

Comprehensive Progress Report

Mission: Caldwell Applied Sciences Academy stimulates the academic and professional development of students through rigorous instruction while fostering core ethical values.

Vision: Caldwell Applied Sciences Academy aspires to be an exemplary school that prepares students in their chosen fields of study and equips them to be responsible citizens both locally and globally.

Goals:

All students will be provided instructional activities through Canvas or other digital learning platform to be completed throughout each semester in order to meet course objectives.

Plans will be developed to identify accelerated, struggling, and at risk students to address individual student needs.

Expose students to relevant industry standards, opportunities, and innovation through their academy and CCC&TI pathways.

Provide students and staff a safe and inclusive environment in which to teach and learn that supports their social and emotional needs.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	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>		At CASA, all staff are integrated into our academy model. Each student has a pathway that leads to both a high school diploma and college credits through CCC&TI. STEM cross-curricular activities have begun to occur. During the beginning of the 2023-2024 school year, CASA added a STEM coordinator position to assist with the development and implementation of cross-curricular STEM lessons.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		At CASA, all staff are integrated into our academy model. Each student has a pathway that leads to both a high school diploma and college credits through CCC&TI. Students will also be exposed to a vibrant STEM curriculum within their classrooms. When this objective is fully met, the staff will have undertaken the task of submitting the application to be a NC STEM school of Distinction and will be working together to provide STEM lessons within all classrooms.		Chris Greene	02/29/2024
Actions			4 of 7 (57%)		
	10/14/22	Complete the self assessment rubric	Complete 12/16/2022	Chris Greene	12/16/2022
	<i>Notes:</i>				
	1/31/23	Visit other STEM schools of Distinction to learn about the process and set up a network.	Complete 01/30/2023	Chris Greene	01/31/2023
	<i>Notes:</i>				
	3/29/23	Hire a STEM/Seminar Coordinator	Complete 07/14/2023	Chris Greene	07/01/2023
	<i>Notes:</i>				
	10/14/22	Submit the intent to apply.	Complete 10/27/2023	Chris Greene	10/27/2023
	<i>Notes:</i> completed--Ended up no applying last year so we will need to resubmit the intent to apply this year.				
	10/14/22	Assign teams and work on gathering evidence for the objectives.		Guy Myers	11/01/2023
	<i>Notes:</i>				
	10/14/22	Submit the completed application		Chris Greene	02/03/2024
	<i>Notes:</i>				
	8/22/23	Achieve the designation of STEM School of Distinction		Dana Lail	10/01/2024

Notes:

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
<i>Initial Assessment:</i>		<p>We use several different classroom systems for academic, cultural and environmental support. We have a School Based Student Support team and college liaison who is in contact with the college instructors and reports regularly to the Student Support Team. This team is able to create strategies for assisting students struggling academically and economically.</p> <p>We are currently introducing MTSS and the multi-tiered process at CASA. We will focus on core instruction and moving to supplemental supports this year.</p>	Limited Development 09/07/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Caldwell Applied Sciences Academy (CASA) School Environment: Academic Learning Environment: CASA offers three academies for students: Advanced Technologies, Health and Life Sciences, and Engineering Academies. Higher Education Opportunities: This school offers the opportunity for college education, beginning in the second semester of the 9th grade year. Differentiated Instruction - Teachers within the academies offer hands-on, student centered activities and learning products for optimal student learning.</p> <p>When the MTSS process is fully implemented at CASA, 80% of our students will be meeting expectations through core instruction. Through our SST and SIT teams we will be able to identify the students who need supplemental supports in the classroom and intensive supports outside the classroom.</p>		Tammy Beck	05/24/2024
<i>Actions</i>			4 of 6 (67%)		
	1/29/19	Develop a plan for administering Tier 1 and Tier 2 supports within the classroom setting	Complete 05/19/2019	Richard Madison	05/08/2019

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1/29/19	Establish a protocol of gathering performance data of students in college classes to ascertain how we can better assist students	Complete 05/03/2019	Richard Madison	05/22/2019
<i>Notes:</i>				
12/11/18	Establish a school-wide process to identify and serve at risk students	Complete 05/08/2019	Richard Madison	05/22/2019
<i>Notes:</i>				
10/3/22	During the 2022-2023 school year, a team consisting of the principal, guidance counselor, teacher and social worker will be trained on RTI stored.	Complete 05/19/2023	Ethan Ostwalt	05/19/2023
<i>Notes:</i> Ethan Ostwalt, Chris Greene, Tammy Beck, and Brittany Branch completed first training on 9-28-22.				
10/3/22	Meet with MTSS/SST once a month and SIT once a month to identify students who are not meeting expectations during core instruction.		Chris Greene	05/19/2024
<i>Notes:</i>				
1/29/19	Develop Tier One Core Behavior plan.		Chris Greene	05/24/2024
<i>Notes:</i>				
Implementation:		12/04/2020		
Evidence	5/8/2019			
Experience	5/8/2019			
Sustainability	5/8/2019			

	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>			Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>			When fully implemented, CASA staff will effectively work with students and help students to recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.		Ethan Ostwalt	05/17/2024
Actions				3 of 4 (75%)		
	9/27/23	Go over behavior expectations with students during beginning of the year grade-level meetings.		Complete 08/09/2023	Chris Greene	08/15/2023
<i>Notes:</i>						
	9/27/23	Create universal behavior expectations for Caldwell Applied Science Academy students.		Complete 08/29/2023	Chris Greene	08/30/2023
<i>Notes:</i>						
	9/27/23	Advanced Technology teacher will have students work on creating a poster that will be displayed around the school to showcase and reinforce the behavior expectations.		Complete 09/15/2023	Guy Myers	09/25/2023
<i>Notes:</i>						
	9/27/23	Utilize Educator's Handbook to document behavior incidents and use the data to reinforce the behavior expectations with students,			Dana Lail	05/16/2024

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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Since this is the principals first year at the Applied Sciences Academy, a process and procedures for observations and evaluations will need to be created.</p> <p>The principal will create a spreadsheet to keep up with the required completion dates for observations.</p>	Limited Development 10/03/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		An established process for observations and evaluations will be completed. The principal will complete the observations based on the county timeline and feedback will be provided.	Objective Met 07/17/23	Chris Greene	05/19/2023
Actions					
	10/3/22	Work with the Academy leaders to update the curriculum brochure as we begin to recruit for the 2023-2024 school year.	Complete 11/18/2022	Guy Myers	11/22/2022
Notes:					
	10/3/22	Create and maintain a spreadsheet of observations and evaluations in order to stay up to date the the process.	Complete 05/19/2023	Chris Greene	05/19/2023

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Implementation:		07/17/2023		
Evidence	7/17/2023 https://docs.google.com/spreadsheets/d/1YVhhE5rR-YS1C1tyevTorM5EQqG6SjZO/edit#gid=450393774			
Experience	7/17/2023 The principal was able to complete the spreadsheet of required observations and maintain the deadlines for them. Feedback was provided to teachers during the conferences.			
Sustainability	7/17/2023 Continue to use this spreadsheet each year and continue to have meaningful conversation with teachers.			