


## 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 2017-18 freshman cohort will graduate with a high school diploma by June 30, 2022.
- CECHS students (9th-13th) will pass 95% of college courses and earn transferable college credit included in their individual academic plan by June 30, 2022.
- One hundred percent of teachers will professionally collaborate to provide instruction that promotes students' emotional health and teaches empathy and responsibility as indicated in monthly professional development by June 30, 2022.
- One hundred percent of teachers will work to remove barriers for students by providing academic and emotional supports to enable students to meet their academic and career goals as indicated in student intervention plans by June 30, 2022.

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		CECHS has experienced significant staff turnover in the past three years. Many founding principles and beliefs which are the foundation of the school are not well known to the new staff members. Also, seven of our new staff members are beginning teachers. We are currently working on building trust, respect, and providing supports for all staff members. We are building collaborative leadership capacity through grade level teaming and providing opportunities for leadership roles. Grade level teams meet weekly to plan and discuss students' progress.	Limited Development 10/08/2021		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully met, all teachers and staff members at CECHS will speak with "one voice" and be able to communicate a consistent message to stakeholders. All teachers and staff members will have a shared understanding of the vision and mission of CECHS. Additionally, all teachers will be given equal opportunities for leadership roles within grade level teams and the school. A culture of collaboration will be established and will support a commitment to rigorous instruction and reflective and authentic professional development.	<b>Objective Met 06/01/22</b>	<b>Ingrid Link</b>	<b>06/01/2022</b>
<b>Actions</b>					
	10/8/21	All teachers and staff members will collaborate in small groups to plan and facilitate professional development about school culture using "Culturize" by Jimmy Casas.	Complete 01/24/2022	Ingrid Link	02/01/2022
<i>Notes:</i>					
	10/8/21	Beginning teachers will participate in a PLC each month to review the design principles of CECHS.	Complete 06/01/2022	Ingrid Link	06/01/2022
<i>Notes:</i>					
	10/8/21	CECHS staff members will read the book "Culturize" by Jimmy Casas.	Complete 06/01/2022	Ingrid Link	06/01/2022
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2022		

<b>Evidence</b>	6/1/2022 Six staff meeting were dedicated to the presentations of Culturize, by Jimmy Casas. A Canvas page was created and all staff members received CEUs for the book study.			
<b>Experience</b>	6/1/2022 - CECHS staff met twice a month during the fall semester and a few weeks into the spring semester to discuss the book, Culturize by Jimmy Casas. Every staff member was part of a presentation team and was assigned a chapter to present. Each group created interactive presentations and put assignments in Canvas. The book study gave the staff a means to discuss school culture and the core beliefs of CECHS.			
<b>Sustainability</b>	6/1/2022 As new staff is onboarded, they will be given the book and opportunities to discuss what it means to CECHS. We will also need to revisit the book next school year as a staff during a professional development meeting.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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	<b>A2.07</b>	<b>ALL teachers include vocabulary development as learning objectives. (5097)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		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	10/31/2022
<b>Actions</b>			<b>5 of 7 (71%)</b>		
	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

*Notes:*

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

*Notes:*

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

*Notes:*

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

*Notes:*

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

*Notes:* 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 10/10/2022

*Notes:* 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 10/30/2022

*Notes:* Due to COVID-19, this was not met by June 1, 2020. We will extend this through the next school year.

	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Our staff supports all students and their families and spends a significant amount of time immersed in the research surrounding what it takes to be admitted to a college or university and how to successfully complete a bachelor's degree, especially for our numerous first generation college students. To support these efforts, the Future Ready Graduates cadre was established to oversee remediation plans, RISE testing and our college-preparatory course of study, as well as ways to promote a college-going culture. This group also looks closely at the changing trends relative to the college application process and financial aid. With the recent amount of staff turnover in the past three years, CECHS needs to educate the entire staff on the application process and scaffold conversations and activities beginning in the ninth grade which promote a pervasive college going culture.</p>	Limited Development 09/10/2020			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>All CECHS staff members are able to advise students during the college application process. Content and seminar classes have college ready components embedded in lessons. Teachers share their personal college experiences and provide opportunities for students to explore college options in each grade level. The seminar curriculum is updated yearly to reflect the changing expectations of the college application process. College visits happen at each grade level, giving students the opportunity to physically be in the environment before making a decision.</p>	Objective Met 06/01/21	Kim Burns	06/01/2021	
<b>Actions</b>					
9/10/20	The Future Ready Graduates cadre will provide professional development to the staff about the college application process with accompanying handouts to be used as reference guide when advising students.	Complete 09/16/2020	Kim Burns	09/30/2020	
<i>Notes:</i>					
9/10/20	The Future Ready Graduates Cadre will review grade level expectations and the seminar curriculum to determine how the college going culture is scaffolded between grade levels.	Complete 02/26/2021	Kim Burns	03/30/2021	

<i>Notes:</i>				
9/10/20	The Future Ready Graduates Cadre will make necessary changes to grade level expectations and the seminar curriculum to ensure a college going culture is pervasive throughout the school.	Complete 06/01/2021	Kim Burns	09/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/01/2021		
<b>Evidence</b>	6/1/2021			
<b>Experience</b>	6/1/2021			
<b>Sustainability</b>	6/1/2021			
<b>A2.20</b>	<b>All teachers use appropriate technological tools to enhance instruction.(5306)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	At the beginning of the 2019-2020 school year, most teachers at CECHS were consistently using CANVAS, an online learning platform. At the beginning of the COVID-19 pandemic in March, all teachers had to make the adjustment to effectively using online tools. CECHS assigned a cadre to ensure that all teachers were able to use technology tools in transformative ways that change their classroom roles and encourage student ownership of learning. Improving technology has been a focus for the past several school years but with the current necessity for students to work remotely made it a priority of the 2020-2021 school year.	Limited Development 10/15/2020		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	Upon full implementation, all teachers at CECHS will utilize CANVAS and other technological tools to personalize learning for all students. Technology will assist in all areas of teaching and learning, including student data and assessment, curriculum selection and alignment to standards, and instruction and learning.	<b>Objective Met 06/01/22</b>	<b>Josh Cooper</b>	<b>06/01/2022</b>
<b>Actions</b>				
10/15/20	CECHS will purchase both EdPuzzle and PearDeck for teacher use.	Complete 09/30/2020	Meredith Griffin	09/30/2020
<i>Notes:</i>				

10/15/20	The Innovative Instructional Practice Cadre will create a problem solving/resilience when using technology lesson for students. Grade levels will ensure all students participate in the lesson.	Complete 05/28/2021	Josh Cooper	06/01/2021
<i>Notes:</i>				
10/15/20	The Innovative Instructional Practice Cadre will determine what are the most common barriers for teachers when using technology through a survey and create a FAQ document to assist in overcoming those obstacles.	Complete 01/29/2021	Josh Cooper	06/01/2021
<i>Notes:</i>				
10/15/20	All teachers will participate in virtual instructional rounds at least two times using a selected innovative tool.	Complete 06/01/2022	Josh Cooper	06/01/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/01/2022		
<b>Evidence</b>	6/1/2022 All CECHS teachers maintain a Canvas page to facilitate instruction. The use of PearDeck, EdPuzzle, IXL as well as other instructional tools are used daily at CECHS.			
<b>Experience</b>	6/1/2022 PearDeck and EdPuzzle were purchased and are used with fidelity by all teachers. Canvas training as well as other instructional technology training was provided to teachers at CECHS.			
<b>Sustainability</b>	6/1/2022 As technology continues to change, professional development needs to continue to give teachers the skills necessary to implement in instruction.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We examine ACT, SAT, and current grades, in addition to EOC scores. Some teachers use formative assessment to guide classrooms, and lesson plans guide teacher instruction and include reflection piece. The student success team meets weekly to look over data of particular students and school performance data. Grade levels meet with a representative from SST weekly. Student concerns, parent contacts, and intervention plans are documented in a shared document which follows students during their time at CECHS.	Limited Development 10/08/2021		
<i>How it will look when fully met:</i>		Upon full implementation, grade level teams will use historical student data as well as current grades to identify students in need of academic supports. Academic supports will be monitored, evaluated, and adjusted as needed to best meet the needs of the students. Teachers will collaborate regularly to discuss student progress. All teachers will use formative instruction to guide classrooms and lesson plans.		Donna McGee	06/01/2023
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	10/8/21	The MTSS will review the Information and Documentation document to make necessary changes.	Complete 08/18/2021	Ingrid Link	10/15/2021
	<i>Notes:</i>				
	10/8/21	EVAAS documents will be created and shared with all teachers to identify students with past low test scores	Complete 12/01/2021	Ingrid Link	12/01/2021
	<i>Notes:</i>				
	10/8/21	Professional development will be planned and facilitated by the MTSS team to train the staff to use ECATS to more easily identify students with academic needs.		Ingrid Link	06/01/2023
	<i>Notes:</i>				
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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<b>Initial Assessment:</b>	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		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	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.	<b>Objective Met 07/27/21</b>	<b>Donna McGee</b>	<b>06/01/2021</b>
<b>Actions</b>				
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>				
6/1/21	The MTSS team will make modifications to the current documents to use to make individual plans for students.	Complete 07/14/2021	Ingrid Link	12/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		07/27/2021		
<b>Evidence</b>	7/27/2021 Student Success Team notes, Grade Level Team notes, individual student intervention plans, and professionally development outlines provide evidence that this objective has been fully and effectively implemented.			
<b>Experience</b>	7/27/2021 CECHS developed a system which facilitates multi-tiered instruction to all students. During the past two years, we had seven staff members that were part of a MTSS district level leadership team. After receiving training, the leadership team then led professional development at CECHS to ensure all staff members understood what was needed at each tier. Further, the leadership team created documents which follow students throughout their time at CECHS to more accurately pinpoint the most effective intervention to change behaviors and increase succes. The Student Success Team meets weekly to monitor and provide additional supports for the at-risk students who are identified by grade levels. This collaborative team draws on the expertise of high school and college stakeholders, ensuring a more comprehensive support system for CECHS students.			

**Sustainability**

7/27/21

It is imperative to continue weekly grade level meetings and Student Success Team meetings. This dedicated time to discuss students, create intervention plans, and monitor student progress creates and maintains a pervasive culture of student support.

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KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Relationships are the foundation of CECHS's culture. By forming strong, positive relationships with students, teachers are able to facilitate learning and ensure that each student is supported in the school. Teachers utilize strong relationships to gauge and appropriately react to students' emotional states. Many teachers feel confident in helping students manage their emotions and in identifying and utilizing resources to help students manage emotions. Teachers report that they utilize classroom strategies which enable students to develop emotional and social competencies, and teachers regularly integrate exercises to support emotional well-being into regular curricular activities. Our school has a support staff which includes a school counselor and student support specialist. Additionally, teachers are able to consult with a school nurse, school social worker, and EC case manager. Teachers work in grade level teams with cohorted students, allowing for better monitoring of students' emotional well-being. While our staff is mostly successful at identifying and appropriately responding to students' emotional states, 40% rated themselves at Limited Development or Implementation in a self-assessment. Because of this, we believe that additional training is necessary to ensure all staff feel comfortable in guiding students to manage their emotions and in identifying classroom interventions.	Limited Development 12/09/2016			
<i>How it will look when fully met:</i>	Upon full implementation, teachers will work effectively and ethically to teach students to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Through the seminar curriculum, grade level activities, and counselor led lessons, students will learn to calm themselves when angry, make friends, resolve conflicts respectfully and make ethical safe choices. CECHS will commit to faithful implementation of evidence-based programs and through creating healthy classroom and school culture.		Kim Forester	07/01/2022	
<b>Actions</b>			<b>2 of 3 (67%)</b>		
10/15/20	Staff will add activities, lessons, and embedded components of CECHS which support social/emotional learning to a document. This document will give the Personalized Student Support Cadre direction in planning future professional development.	Complete 10/21/2020	Kim Forester	10/30/2020	
<i>Notes:</i>					

10/15/20	The school counselor will provide choice boards for character education each month based on the district's list of character education words.	Complete 05/28/2021	Kim Forester	06/01/2021
<i>Notes:</i>				
10/15/20	The Personalized Student Supports Cadre will analyze the results of the document completed by teachers and determine what SEL categories need to be strengthened and create and present professional development to the staff.		Kim Forester	07/01/2022
<i>Notes:</i>				