

Comprehensive Progress Report

Mission:

South Caldwell High School will empower students with the skills necessary to become responsible citizens who achieve academic, social and professional success.

Vision:

South Caldwell High School will create a learning community where there is success for all, preparation for tomorrow, and learning for a lifetime. (2021)

Goals:

By 2024 all teachers and staff will create a positive and welcoming environment that promotes cultural change, inclusion, and equity for staff and students.

By the end of the 2023-2024 school year, all classroom teachers will create learning-centered classrooms with a focus on clear learning goals and in student-friendly language aligned with activities that are relevant to students.

By the end of the 2023-2024 school year SCHS's monthly student attendance rate will be 92% and the chronic absenteeism rate will be less than 25%.



! = 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>		The school has implemented school-wide expectations for the classroom, hallway, restroom, cafeteria, gyms, and bus. These expectations are incorporated in the school's behavior matrix. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year. After looking at discipline data from last school year, we have limited areas in which students can travel by zoning bathrooms as this was the highest area of incidents. We also updated our discipline matrix in student-friendly language, explicitly stating offenses and consequences.	Limited Development 10/17/2022		
<i>How it will look when fully met:</i>		When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Evidence of completion includes a reduction in office referrals and fewer ISS and OSS assignments.		Mark Dula	06/07/2024
<i>Actions</i>			2 of 3 (67%)		
5/22/23	Educator's Handbook Training		Complete 08/23/2022	Jonathan Wyant	08/30/2022
	<i>Notes:</i> Mr. Wyant will train teachers to use Educator's Handbook for all student incident write-ups (both major and minor) in order to analyze behavior trends.				
5/22/23	Train teachers on Discipline Matrix.		Complete 08/22/2023	Mark Dula	08/24/2023
	<i>Notes:</i>				
10/9/23	Student discipline data will be shared with SIT each month from Educator's Handbook.			Jonathan Wyant	06/10/2024
	<i>Notes:</i>				

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>			April 2023-We have PLCs for EOC courses in which teachers look at standards, create units, and look at data to drive instructional planning. These PLCs are inconsistent, and not documented all the time.	Limited Development 04/04/2023		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
	A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers will have clear learning goals posted each day in student-friendly language Teachers will participate in professional development focused on learning-centered classrooms using the professional book "The Artisan Teacher"	Limited Development 10/03/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Every teacher will have clear learning goals in student friendly language posted daily. Lessons and activities will be aligned to these CLGs. Students will be able to explain the CLG to administrators as they complete weekly walkthroughs.	Objective Met 04/04/23	Rob Bliss	06/15/2023
<i>Actions</i>						
	4/3/23	Mrs. Speagle will create a walkthrough form to collect data.		Complete 09/01/2022	Braley Speagle	09/01/2022
<i>Notes:</i>						
	4/3/23	All five administrators will conduct 10 walkthroughs per week. Mr. Bliss will check these are completed in a timely manner.		Complete 12/01/2022	Admin. Team	12/01/2022

Notes:

Notes:				
Implementation:		04/04/2023		
Evidence	4/4/2023 4/4/2023-See evidence folder in document upload.			
Experience	4/4/2023			
Sustainability	4/4/2023 4/4/2023-We will continue to offer professional development for new teachers. Administration will continue to monitor classrooms using a walkthrough tool.			

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>South Caldwell has been working towards full implementation of MTSS, including tiered support for academics, attendance, behavior, and social-emotional needs of all students.</p> <p>Current supports include a well-developed process for identifying at-risk students. Teams meet to discuss the identified students every two weeks throughout the school calendar.</p> <p>Some student needs are being met through Math 180 and Read 180 during their ninth-grade year. These programs provide intensive academic support for these students.</p> <p>Our focus for the 2023-2024 school year is attendance. We plan on bringing attendance to the forefront of each SIT and MTSS Leadership Team meetings. We will also have monthly attendance rates posted on a bulletin board for all students, staff, and visitors to see. We will implement a reward program this year for the grade level that has the highest attendance each month. The At Risk team will focus on those students who are chronically absent, and our school social worker will make more home visits in order to get these students in the building.</p>	Limited Development 01/26/2022		
<i>How it will look when fully met:</i>		Core plans will be developed for attendance. Data Dive Days will take place each month with the MTSS Leadership Team and SIT to monitor progress. Once fully implemented, SCHS will have reached our goal to have a 92% attendance rate and 25% chronic absenteeism rate.		Braley Speagle	06/14/2024
Actions			4 of 8 (50%)		
	10/3/22	RTI Stored! Training	Complete 09/28/2022	Laura Parnell	09/28/2022
	<i>Notes:</i>				
	10/3/22	RTI Stored! Training #2	Complete 10/21/2022	Laura Parnell	10/21/2022
	<i>Notes:</i>				
	10/3/22	RTI Stored! Training #3	Complete 10/24/2022	Laura Parnell	10/24/2022

	<i>Notes:</i>			
10/9/23	Make home visits to students who aren't responding to CORE or Tier 2 interventions.	Complete 10/16/2023	Beth Hinshaw	06/10/2023
	<i>Notes:</i> Home visits will occur as needed.			
12/2/22	MTSS Leadership team will continue to develop Behavioral Expectations for Core Plans.		Martha Martin	10/20/2023
	<i>Notes:</i>			
10/9/23	Create Attendance bulletin board outside the main office to display monthly attendance by grade level.		Savannah Everhart	10/20/2023
	<i>Notes:</i> This will be updated monthly.			
10/9/23	Develop and implement a reward program with incentives for the grade level with the highest attendance each month.		Emerald Williams	10/20/2023
	<i>Notes:</i>			
10/9/23	Send home 3, 6, and 10-day attendance letters to students in order to increase communication with our chronically absent students.		Beth Hinshaw	06/10/2024
	<i>Notes:</i> These will be sent as absences accrue.			

	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 10/17/2022		
<i>How it will look when fully met:</i>			When fully implemented, teachers 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.		Laura Parnell	06/15/2024
<i>Actions</i>						
			<i>Notes:</i>			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We offer a ninth-grade academy that provides students with additional support and guidance. We offer a variety of academic pathways to meet the needs of all learners, including college preparatory, career and technical education, and honors and AP courses. We host a variety of orientation and transition events for incoming freshmen and their families. We offer a variety of extracurricular activities and clubs to help students get involved and make friends. We have a dedicated freshman school counselor who is available to provide students with support and guidance. We monitor the progress of all ninth-grade students to identify those who may need additional support. We provide individualized intervention plans for students who are struggling. We offer a variety of academic and social-emotional support programs throughout high school. We work closely with parents and families to support their child's transition to high school.	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Our Faculty Council is a leadership team that is voted on by all faculty at SCHS. Our MTSS Leadership team is comprised of a cross-disciplinary section of the faculty and staff. Each team meets at least once per month to discuss issues that affect student outcomes in our building.	Full Implementation 10/09/2023		

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>			Our school has a team structure based on departments. Each department elects one department chair each year. These department chairs make up our Faculty Council/SIT. Department chairs have listed duties assigned to them to help implement school improvement goals and initiatives. All teachers have 90 minutes each day of protected planning time.	Full Implementation 10/09/2023		

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:

The administration monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers in a number of ways:

Classroom observations: The administration makes regular visits to classrooms to observe teaching and learning. During these observations, they look for evidence of effective instruction, such as clear learning objectives, engaging activities, and formative assessment.

Data analysis: The administration analyzes student data to identify areas where students are struggling and where they are excelling. This data is used to inform curriculum and instruction decisions, as well as to provide targeted feedback to teachers.

Teacher feedback: The administration collects feedback from teachers on their instructional needs and challenges. This feedback is used to develop professional development opportunities and to provide support to teachers.

Peer feedback: The principal encourages teachers to give and receive feedback from each other during ongoing teacher studies. This feedback can be used to improve teaching practices and to share best practices.

When providing feedback to teachers, the administration is timely, clear, and constructive. They provide feedback as soon as possible after observing instruction, and the feedback is specific and actionable. The administration also focuses on the positive aspects of teaching, while also providing suggestions for improvement.

Full Implementation
10/09/2023

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>		<p>Our school regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs in a number of ways.</p> <p>Data analysis: The school leadership team meets regularly to analyze school performance data and aggregated classroom observation data. This data is used to identify areas where the school is excelling and areas where improvement is needed.</p> <p>Professional development: The school leadership team uses data to identify professional development needs for teachers. For example, if the data shows that teachers are struggling to implement a particular instructional strategy, the team may provide professional development on that strategy.</p> <p>We still need support from our district curriculum coordinators to help us provide content-specific professional development to our teachers.</p>	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		<p>SCHS builds a positive climate for teachers in which they are supported and heard. This helps us retain our faculty and staff. Our district does all recruitment and job postings, however, SCHS does utilize social media to announce openings in our building to recruit the best quality teachers. All certified staff are evaluated through NCEES, and teachers have a voice in their evaluations. All non-certified staff are evaluated using district-created rubrics, and they have a voice in their evaluation process as well.</p>	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		<p>Our school has aligned resource allocation (money, time, human resources) within each school's instructional priorities in a number of ways:</p> <p>Budgeting: The school budget is developed with a focus on instructional priorities. The school leadership team meets with department chairs and other stakeholders to identify the resources that are needed to support the school's instructional goals.</p> <p>Staffing: The school assigns staff to schools and departments based on instructional needs. However, we are in need of more CTE teachers in areas other than business. Our most requested classes have the fewest department members.</p> <p>Scheduling: The school master schedule is developed with a focus on instructional priorities. The school leadership team works with department chairs and other stakeholders to ensure that students have access to the courses and programs that they need to succeed. The school has blocked off time in the school schedule for all students to participate in enrichment activities. These enrichment activities are aligned with the school's instructional priorities and provide students with opportunities to learn and grow in areas of interest.</p> <p>Professional development: The school provides professional development opportunities to teachers based on instructional needs.</p>	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>					
<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>		Teachers will create a syllabus for every class. The syllabus will have classroom expectations, course blueprint, contact information, and planning period, to include exact times. Teachers will have a web presence. Webpages will be up to date and will include each class syllabus. Parent contacts are made by both teachers and counselors. Counselors will make home visits and reach out to parents and students who are struggling. All calls are sent out throughout the year to inform parents and the community of upcoming events, activities, and any important information.	Limited Development 08/21/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Parents and the community are engaged in their students learning. Parents understand academic expectations, curriculum, and can easily contact educators.	Objective Met 10/16/23	Kim Clark	06/15/2022
Actions					
	8/21/19	Administration will do All Calls or post information on social media to ensure students, parents, and stakeholders have current information.	Complete 06/12/2020	Keith Hindman/Rob Bliss	06/12/2020
<i>Notes:</i>					
	8/21/19	SCHS PTO will have communication with parents and the community.	Complete 05/22/2020	Kim Clark	06/12/2020
<i>Notes:</i>					
	9/29/20	Teachers will have access to a student concerns form. They can complete this form anytime they have a concern with any student. This form is for both Caldwell Connect students and South Caldwell hybrid students.	Complete 05/19/2021	Kim Clark	05/28/2021
<i>Notes:</i>					
	9/29/20	Teachers will have office hours. This time will be used for parents to contact teachers, students to contact teachers, etc.	Complete 05/19/2021	Kim Clark	05/28/2021
<i>Notes:</i>					
	9/29/20	Teachers will contact parents when students are at risk of failing and keep a contact log.	Complete 05/19/2021	Kim Clark	05/28/2021

<i>Notes:</i>				
9/29/20	South Caldwell High School counselors will collaborate with Caldwell Connect counselors to assist with any students and to make parent contacts.	Complete 05/19/2021	Erica Hawes	05/28/2021
<i>Notes:</i>				
8/21/19	Counselors, Social Workers, Nurse, or Student Concerns Specialists will make home visits and will have correspondence with parents and students that are difficult to make contact with. Counselors will keep a log of all home visits and parent contacts.	Complete 05/19/2021	Kim Clark	06/12/2021
<i>Notes:</i>				
8/21/19	All employees will have a web presences. This will include contact information, syllabi for classes, and any current information.	Complete 05/19/2021	Kim Clark	06/12/2021
<i>Notes:</i>				
8/21/19	Teachers and counselors will contact parents when students are at risk of failing or if there are concerns. They will also contact parents with positive communications. Teachers and counselors will keep a contact log.	Complete 05/19/2021	Kim Clark	06/12/2021
<i>Notes:</i>				
8/21/19	Teachers will create an IGP for any student who is at risk of failing a course.	Complete 05/19/2021	Kim Clark	06/12/2021
<i>Notes:</i>				
8/21/19	Teachers will create a syllabus for each course, each semester.	Complete 05/19/2021	Kim Clark	06/12/2021
<i>Notes:</i>				
1/11/21	Principal will do weekly All-Calls to families to share school goals, celebrations, and announcements.	Complete 06/15/2021	Phillip Little	05/30/2022
<i>Notes:</i> All-Calls include simultaneous phone calls, emails and texts to families based on PowerSchool information.				
3/17/21	Academic warning letters will be mailed to all underclassman parents who are at risk of failing a class.	Complete 06/15/2022	Julie Hall	06/15/2022
<i>Notes:</i>				
3/17/21	Academic warning letters will be sent to all seniors who are at risk of not graduating.	Complete 06/15/2022	Erica Hawes (20-21)	06/15/2022
<i>Notes:</i>				
Implementation:		10/16/2023		
Evidence	10/3/2022			

<i>Experience</i>	10/16/2023 Over the course of 3 years, SCHS has implemented			
<i>Sustainability</i>	10/3/2022			