

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 2019-20 freshman cohort will graduate with a high school diploma by June 30, 2024.

CECHS students (9th-13th) will pass 95% of college courses and earn transferable college credit included in their individual academic plan by June 30, 2023.

One hundred percent of CECHS teachers will embrace a philosophy of partnership to strengthen family, school, and community engagement as evidenced through a 10% increase in two-way parent communication using Talking Points and a 20% increase in service learning hours logged by student by June, 2026.

E.1.06, A1.09



! = 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.		Jessica Sutton	06/05/2024
Actions			6 of 7 (86%)		
	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.	Complete 10/05/2022	Ingrid Link	10/10/2022
<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	06/05/2024
<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:		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	06/01/2024
Actions			2 of 3 (67%)		
	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.		Donna McGee	06/01/2024
	<i>Notes:</i>				
Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			

	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
			<p><i>Initial Assessment:</i></p> <p>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.</p>	<p>Limited Development 12/09/2016</p>		

How it will look when fully met:	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. 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.		Katie Richards	06/30/2024
Actions		4 of 5 (80%)		
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.	Complete 06/15/2022	Ingrid Link	07/01/2022
<i>Notes:</i> The Personalized Student Support Cadre analyzed the data from the Panorama survey and created Professional Development including a book study to help strengthen social emotional learning.				
10/11/22	Service learning will be created to provided intentional social emotional learning for students.	Complete 10/21/2022	Ingrid Link	06/15/2023
<i>Notes:</i>				
10/27/22	Discipline data will be reviewed using Educator's Handbook in bi-weekly Student Support Team meetings to identify trends and make needed improvements.		Donna McGee	06/01/2024

Notes:

A4.10

The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)

**Implementation
Status**

Assigned To

Target Date

<p>Initial Assessment:</p>	<p>CECHS teachers have high expectations of all students and implement the school’s “Failure is NOT an Option” philosophy to ensure that students are supported in being successful. Attainment of content knowledge and skills is the goal. Specifically, student work that does not meet the standard for a grade of C or higher may be graded as incomplete and returned to the student for improvement. Our math teachers have taken the lead in using “learning targets” to measure content mastery, working closely with students and parents to help them understand the non-traditional way of reporting attainment of content knowledge. The Student Success Team and the Student Support Team are two resources for identifying unique student needs and coordinating support services. The Student Success Team, consisting of the principal, school counselor, student support specialist, college liaison, 4th year and 5th year seminar teachers, meets weekly to examine the needs of students who need additional supports to be successful. There is an area we see as a great capacity for growth. This is the development and implementation of personalized learning activities, strategies, and interventions to address individual student learning needs.</p>	<p>Limited Development 09/20/2018</p>		
<p>How it will look when fully met:</p>	<p>Upon full implementation CECHS teachers will work to know each student personally and identify students in jeopardy of academic and/or social failures. Teacher teams will meet regularly and discuss high risk students and create personal plans of intervention. These plans may include tutoring, helping students become involved in co-curricular activities, and/or tiered interventions. The Student Success Team and The Student Support Specialists will track the progress or lack of progress of all students and in response offer specific and targeted interventions to struggling students. This will be evidenced by SST and SSS team meeting notes, grade level meeting notes, the "At Risk" document and individual student plans.</p>	<p>Objective Met</p>	<p>Meredith Griffin</p>	<p>06/01/2020</p>
<p>Actions</p>		<p>4 of 4 (100%)</p>		
<p>9/20/18</p>	<p>The Student Support Specialists will meet bi-weekly to discuss social and emotional issues that may be an indicator for poor academic performance.</p>	<p>Complete 08/07/2019</p>	<p>Donna McGee</p>	<p>06/01/2020</p>
<p><i>Notes:</i> This includes analyzing attendance records.</p>				

9/20/18	The Student Support Team will meet twice a month to discuss academic concerns with may indicate potential academic failure.	Complete 03/11/2020	Ingrid Link	06/01/2020
<i>Notes:</i>				
9/20/18	Grade level teams will meet twice a month to discuss students struggling academically and socially and create specific intervention plans for the students.	Complete 10/03/2019	Donna McGee	06/01/2020
<i>Notes:</i> Grade levels meet each Monday to discuss student needs.				
3/29/23	SST members will meet with grade level teams to discuss referrals made to outside agencies and/or stakeholders	Complete 03/29/2023	Donna McGee	04/01/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		-CECHS utilizes parent nights to disseminate information and expectations to parents. We have a high level of parent participation during these evenings. Additionally, teachers follow up with parents and students who are unable to attend in order to share information. Each grade level had at least one parent night during the first nine weeks, with fifth years having a personalized conference to discuss and provide support for the college application process. In addition, the school has a variety of one-way and two-way forms of communication. The school uses a Blackboard Connect system and Talking Poinmts to share weekly information about school and grade level events. The school also sends a weekly E-update email to parents. T These outlets provide the school with a way to disseminate information, share snapshots of grade level and school events, and share opportunities for involvement. Parents have access to online grade level assignment calendars and teacher websites, both of which provide parents access to current assignments and classroom activities. Teachers provide their email addresses to parents early in the year and regularly reach out to share positive news as well as concerns with individual parents. Each teacher's syllabus is written in a similiar format so parents can easily navigate expectations. The student success team and grade level teams work to identify parents with whom more direct communication is needed and follow up to communicate student plans and progress.	Limited Development 10/11/2022		

How it will look when fully met:	Upon full implementation, additionally teachers will show students and their parents how to access and log in to Webadvisor, Powerschool, Moodle, and other learning systems. Teachers will send out reminder emails and agendas for parent nights, projects, and meetings. In addition to regular communication, CECHS will purposefully include parents in on-campus events. CECHS must commit to ensuring the avenues of on-boarding, support, and communication currently employed remain in place and are used with fidelity. Furthermore, we must continue to look for additional avenues by which the school can communicate with parents and stakeholders to promote improved parent relationships.		Jessica Sutton	06/01/2024
Actions		3 of 4 (75%)		
10/11/22	Student-led conferences will be planned and held to encourage students to take ownership of their learning and articulate their goals to their parents.	Complete 12/06/2022	Ingrid Link	02/15/2023
<i>Notes:</i>				
10/11/22	Talking Points will be used regularly to promote two way parent communication.	Complete 05/18/2023	Ingrid Link	06/01/2023
<i>Notes:</i>				
10/11/22	An organized student celebration will be planned for the end of the school year to include parents and guide students to "reflect" upon their learning for the school year.	Complete 05/18/2023	Ingrid Link	06/15/2023
<i>Notes:</i>				
5/18/23	CECHS will gather data using Talking Points/Sign In Sheets for parent meetings to evaluate effectiveness of parent contact and student success.		Donna McGee	06/01/2024
<i>Notes:</i>				