

Comprehensive Progress Report

Mission: Creating Online Academic experiences that maximize student potential

Vision: Caldwell Online Academy will establish and foster a community reputation of developing Connected, Confident, and Supported learners.

Goals:



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Brand-new school with all initial expectations for behavior shared at student/family orientation sessions.	No Development 10/01/2023			
<i>How it will look when fully met:</i>		All teachers will have a behavioral expectations document shared in Canvas to explain both common schoolwide behavioral expectations and those that are unique to that teacher's class.		Millie Hutchinson	02/01/2024	
Actions						

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers have access to common district pacing guides and professional development and to common instructional resources in math and ELA in grades 4-8.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>		Daily lesson plans will include standards correlation, and documentation will be provided at summative evaluations as proof that all standards were covered.		Millie Hutchinson	05/31/2024
Actions			0 of 2 (0%)		
	10/1/23	Each level team will determine and share their agreed-upon method for documenting the standards of instruction being covered daily.		Millie Hutchinson	02/01/2024
<i>Notes:</i>					
	10/1/23	Teachers will provide evidence at their summative evaluations that all required standards were covered.		Julie Hall	06/07/2024
<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
<i>Initial Assessment:</i>		Brand-new school just establishing our own MTSS monitoring system.	No Development 10/01/2023		
<i>How it will look when fully met:</i>		Students will receive instruction appropriate to their developmental needs, which may or may not include Tier 2 and Tier 3 supports.		Amanda Niehoff	05/31/2024
Actions			0 of 2 (0%)		
	10/1/23	Ensure that all teachers understand the three different tiers of instruction and know their appropriate content-area interventions to support each tier.		Amanda Niehoff	01/31/2024

Notes:

10/1/23 The MTSS team begins to meet regularly to review data and notify teachers of students who should be receiving instruction at each tier.

Amanda Niehoff

02/01/2024

Notes:

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

Initial Assessment:

Teachers are connecting live with all students daily in core subject classes and at least weekly in high school elective classes.

Limited Development
10/01/2023

How it will look when fully met:

Students will feel connected to and supported by their teachers, who make appropriate referrals to the counselor, case manager, EL teacher, nurse, and/or social worker as needed.

Amanda Niehoff

05/31/2024

Actions

Notes:

KEY

A4.16

The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)

Implementation Status

Assigned To

Target Date

Initial Assessment:

All students and families are required to attend in-person orientation sessions at the beginning of the school year.

Limited Development
10/01/2023

How it will look when fully met:

Students and families who are transitioning into 6th, 9th, and 12th will receive intentional, in-depth support at appropriate points throughout the school year. Students and families who are rising into 5th, 7th, 8th, 10th, and 11th will also receive information and assistance regarding new/different expectations for the coming school year.

Shawn Moore

05/31/2024

Actions

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A regular meeting framework has been established to allow for each grade span to meet weekly with the principal and counselor, an MTSS team has been established, and a SIT team has been elected.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>		Meetings will be held in accordance with the established framework, and agendas/minutes will serve as evidence of the work being accomplished.		Courtney Johnson	12/20/2023
Actions			0 of 2 (0%)		
10/1/23		Establish a regular monthly meeting framework including full faculty, each instructional level separately, the MTSS team, and the SIT team.		Julie Hall	11/30/2023
<i>Notes:</i>					
10/1/23		Review agendas/minutes to ensure that regular meetings are being held.		Courtney Johnson	02/28/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		COA has one elementary teacher who is grouped with our three other K/6-12 teachers for team representation. Both the middle school and high school levels have teams of four. Each of these three level teams are represented on both the MTSS and the SIT teams.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>		All level teams, the MTSS team, and the SIT team will begin meeting regularly with information from MTSS and SIT being shared back out to the level teams.		Shawn Moore	05/31/2024
<i>Actions</i>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The required observation timeline has been shared per the district's NCEES guidelines.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>		All teachers will be observed per the legal NCEES requirements, and informal classroom Zoom-through observations will take place additionally to provide extra feedback and support to teachers.		Millie Hutchinson	05/31/2024
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School-level data that is unique to COA is just beginning to be generated since we are now established as a separate school.	No Development 10/01/2023		
<i>How it will look when fully met:</i>		COA performance data at both the aggregate school level and the disaggregated sub-group level will routinely be analyzed to inform instructional decisions.		Courtney Johnson	05/31/2024
Actions					
Notes:					

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
<i>Initial Assessment:</i>		This year's new COA positions were posted and advertised by the district, with interviews held for each position involving current online teachers and district staff members.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>		Vacancies will continue to be filled with staff involvement in the selection process, and all teachers will be evaluated and monitored by the principal, mentors, and peer observers as required based on their licensure status. Education in Excellence winners will be determined by an anonymous staff voting process.		Amanda Niehoff	05/31/2024
Actions					
Notes:					

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
KEY	D1.02		The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Master schedules have been designed and instructional time assigned in accordance with student enrollment by grade level and high school course registration needs.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>			Master schedules and teaching assignments will align with student needs, including time for both core and intervention instruction. The Title 1 budget will also be allocated to support demonstrated student needs and school goals.		Shawn Moore	05/31/2024
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
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>			Families signed up for required individual, in-person orientation sessions with their students prior to the start of school.	Limited Development 10/01/2023		
<i>How it will look when fully met:</i>			Families will receive school newsletters by level (either ES/MS or HS) at least monthly, and teachers will also routinely contact families with individual student news and progress.		Courtney Johnson	02/01/2024
<i>Actions</i>				0 of 2 (0%)		
	10/1/23		Create and begin executing a regular schedule of school newsletters for ES/MS and HS.		Julie Hall	11/30/2023
<i>Notes:</i>						
	10/1/23		Teachers will keep family communication documentation records of both positive outreach and progress concerns.		Courtney Johnson	03/31/2024
<i>Notes:</i>						