

Comprehensive Progress Report

Mission: CECHS Mission: Caldwell Early College High School will provide a learning community where students believe that educators know them, care about them, and expect them to succeed.


Vision: CECHS Vision: Caldwell Early College High School will graduate all of its students ready for college, careers, and life.

Goals:

One hundred percent of the CECHS students in the 2014-15 freshmen cohort will graduate with a high school diploma by June 30, 2020. A4.10, A4.01, C2.03

Ninety-five percent of CECHS students (9th-13th) will pass all college courses and earn transferable college credit included on their individual academic plan by June 30, 2020. A4.10, A4.01, C2.03

One hundred percent of teachers with courses measured by NC Final exams or End of Course exams will meet or exceed expected growth as measured by the Growth Standard in EVAAS by November 1, 2020. - A4.10, A4.01, C2.03, A2.07

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are at the beginning stages of vocabulary development and instruction. The Leadership Team has presented one session of professional development on vocabulary in content areas. Resources about vocabulary were ordered for the current school year. A book to give to all teachers which includes vocabulary research and philosophy as well as strategies for effective vocabulary instruction is in the process of being ordered. We are planning future professional development about effective vocabulary instruction as well as scheduling professional rounds for teachers.	Limited Development 09/20/2018		
<i>How it will look when fully met:</i>		Upon full implementation, all teachers will include specific instructional strategies focused on vocabulary development in their lesson plans. Instructional strategies will be in place to support content knowledge and understanding of complex texts. This will be evidenced by lesson plans, and the creation of specific vocabulary lists for content areas, grade levels, and whole school.		Ingrid Link	12/31/2020
Actions			5 of 7 (71%)		
	9/20/18	To introduce teachers to the need for specific vocabulary instruction through professional development	Complete 08/22/2018	Ingrid Link	10/01/2018
<i>Notes:</i>					

9/20/18	Review and purchase a common resource for effective practices in vocabulary instruction for all teachers	Complete 10/25/2018	Ingrid Link	01/31/2019
<i>Notes:</i>				
9/20/18	Provide professional development focused on common resource for effective practices in vocabulary instruction	Complete 06/01/2019	Ingrid Link	06/01/2019
<i>Notes:</i>				
10/3/19	Teachers will be trained on vocabulary.com and how it can be used to improve students' academic vocabulary.	Complete 10/02/2019	Shea Bolick	11/01/2019
<i>Notes:</i>				
9/20/18	Teachers participate in instructional rounds to observe and provide feedback about vocabulary instruction	Complete 11/01/2019	Ingrid Link	06/01/2020
<i>Notes:</i> Teachers participated in Instructional Rounds in the fall of 2020. Notes from the process are added to the folder.				
9/20/18	Vocabulary instruction will be added to the CECHS lesson plan template.		Ingrid Link	12/20/2020
<i>Notes:</i> The Innovative Instructional Practice Cadre surveyed teachers about lesson planning in September of 2019. They will use this information when creating a new template. - Due to COVID-19, this was not met by June 1, 2020. We will extend this through the next school year.				
9/20/18	Grade levels will meet to develop vocabulary lists.		Ingrid Link	12/30/2020
<i>Notes:</i> Due to COVID-19, this was not met by June 1, 2020. We will extend this through the next school year.				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Student support services

	KEY	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)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Currently, CECHS utilizes a variety of student supports. Lessons are purposefully designed to include opportunities for differentiation and personalization. Teachers use lab times scheduled during the school day to provide opportunities to learn course-related skills, to remediate students, and to prepare for college-placement tests. Grade levels have scaffolded plans by which students are prepared for college-placement tests. Additionally, the school offers a dedicated Academic Support time on Tuesday afternoons, which students can utilize to receive additional help from teachers in the school. Some teachers in the school provide alternate opportunities for additional academic support. Students also have access to all college academic support resources, including the Writing Center, Tutoring Center, and Learning Resource Center, for all college coursework. For students who need more targeted interventions, grade levels meet weekly and discuss students who need additional support plans. Grade levels put strategies in place to provide academic and affective supports for these students. The school's Student Success Team meets every Friday to discuss students at risk and develop plans by which these students can be supported. Supports range from tutoring to alternate graduation plans. In addition to these supports, the school offers Gradpoint credit recovery for students who have failed coursework required for graduation and provides Accuplacer remediation and Gradpoint courses for targeted students during the summer.	Limited Development 09/22/2016		
How it will look when fully met:	During the 2018-2019 school year, CECHS will develop protocols and processes for collecting, disseminating, and analyzing data. Upon full implementation, CECHS teachers will use data to identify specific needs of students and develop remediation and/or enrichment plans aligned with their individual needs. To provide evidence of full implementation, we will need data notebooks, evidence of professional development, individual student plans, college grade check and advisory processes, teacher plans with literacy strategies, and Student Success Team and Student Support Services agendas and notes.		Donna McGee	06/01/2021
Actions		4 of 5 (80%)		
9/19/18	CECHS will create a team to be trained in MTSS by the district. The team will consist of representatives from each grade level.	Complete 09/27/2018	Donna McGee	10/01/2018
<i>Notes:</i>				

9/19/18	The staff will update data notebooks each grading period with student reports.	Complete 09/27/2019	Ingrid Link	09/20/2019
<i>Notes:</i> The MTSS team worked during the summer of 2019 to create an online template to store data. This spreadsheet allows for all documentation (parent contacts, attendance, grades, interventions, etc.) to be stored in the same document, thus allowing more efficient meetings around student needs.				
9/19/18	The MTSS team will attend district meetings provide updates and professional development to the staff regarding MTSS.	Complete 06/01/2020	Donna McGee	06/01/2020
<i>Notes:</i> The MTSS team attended all district meetings and led PD with CECHS staff.				
9/19/18	Teachers will collect college grades from students by checking in Moodle. Interventions such as academic support and/or parent contacts will be made if students are failing college classes	Complete 05/01/2019	Ingrid Link	06/01/2020
<i>Notes:</i>				
6/1/20	The MTSS team will create matrices for Tiered Intervention and Instruction as identified on the FAM-S rubric.		Ingrid Link	06/01/2021
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date

Initial Assessment:

CECHS professional development is instrumental in cultivating the school's instructional philosophy and practice. Teachers design, facilitate, and engage in targeted PD twice-monthly based on professional growth and student achievement. CECHS engages in instructional rounds, modeled after the process of medical rounds, to refine best practices and positively impact student growth. Through instructional rounds, peers observe lessons and provide specific, constructive feedback on an identified area of improvement. These rounds reinforce the school's philosophy that the "practice of teaching is public," sharing best practices and encouraging ongoing professional discourse. Additionally, the entire staff participates in CECHS Summer Camp, a two-day, intensive professional development that includes goal-setting and sessions designed specifically to address targeted areas for improvement in student achievement. These sessions include purposeful nurturing and team building that mirror the process in which teachers engage and interact with students. Summer Camp is a vehicle for maintaining "one voice" among staff and beginning each school year with cohesive plan and spirit of collegiality.

Over the past few years, the staff at CECHS has changed and caused more of a need to differentiate professional development. Additionally, the most current working conditions survey showed our lowest mark (90%) on "Professional Development" Deepens teachers' Content Knowledge.

Limited Development
09/20/2018

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Upon full implementation, CECHS will provide regular professional development that:</p> <ul style="list-style-type: none"> Aligns with School Goals, State and District Standards and Assessment, and Other Professional Learning Activities Focuses on Core Content and Modeling of Teaching Strategies for the Content Includes Opportunities for Active Learning of New Teaching Strategies Provides the Chance for Teachers to Collaborate Includes sustained, embedded follow-up and continuous feedback <p>This will be evidenced by Professional Development plans and feedback.</p>		Objective Met 06/01/20	Ingrid Link	06/01/2020
Actions					
9/20/18	The staff will participate in Professional Development at least twice each month.		Complete 06/01/2020	Ingrid Link	06/01/2020
<i>Notes:</i>					
9/20/18	The staff will be divided into cadres to analyze school data and determine appropriate professional development.		Complete 08/21/2019	Ingrid Link	06/01/2020
<i>Notes:</i> Cadres were created in the 2019-2020 school year to research and provide more focused professional development.					
9/20/18	The staff will engage in reflective practices that drive meaningful professional development.		Complete 06/01/2020	Ingrid Link	06/01/2020
<i>Notes:</i>					
Implementation:			06/01/2020		

Evidence	6/1/2020 - CECHS culture fosters a spirit of shared leadership through collaboration, accountability, and innovation. To advance the mission and vision, teachers are empowered to think critically about the practice of teaching—feedback, solutions, and new ideas are encouraged. To distribute leadership opportunities, four cadres were formed. Each staff member serves on at least one cadre. Cadres meet regularly and are the driving force behind systemic change within the school to improve student achievement. Drawing on the expertise of each member, cadres identify specific goals and develop new solutions to increase student achievement. For example, cadres often create and present professional development to fellow staff members. This professional development is specifically aligned to CECHS goals and needs, and cadres work to develop the content, schedule, and follow up for professional development sessions. For instance, the Innovative Instructional Practice cadre developed professional development sessions to help teachers incorporate Canvas, an online teaching platform, into lessons. This professional development included specific strategies to enable teachers in all content areas to effectively manage remote learning. Another example is the Leadership cadre who created PD specifically to assist teachers with implementing MTSS. During remote learning, professional development was specifically targeted at meeting the social emotional needs of students. All PD documents can be found in the folder.			
Experience	6/1/2020 - CECHS staff has participated in staff led PD at least twice each month. Cadres were revived in the 2019-2020 school year to differentiate the professional learning and each cadre was responsible for various professional development opportunities. This continued throughout the COVID-19 pandemic. CECHS continued to make professional growth a priority and participated in professional development virtually.			
Sustainability	6/1/2020 - Cadres will continue to be in place in the 2020-2021 school year. Cadres will continue to focus on Canvas training, content area vocabulary, MTSS, and meeting the social-emotional needs of students.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our school continues to use the established system of recruitment and replacing staff based on the district model and polices. CECHS has specific interview questions which are vetted before each set of interviews, and multiple staff members are included on the hiring team. There are procedures for assimilating new hires into our teams, specifically assigning each new hire a "buddy" to assist them with all of the nontraditional elements of CECHS. Teachers are evaluated through the North Carolina Educator Evaluation System (NCEES). Peer evaluators and administrators are trained on NCEES and teachers have continued access to it as well as conferences (pre and post) with their administrator. In addition, our school participates in Instructional Rounds multiple times each year and gives peer feedback, and consistently works towards using research based strategies to improve teaching practices. Graciously, our PAC and administrator reward staff with seasonal gifts, instructional supplies, and words of affirmation. At the LEA level, various methods of recruiting, hiring, and retention are utilized. Methods include attending job and career fairs for educators at various universities and other agencies. The LEA also uses extensive advertising methods for recruiting teachers, including using Facebook, district website, state website and other electronic and print media outlets. The Human Resources staff monitors all recommendations for employment through Teacher Match to make sure that classroom teachers employed to teach in identified low performing/Title I schools are Highly Qualified in the areas assigned to teach. Certified employees are evaluated according to the North Carolina Educator Evaluation process. All observers who conduct evaluations, including administrators and peer observers, are trained on both the instrument and electronic evaluation system (NCEES).

Full Implementation
09/25/2019