

Comprehensive Progress Report

Mission: To provide every student with an Education that is taught with Passion from the Perspective that every student will learn and be successful with the Purpose of preparing them for tomorrow’s opportunities.

Vision:

Goals:



! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently our school has all three teams in place. We have a Leadership Team, Departmental Instructional Teams and a Parental Involvement School Community Council Team. All three teams meet at a scheduled time and have a specific purpose.	Limited Development 10/14/2015		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		When this indicator is fully met, there will be a common team structure for our school that consists of a Leadership Team (in place), Instructional Teams (in place), and a School Community Council (in place) that meet at a scheduled time, has a specific purpose, is established within district policy, and has communication flow between teams and school faculty.	Objective Met 10/26/16	Jessica Moser	12/23/2016
Action(s)	Created Date				
1	10/14/15	Find out if team structures are incorporated into the school governance policy. Also need to know if it includes description of team purposes, how teams are constituted, are new school leaders apprised of the expectations, and how is effectiveness of the teams determined?	Complete 03/18/2016	Rene Embrey	01/31/2016

Notes: Currently, all of our schools have ACSIP Leadership Teams as well as teacher instructional teams based on best practices. The district continues to provide professional development and conversations regarding the importance of these teams and their functions. However, to allow the schools autonomy in choosing the focus and the members of the team that align to that focus, we do not wish to create a district policy mandating the types/members of those teams.

2	10/14/15	Need 1)Updated version of Parental Involvement Plan. 2)Link to district policy with Act 307	Complete 01/08/2016	Jessica Moser	01/31/2016
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Notes: A copy of 2015-2016 Parental Involvement Plan has been obtained. Link on Cabot School District Website for Act 307
<http://www.cabotschools.org/search?q=act+307&x=0&y=0>

Update: 2016-2017 Parental Involvement Plan is now on school website.
 Link:
http://www.cabotschools.org/public/userfiles/Federal_Programs/Parental_Involvement_Plans/2016_2017/CJHN.pdf

3	10/14/15	The Leadership Team will communicate to faculty by either placing copies of agendas in their faculty mailbox or sending emails of meeting agendas asking for faculty input.	Complete 10/26/2016	Rene Embrey	11/01/2016
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Notes: This has been completed. Copies of the faculty correspondence and agenda will be placed in the ID01 folder as evidence.

Implementation:		10/26/2016		
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Evidence	<p>10/26/2016</p> <p>The link to the current Parent Involvement Plan has been updated and provided in the ID01 folder. Samples of the Leadership Team agendas and the Instructional Team agendas have also been uploaded. A copy of the faculty correspondence concerning input the the Leadership Team has been uploaded to the ID01 folder.</p>			
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Experience	<p>10/26/2016</p> <p>We already had a team structure in place so this objective was easy to meet.</p>			
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Sustainability		10/26/2016 Each year, the Parental Involvement Plan will need to be updated and the link on the website updated. Also, the Leadership Team will need to continue to inform the faculty of ways to provide input.			
	ID02	All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All focus groups are developed. One of the three have met this goal.	Limited Development 10/15/2014		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		All groups will submit written by-laws and purpose statements.	Objective Met 11/29/16	Rene Embrey	04/30/2015
Action(s)	Created Date				
1	10/20/14	A google docs sheet will be sent out to group chairs asking if groups currently have written by-laws and purpose statements.	Complete 10/28/2014	Debora Brown	10/24/2014
		<p><i>Notes:</i> Google Doc was sent out to faculty asking the following to provide by-laws, and purpose statements from their meetings: (1) Leadership Team, (2) Instructional Team(Department Heads/Teachers, (3) School Community Council</p> <p>Team leaders were asked to send by-laws and purpose statements to Leadership team member Kim Hill for collection.</p> <p>Document sent out Oct. 28, 2014</p>			
2	10/30/14	Collection of by-laws and purpose statements from (1) Leadership Team, (2) Instructional Team(Department Heads/Teachers, (3) School Community Council	Complete 04/30/2015	Kim Hill	04/30/2015

Notes:

Implementation:			11/29/2016		
Evidence	11/29/2016 Documents that were provided by the groups (in response to the e-mail) were uploaded to the folder for this objective.				
Experience	11/29/2016 An e-mail was sent to the heads of all the departments/groups requesting a copy of bylaws and statements of purpose.				
Sustainability	11/29/2016 If the statements of purpose or the bylaws change, the group will need to resubmit the documents to the Leadership Team.				
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:	All teams prepare an agenda for their meetings.		Limited Development 10/15/2014		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	All teams will prepare an agenda for their meetings.		Objective Met 09/19/16	Rene Embrey	01/30/2015
Action(s)	Created Date				
1	10/20/14	Debora Brown will create a google docs sheet that will be sent to group chairs asking if they currently prepare an agenda for their meetings.	Complete 10/28/2014	Debora Brown	10/24/2014

Notes: A Google Docs was sent out to the following asking for agendas of meetings: (1) Leadership Team, (2) Instructional Team(Department Heads/Teachers, (3) School Community Council

Team chairs were asked to send agendas to Leadership Team member Kim Hill.

Sent October 28, 2014

2	10/30/14	Collect agendas from team chairs.	Complete 01/12/2015	Kim Hill	01/30/2015
<i>Notes:</i> Agendas were turned in from Social Studies Dep., English Dept., Science Dept., Math Dept., and Leadership Team.					
Implementation:			09/19/2016		
Evidence	1/20/2015	The Leadership has a copy of meeting agendas from all departmental meetings.			
Experience	1/20/2015	Teams use(d) agendas for meetings and were easily gathered.			
Sustainability	1/20/2015	The Leadership team will need to periodically ask for agendas to ensure that groups are using them for every scheduled formal meeting.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently principals monitor curriculum and classroom instruction by being visible regularly in classrooms; however, principals feel that they are not 100% in providing feedback to teachers regularly.	Limited Development 01/08/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		Principals will be 100% in monitoring curriculum and instruction in all classrooms and will be 100% in providing regular feedback to teachers on classroom observations.	Objective Met 10/14/15	Mike Nash	12/12/2016
Action(s)	Created Date				
1	1/8/15	Principal will hold a meeting with Assistant Principals and discuss a plan on how to provide regular feedback to teachers on classroom observations/walk-throughs.	Complete 10/13/2015	Amy Butler	04/30/2015

Notes: Principals have sent emails to faculty after completing classroom observations and/or walk-throughs. Principal Butler will provide evidence from each principal.

2

1/8/15

Principals will provide verbal/nonverbal feedback on a monthly basis to assigned teachers.

Complete 10/13/2015

Amy Butler

05/29/2015

Notes: Principals have met and will provide faculty with feedback on classroom observations and/or walk-through by sending an email to the faculty observed.

Implementation:

10/14/2015

Evidence

10/14/2015
Principal Butler will provide copies of emails sent out to faculty that provide feedback to the faculty person being observed. A copy from each principal will serve as evidence.

Experience

10/14/2015
This objective was easily met. Principals were receptive of providing feedback and understood its importance for faculty growth.

Sustainability

10/14/2015
The Leadership Team will need to monitor by asking principals for evidence that emails are being sent to faculty for feedback on classroom observations and/or classroom walk-throughs.

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our principal(s) currently asses TESS data from classroom observations to plan professional development.	Limited Development 10/14/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When this indicator is fully met, the Leadership Team will meet with principal(s), analyze TESS data and develop a plan for professional development for the 2016-2017 school year.	Objective Met 12/01/16	Mike Nash	05/13/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	10/14/15	Check with principal(s) for summary reports and/or previous data from TESS to analyze for faculty professional development plan.	Complete 11/30/2016	Amy Butler	05/02/2016
		<i>Notes:</i> Update 2016-2017: The Leadership Team concluded that the principals currently formulate embedded staff development based on classroom observations and TESS data. The Leadership Team further concluded that the current system of planning professional development meets the needs of the faculty.			
<i>Implementation:</i>			12/01/2016		
<i>Evidence</i>		12/1/2016 A calendar of embedded sessions and professional development will be uploaded.			
<i>Experience</i>		12/1/2016 The Leadership Team looked at our embedded sessions and our professional development and determined that the principals were taking classroom observations into account when planning these sessions. The Leadership Team concluded that the current system of planning professional development met the needs of our faculty.			
<i>Sustainability</i>		12/1/2016 Principals will need to continue to analyze the needs of the staff through classroom observations and plan staff development accordingly.			

		IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Copy of our school's required embedded professional development sessions and a copy of our Back-To-School district/school professional development agenda. To sustain this indicator, professional development will continue to be offered to staff.	Full Implementation 11/17/2015		

Core Function:	School Leadership and Decision Making
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Effective Practice:	Expanded time for student learning and teacher collaboration
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		IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Programs that we use for full implementation are: Tutoring provided by the AP Academy at the the high school, a mentoring program, a weekly advisory class, a homework lab. To sustain these programs, the Leadership Team, along with the principal, will look at semester and end-of-year testing scores to see if these extended learning programs are beneficial to/for the progress of the students.	Full Implementation 11/17/2015		

Core Function:	School Leadership and Decision Making
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Effective Practice:	Ensure High Quality Staff - Recruitment, Evaluation, and Retention
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		II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Administration works with human resources to ensure that all teachers are HQT. If the teachers are not HQT, administration and human resources and teacher work together to put a plan into place.	Full Implementation 12/01/2015		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID02		The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School administration currently works with district administration discussing the possibility of creating common assessments, based on the pacing guide and standards, in all four core areas to be given 3 times per year. Mrs. Butler currently works with both Jr. Highs in developing 9 weeks common assessments. 2016-2017 Update: This objective has been fully met. We currently give interim assessments in Reading, Writing, Math, and Science through out the school year.	Limited Development 02/10/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All four core areas will give common assessments three times a year. 2016-17 Update: This objective has been fully met. We currently give interim assessments in Reading, Writing, Math, and Science throughout the school year.	Objective Met 11/07/16	Mike Nash	09/01/2017
Action(s)	Created Date				
1	2/10/16	The school administration will work with district administration to develop common assessments, based on pacing guides and standards, in all four core areas to be given three times per year.	Complete 09/01/2016	Amy Butler	09/01/2016
		<i>Notes:</i> Update 2016-2017---This objective has been fully met. We currently give interim assessments in Reading, Writing, Math, and Science throughout the school year.			
<i>Implementation:</i>			11/07/2016		
<i>Evidence</i>		11/7/2016 A calendar of assessments will be uploaded to the folder for IID02.			
<i>Experience</i>		11/7/2016 Common Assessments were developed by the English department for reading and writing. These English assessments are given 4 times a year by all the English teachers. Common Assessments for math and science were developed by ACT Aspire and are given 4 times per year.			

Sustainability		11/7/2016 The assessments will need to be evaluated annually for continued effectiveness.			
!	IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently have grade-level teams called Student Support Teams (SSTs). These teams meet weekly and monitor the progress of students in the grade-level for which they are responsible. The SSTs do not have a uniform system in place for the identification of students in need of instructional support. We wish our SSTs to use the following criteria to best meet the needs of our students: classroom behavior, grades, home life, social skills and hygiene to address	Limited Development 11/30/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All SSTs will view student data to identify students in need of support. Working collaboratively, staff members will utilize school and local resources to best meet the our students needs. In addition, we wish to share our 7th grade data with 8th grade teachers and 8th grade data with Freshman Academy Counselors. This effort is to serve as a resource and not as a tool to label a student.		Rene Embrey	05/01/2018
Action(s)	Created Date		2 of 3 (67%)		
1	11/30/16	SSTs (individual members) will be surveyed to see how they identify students in need of instructional support. A Google survey will be sent to each teacher who serves on an SST.	Complete 03/15/2017	Jessica Moser	03/31/2017
		<i>Notes:</i> The purpose of the survey is to gather information on exactly how the various SSTs identify a student in need of help. Update: The survey were completed by the teaching staff on March 15, 2017 and the results were reviewed by the ACSIP team on March 29, 2017.			
2	11/30/16	Members of the Leadership Team will review the results of the SST survey and explore future methods of support for faculty and students.	Complete 05/22/2018	Mike Nash	05/22/2018

Notes: Results were reviewed by the ACSIP team on March 29, 2017. 100% of the teaching staff reported that students identified for instructional support were identified based on data such as grades and test scores. Survey was re-sent to ACSIP committee for review and discussion of possible methods of support. These conversations will continue throughout the spring semester of 2018 with the intent of implementing a program for the fall of 2018.

3

12/1/17

Survey was re-sent to ACSIP committee for review and discussion of possible methods of support. These conversations will continue throughout the spring semester of 2018 with the intent of implementing a program for the fall of 2018.

Mike Nash

05/21/2018

Notes: This will in all probability be a trial and error process. We will test our plans with our SST's to determine which components are viable options and which need to be revisited.

Implementation:

Evidence

3/29/2017
 A copy of the survey questions and results will be placed in the folder for IID10.
 Results: 100% of the teaching staff reported using data, specifically grades, when selecting students for support services. 37.8% also reported the use of test scores in addition to grades.

Experience

3/29/2017
 We already had Student Support Teams (SSTs) in place that identify students in need of instructional support. In order to see what evidence the SSTs used we sent out a survey to the teaching staff.

Sustainability

3/29/2017
 When addressing the SSTs each year, the administration will need to remind the staff that objective data must be used when identifying students for support.

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All core teachers have established pacing guides used to align standards, curriculum, instruction and assessment. Not sure if elective teachers have established pacing guides used to align standards, curriculum, instruction and assessment within their subject areas.	Limited Development 10/23/2014		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All teachers, core and elective, will have pacing guides that align standards, curriculum, instruction and assessment.	Objective Met 12/01/16	Mike Nash	12/12/2016
Action(s)	Created Date				
1	10/23/14	Obtain link to school district website for Pacing Guides.	Complete 10/22/2014	Kim Hill	12/19/2014
		Notes: The following link is to Pacing Guides used by core teachers. www.cabotschools.org/curriculum/pacing-guides			
2	10/23/14	Check with elective departments about use of pacing guides.	Complete 01/07/2015	Kim Hill	01/30/2015
		Notes: Elective classes are guided by documents from the State Department of Education. These frameworks provide them with a common guide that all teachers in the state utilize.			
Implementation:			12/01/2016		
Evidence	12/1/2016	A sample of the curriculum guide that an elective class uses will be uploaded.			
Experience	12/1/2016	Teachers of elective classes were contacted and asked about their frameworks or pacing guides.			
Sustainability	12/1/2016	Teachers of elective classes will need to continue to utilize the documents provided by their program directors at the state level. This will ensure that our elective classes are in compliance with the required curriculum.			

!	IIIA35	Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		80% of students are engaged and on task.	Limited Development 11/05/2014		
<i>How it will look when fully met:</i>		100% of students will be on task.		Mike Nash	05/31/2017
Action(s)	Created Date		0 of 2 (0%)		
1	11/5/14	Provide faculty with professional development on student engagement.		Amy Butler	04/28/2017
<i>Notes:</i>					
2	3/29/15	Use TESS evaluations to compare 3 years of data: 1. To measure students on task BEFORE professional development on student engagement has been provided to teachers. 2. Use TESS evaluations to measure two years (after professional development on student engagement has been provided to teachers) to see improvement in student engagement within the classroom.		Amy Butler	05/01/2017
<i>Notes:</i>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school currently does not incorporate a Family-School Compact.	No Development 12/01/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is fully met, our school will have a developed Family-School Compact.	Objective Met 03/30/17	Rene Embrey	09/01/2017
Action(s)	Created Date				
1	12/1/15	Our school's parent involvement group will collaborate and develop the "family" objectives that will be incorporated into the Family-School Compact.	Complete 02/04/2016	Jessica Moser	04/07/2017

Notes: The Parent Involvement group will discuss and note what items they would like to see on such a document.

Update: After reviewing examples of Family-School Compacts the ACSIP Committee determined this was no longer a need for our school. We provide all of the information typically seen in a compact through other means.

Implementation:		03/30/2017		
Evidence	3/30/2017 Examples of the various documents provided to parents that give information on school activities, conferences, and teacher expectations.			
Experience	3/30/2017 We collected sample School-Parent Compact agreements from other schools. Upon seeing the examples we realized that we already provide all of this information through other means, such as flyers given at Parent-Teacher conferences and calendars of school events. Also, individual teachers provide this information in their classroom agendas and introductory letters.			
Sustainability	3/30/2017 We need to continue to provide parents with timely information on all school activities and opportunities.			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		To provide students with guidance and support in preparing them for college and career, we offer a GT Program, Career Development Class, Freshman Orientation and Say Go College Week. These programs will be offered throughout to sustain our efforts.	Full Implementation 03/29/2016		