronically and must have access to web application).**

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
School Improvement Facilitator Signature

\_\_\_\_\_  
Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Career Standards Benchmark

Regular Attendance for Black & White Subgroup relative to All and Other groups

Provide frequent, timely, and systematic feedback and support on instructional practices

Use multiple professional learning designs to support the learning needs of staff

Monitor and evaluate the impact of professional learning regarding differentiation on staff practices and student learning

Students with a disability met the interim standard

78% - All students met the standard growth

73% met academic growth

Percent Career Standards Benchmark exceeded statewide Average

Black- (19-20) Regular Attendance 75%

### Challenges

Regular Attendance

Graduation Rate - Four Year Cohort

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Foster a culture of high expectations for success for all students, educators, families, and community members

Identify and address individual student learning needs

Proficiency in Reading/ELA

Regular Student Attendance

Proficiency in Math

Regular Student Attendance

Proficiency in Science

### Challenges

N/A

Regular Attendance

Four Year Cohort Graduation Rate

Student achievement on all keystone assessments

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### Most Notable Observations/Patterns

Columbia High School is under new leadership and is implementing many new systems to improve outcomes for students. The plan will address two key areas that will influence improved student achievement.

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Challenges	Discussion Point	Priority for Planning
Graduation Rate - Four Year Cohort	Historically CHS has averaged approximately 75% graduation rate. There has been inconsistency in scheduling, supports, and monitoring of student success.	
Regular Attendance	Consistent procedures for attendance data entry and monitoring are needed and were not previously in place.	✓
Foster a culture of high expectations for success for all students, educators, families, and community members	By June 2024, 90% of students in grades 9-12 graduate or be on track for graduation.	✓

ADDENDUM B: ACTION PLAN

Action Plan: PBIS Tier 1 system- Student motivation

Action Steps	Anticipated Start/Completion Date
1. Communicate attendance expectations with families regularly, including the impact of chronic absenteeism on student sucess. 2. Monitor regular attendance weekly and share data with stakeholders. 3. Monitor the impact of SAIC meetings and revisit cases with ongoing absences post SAIC meetings. 4. Celebrate attendance successes regularly.	09/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
School Counselors, Principals, and Teachers monitor daily, at 3 and 6 day unexcused absences, SAIC meetings.	By June 2024, Columbia High School will increase its Regular Attendance rate to 75%.

Material/Resources/Supports Needed	PD Step
Attendance Manual Attendance Reports on PowerSchool	no

**Action Plan: Tier One Differentiation for Academics**

Action Steps		Anticipated Start/Completion Date	
Provide professional development in differentiation for lead and special education teachers.		09/04/2023 - 05/31/2024	
Monitoring/Evaluation		Anticipated Output	
School Counselor and Administrators		By June 2024, 90% of students in grades 9-12 graduate will be on track for graduation.	
Material/Resources/Supports Needed			PD Step
"Leading and Managing: A Differentiated Classroom" by Carol Ann Tomlinson			yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 90% of students in grades 9-12 graduate will be on track for graduation. (On Track)	Tier One Differentiation for Academics	Provide professional development in differentiation for lead and special education teachers.	09/04/2023 - 05/31/2024

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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
"Leading and Managing a Diffierentiated Classroom" Carol Ann Tomlinson	Lead Teachers and Special education teachers	Differentiation in the classroom
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase in students on track for graduation	07/09/2023 - 07/12/2023	Carol Ann Tomlinson, Lead Teachers, and Administrators
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in Inclusive Settings	

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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