

Comprehensive Progress Report

Mission: Our mission, in cooperation with parents and the community, is to provide students a safe environment and with learning experiences that equip them with leadership, responsibility, and critical thinking skills necessary to be productive members of society.

Vision: The ideal vision of West Caldwell High School is a place where all staff members work together to prepare students for career, college or a credential. It will be a place where faculty members support students in their academic and emotional growth. It will be a place where teachers consistently apply the school rules in their classrooms, so students know what to expect and have a space that is primed for learning.

In West Caldwell's ideal situation, no student will "fall through the cracks." Every student will be met where they are and moved toward growth, academic attainment and graduation.

Goals:

West Caldwell High school will implement a School-Wide Intervention Program. This program will be carried out through a daily Flex period. This Flex period will allow us to provide remediation for students who are struggling with academics, social interactions or any other special need. It will allow us to provide additional services and meet the individual needs of students more effectively. This Flex period also will be used for school-time clubs where teachers will offer high-interest themes, activities, honors societies and special interests.

The school will implement the Multi-Tiered System of Supports (MTSS) program. This formal and organized program has four components that the school will use to identify students with special needs or who are struggling. We will provide remediation and extra help through a graduated program of supports to help these students cope, catch up and succeed. All teachers will plan and execute core instruction aligned with state standards to meet the needs of learners. These efforts, and all others, will focus on the whole child through social and emotional learning as well as academic instruction.

Decrease the number of students who are chronically absent, tardy, sign out or have other challenges that impede their time in class and learning.



! = 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	

Initial Assessment:

Currently, teachers are expected to post classroom rules in room and provide them to parents or guardians on the first day of class within the required parent packet. Teachers also have a document that lays out what behaviors and issues are handled in the classroom. It also outlines a continuum for escalating behavior and when a behavior rises to the level of an office referral.

At West Caldwell High School, we have many students who live in generational poverty. We are a rural, high-poverty school. Because of this many students do not conform to the traditional school hierarchy of teachers and administrators as authority figures. They often view teachers as peers and will talk-back, argue and make many excuses for their behaviors.

**** Due to Covid 19** this Spring, many of our activities to meet goals were suspended as there were not students in the building.

Despite this, many efforts were made to support students remotely through learning activities, meals and regular contacts.

Limited Development
10/01/2019

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When this objective is met, students will understand the expectations of them in the classroom, hallways and common areas of the school, and most will meet those expectations. Teachers will be able to manage their classrooms with a minimum of disruptions.</p> <p>Administration will support teachers in their teaching and the management of student behavior in classrooms and other areas.</p> <p>Teachers will have access to a variety of effective techniques to improve classroom management. These techniques will be presented at departmental meetings and at our ongoing professional development meetings.</p> <p>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. Office referrals for behavior will decrease.</p> <p>Teachers will be informed about the challenges of a generational poverty environment and can modify and inform management techniques based on this knowledge.</p>		Objective Met 03/29/23	Richard Griffin	06/12/2020
Actions					
10/1/19	Generational Poverty topics will be researched and a team will analyze the information to see how it can be best applied to improvement classroom management at WCHS. Information can be presented to teachers in PD or other forms of communication.		Complete 08/19/2019	Esther Wakefield	12/10/2019
<i>Notes:</i> Privilege Walk completed during the Welcome Back Opening Meeting. Administration specifically researched scenarios that allow teachers to relate to poverty as well as other situations students are facing.					
11/22/19	The school's administration will establish a policy that if a student receives multiple detention assignments from the same teacher, an administrator will step in and monitor the situation.		Complete 06/10/2020	Admin team	05/29/2020
<i>Notes:</i> The team voted to establish a threshold of 3 referrals for admin attention. Consequences would be three detentions = 1 day lunch detention. After that ISS.					

11/22/19	Administrators will organize a plan for Instructional Observation Rounds. Teachers can identify an area where they want to improve. They will then be paired with a teacher strong in that area. Teachers will go as observers to the strong teacher's classroom to see practice in action.	Complete 05/28/2021	Brook Cooper, Dawn Henline	06/10/2020
<i>Notes:</i> The first set of instructional observation rounds were carried out beginning the first week of November. All teachers were assigned to observe or be observed. Teachers reported a positive experience with this activity.				
10/1/19	Classroom management techniques will be researched and promising ones recorded and assembled into a presentation to share with teachers during professional development or as the need arises.	Complete 05/28/2021	Debra Hadley	06/10/2020
<i>Notes:</i> Ms. Hadley is already using one technique found during research. It is a technique for quieting a noisy room down to the last student.				
10/1/19	The staff will be surveyed to find what classroom management issues are most troubling or most counterproductive. These issues can then be added to the research topics for this indicator.	Complete 05/28/2020	Dawn Henline	06/10/2020
<i>Notes:</i> In the opening meeting, Mr. Styron had staff identify successful classroom management techniques that are being used. Staff discussed what these techniques were and how, as a school, we can reduce class detention referrals by implementing these techniques within classrooms				
10/1/19	Administration will conduct regular, unannounced walk-throughs of the classrooms to see teachers and students in action. Management issues and student behaviors can be observed.	Complete 06/11/2020	All administrators	06/12/2020
<i>Notes:</i>				
10/26/22	The school has a handbook for both students and faculty that addresses expectations and consequences for behaviors on a daily basis. The handbook is examined and revised each year to comply with school board policy and expectations from our Ed Center.	Complete 08/31/2022	Admin Team plus Department Heads	08/31/2022
<i>Notes:</i> Each year the admin team and department heads meet to review the student handbook. Revisions are made based on the school year, school board policy changes, and Ed Center requirements. The faculty handbook is maintained and revised by the admin team. Both handbooks are posted online on the schools website or shared Google Drive.				
Implementation:		03/29/2023		

<p>Evidence</p>	<p>6/11/2021 Principals have a schedule of regular walk-through locations and timing. Professional development (as allowed by Covid) was conducted. At-Risk continued to function with an on-line format using a Google Sheet and Form system.</p> <p>8/31/2022 Student handbook is online at the following link: https://docs.google.com/document/d/1CxxukIJ2BXYPGiHWJXqtINFmj7kWnsREJX5qvIXGsW0/view?usp=sharing All students and parents have access to it through the WCHS website. Parents without Internet can come to the school and use computers to access it, or it can be printed upon request. Faculty handbook is posted online at the following link. https://docs.google.com/document/d/1bxI9vZS89YmfdCdhxxvHj1p46Boy8b9MD0kTvATovjl/view?usp=sharing</p>			
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<p>Experience</p>	<p>6/11/2021</p> <p>In this year of Covid, our work with this objective has been much different. In the first semester and about half of the second semester, there were very few discipline issues as we only had half the students in the building at any one time, and they were always 6-feet apart and wearing masks.</p> <p>In support of this objective the administration, faculty and staff have carried out many activities and set in place policies and procedures. The administration has established a schedule for regular and frequent walk-throughs of classrooms. Each administrator is assigned a section of the school and walks through multiple times each week. The sections rotate, so each principal sees all the classrooms in a set amount of time. The At-Risk Team continued its work, but in-person meetings were not permitted. The team set up a spreadsheet and Google form where concerns and issues can be reported. As a part of the at-risk work, any student with three classroom detention assignments or more than one discipline referrals was "flagged" for individual conferences, parent contacts and guidance assistance.</p> <p>Classroom management techniques continue to be a part of Warrior Family's professional development, conversation and daily efforts. Orderly classrooms are required for learning.</p> <p>Since our school has 90 percent qualification for free/reduced lunch, generational poverty issues are a real and present issue every day. Professional development on this issue will be ongoing.</p> <p>Instructional rounds were conducted for all teachers. Teachers reported these rounds were very helpful in instructional techniques, lesson planning and classroom management.</p> <p>Rounds could not be conducted because of Covid this school year, but will be an ongoing part of our improvement process post-Covid.</p>			
<p>Sustainability</p>	<p>6/11/2021</p> <p>Administration will continue to arrange a schedule for unannounced walk-throughs. Professional development will continue to focus on classroom management, generational poverty, and the At-Risk Team will continue to monitor, intervene, and support students who are in danger of not graduating because of credits earned. This work begins when students are in 9th grade and continues through their senior year.</p> <p>Each year the handbooks for students and faculty will be revised. Handbook is taught during homeroom the first week of school and changes are noted.</p> <p>Faculty have access to the faculty handbook online.</p>			

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>		There are numerous parts of a tiered-system in the building that meet the criteria. These parts are not organized or labeled under a formal framework or program. Supports that are in place already include for E.C. students in IEP plans and co-teaching situations. The school has an OCS program that serves students who need intensive intervention in the academic areas. A Student Support Team meets monthly to discuss, intervene with and serve students who are struggling in class for a variety of reasons. Students with a documented need but who not EC are served by our 504 program. Our school has a Child and Family Support Team. This team includes an on-site registered nurse and social worker, who serve students who are at risk of failure or drop-out because of health, home and community issues. The school has a long-standing Community in Schools program that serves students whose behavior in class put them as risk of failure. CIS meets bi-monthly with SST to discuss and intervene with at-risk students.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers will plan instruction that focuses on what the students are doing so they can and will learn in class. Assessing learning and identifying students who are not mastering the material in class will be key. Once those students who “aren’t getting it” are identified, strategies can be used to differentiate their instruction with the goal of improving mastery of content. In the MTSS framework, students who need some additional assistance will be in Tier 2. Students who need significant additional assistance will be in Tier 3		Richard Griffin	06/10/2024
Actions			0 of 4 (0%)		
	12/20/18	The School Leadership Team will participate in a year-long series of district-level training meetings with specific tasks to accomplish in implementing MTSS.		MTSS Team	05/30/2023

Notes: County-level staff have indicated to the team that high-school roll-out of MTSS will proceed at a pace that allows staff and administrators to implement with quality and fidelity.
 Challenge of MTSS on the high school level is that there are no school-wide common assessments to use to assess students for core, tier 2 and tier 3 instruction.

12/20/18 School's PLC framework will focus on Core Instruction every day with focus on lesson planning and student activities.

Malen Braswell

05/30/2023

Notes: Jennifer Miller is assisting Malen Braswell with this work. Each month we meet MTSS/SIT in PLC format. Team members and all faculty focus on activities, ideas and strategies to "strengthen the core instruction" at WCHS.
 Each month has a theme that is a part of the MTSS strengthening the core format.

12/20/18 Problem analysis, focusing on EVASS data and Goal Summary Reports, will be carried out by SIT and MTSS teams.
 Administration also is having individual conferences about data and instruction with teachers.

WCHS Admin Team

05/31/2023

Notes: EVASS data will be coming in late 2022. That data, along with the school report card, attendance figures, CTE testing, EOC testing and other points will be used to plan for problem solving on school and classroom levels.

11/22/19 Administrators will organize a plan for Instructional Observation Walk-Throughs. This will allow administrators to identify areas for teacher improvement, teacher strengths and deliver feedback to teachers.

Dr. Richard Griffin,
 Dawn Henline, Amy
 Brawley, Dr

05/31/2023

Notes: School administration does regular unannounced rounds to monitor instruction in classrooms. These rounds are conducted on a daily basis. Based on these observations, teachers who need help are paired with mentor teachers and given advice and plans for improvement.
 This objective is a continuous goal. The regular observation of teaching and learning is a vital and ongoing part of school improvement at WCHS and has been folded into our ongoing MTSS work.

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>	<p>West Caldwell High School is a poor, rural high school in a community that suffers from poverty, parental and family stress and a high-incidence of mental health issues.</p> <p>As a staff, WCHS teachers, paraprofessionals and support staff understand the importance of supporting kids in their daily struggles. Students who are stressed, full of anxiety, angry or worried about being evicted at home cannot learn effectively.</p> <p>Our school has a full-time social worker, nurse and three guidance counselors to help students who need intervention or extra support.</p> <p>We have an at-risk teams that meets regularly to plan for and help students at risk of not graduating because of credits or behaviors.</p> <p>We have an EC department and a full-time ESL teacher to support students with special needs or language barriers.</p>	Limited Development 10/26/2022			
<i>How it will look when fully met:</i>	<p>When this objective is met, students will not fall through the cracks. Faculty and staff will be observant to both the overt signs that a student is struggling emotionally, academically or behaviorally. These students will be identified and provided services and counseling so that school becomes a safe space for them to learn and grow.</p>		Richard Griffin	06/10/2024	
<i>Actions</i>					
<i>Notes:</i>					

	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>At WCHS, we have an At-Risk Team that monitors students who are at risk of failure because of credits.</p> <p>This At-Risk Team includes administrators, teachers and the Student Support Team.</p> <p>Students can be proposed for monitoring because of credits, attendance, behavior or social struggles.</p> <p>Each week the team meets and discusses a specific grade level. All grade levels are covered each month.</p> <p>Attendance is monitored through PowerSchool. Principals and the SST make regular calls home and home visits on attendance issues.</p>	Limited Development 11/22/2019			
<i>How it will look when fully met:</i>	<p>When this objective is fully met, most students will be coming to school regularly. Most absences will be excused because the number will have decreased.</p> <p>Fewer students will need or apply for attendance appeals by violating the county's attendance for credit threshold resulting in danger of a grade of FF.</p> <p>Our attendance rate will climb and continue to climb until we pass 95 percent average attendance.</p>		Esther Wakefield	06/10/2024	
Actions			0 of 2 (0%)		
10/21/22	<p>The Admin Team and teachers will regularly communicate about students of concern to recommend to the At-Risk Team. Students of concern will be discussed in meetings twice monthly.</p> <p>The teams (SIT and MTSS, Student Support Team and teachers) will discuss strategies, supports and interventions to help these student improve and succeed at WCHS.</p>		WCHS Admin and Student Support Team	05/31/2024	

Notes: This objective will always be a part of WCHS's work. There is no foreseeable future where we don't have at risk students who need attention and intervention.
This process will continue at its base level with refinements and improvements that the team implements on a permanent and ongoing basis.

10/21/22 The school will aggregate data to gauge the success of our educational endeavors including
Graduation Rate
Dropout Rate
Attendance Percentage
Post High School outcomes

Admin Team

05/31/2024

Notes: Most of this data is already available at the school through PowerSchool and other district record-keeping programs.
The CTE Department surveys former students yearly and compiles a post-high school database of outcomes. This data could be made available to the school.

	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>			The school has parent meetings, regular college admission education events, and monitors the progress of students who are at-risk of not graduating because of class failure.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, no student will "fall through the cracks" at WCHS.</p> <p>Students will come to WCHS as freshmen having had a chance to tour as an 8th-grader. They will have been able to walk the building, meet teachers, visit the common areas including main office, cafeteria, hallways, theater, library and bathrooms. They will have had a chance to walk their schedule.</p> <p>From freshman year on, students will be assisted in classroom success by teachers as instructors and mentors.</p> <p>Each grade level will be evaluated and "at-risk" students identified.</p> <p>Regular check-ins, grade checks, counseling sessions, referrals and parent contacts will be made with and for these students.</p> <p>An IGP (Individual Growth Plan) will be created for each student at danger of failure at progress report time.</p> <p>A student support team will be on hand at the school consisting of guidance counselors, social worker, school nurse, admin team and teachers. This team will assist students with academic struggles, personal life struggles and home struggles.</p>		Richard Griffin	06/10/2024
Actions				0 of 6 (0%)		
		10/1/19	An At-Risk Team will meet twice monthly to discuss and make plans for interventions for students at-risk of failing to advance to the next grade level.		Admin team, plus counselors and social worker	05/31/2023

<i>Notes:</i>				
10/1/19	<p>A student support team will be on campus most days to assist students with academic, personal and home-life issues that are a barrier to success in school on a daily, semester and yearly basis.</p> <p>The team will include guidance counselors, a full-time social worker and a 4/5-time nurse. Others who will round out or assist the team include a CIS coordinator, a college adviser and classroom teachers.</p>		Admin Team	06/10/2023
<i>Notes:</i>				
10/1/19	<p>Parent meetings will be scheduled throughout the year to deliver information important to age- and grade-level specific issues, concerns and requirements.</p> <p>Parents also will be provided information in brochures, handouts and printouts that may be sent home with students.</p> <p>Freshmen - introduction and orientation Juniors - ACT, upcoming senior year Seniors - senior issues, concerns and graduation</p>		Admin team	06/10/2023
<i>Notes:</i>				
10/1/19	<p>Teachers will complete an Individual Growth Plan document for each student failing or in danger of failing at progress report time.</p> <p>This report will identify factors leading to the failure and may include, attendance, quality of work, attentiveness, behavior, tardies, attitude and distractions.</p>		Admin team	06/10/2023
<i>Notes:</i>				
10/1/19	<p>Communities in Schools program will offer course work to at-risk students enrolled in our mentor program.</p> <p>CIS adviser will carry out regular communication with parents of students deemed at-risk and enrolled in our mentoring program</p> <p>Mentors from the community will meet regular with students to encourage and motivate them.</p>		Admin Team	06/12/2023
<i>Notes:</i>				
10/1/19	<p>The school will employ a college advisor. This employee's job will be to assist students in the selection of career focus and college to attend. He/she also will assist students with financial aid and scholarships, including the FAFSA application, RDS completion, college workshops and college applications.</p>		Ms. Varela	06/12/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>WCCHS has two teams that meet for school improvement.</p> <p>The School Improvement Team is elected as required by school board and NCDPI policy requires. Members are elected from every department or stakeholder group including parents, paraprofessionals and support staff.</p> <p>Meetings are run in accordance with the Open Meetings Law.</p> <p>The team meets on the last Wednesday of each month.</p> <p>The other team is MTSS. Caldwell County Schools uses Multi-Tiered System of Supports as its required tiered service system to meets students need.</p> <p>MTSS representatives are department heads and others interested in or critical to the success of the effort.</p> <p>MTSS meets at the school level on the third Wednesday of each month. Some members meet on the county level as needed. Two members provide ongoing professional development sessions to the entire faculty by period planning meetings.</p>	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		<p>When this indicator is completed, teams dedicated to school improvement will meet regularly to address needs, areas for improvement and concerns of faculty and staff.</p> <p>This process will be on-going, responsive, effective and efficient.</p> <p>The teams will address pressing issues in real-time and generate solutions through actions plans to accomplish our goals.</p>		Dawn Henline	06/10/2024
Actions					
Notes:					

	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
Initial Assessment:			<p>WCCHS has two teams that meet for school improvement.</p> <p>The School Improvement Team is elected as required by school board and NCDPI policy requires. Members are elected from every department or stakeholder group including parents, paraprofessionals and support staff.</p> <p>Meetings are run in accordance with the Open Meetings Law.</p> <p>The team meets on the last Wednesday of each month.</p> <p>The other team is MTSS. Caldwell County Schools uses Multi-Tiered System of Supports as its required tiered service system to meets students need.</p> <p>MTSS representatives are department heads and others interested in or critical to the success of the effort.</p> <p>MTSS meets at the school level on the third Wednesday of each month. Some members meet on the county level as needed. Two members provide ongoing professional development sessions to the entire faculty by period planning meetings.</p>	Limited Development 10/26/2022		
How it will look when fully met:			<p>When this indicator is completed, teams dedicated to school improvement will meet regularly to address needs, areas for improvement and concerns of faculty and staff.</p> <p>This process will be on-going, responsive, effective and efficient.</p> <p>The teams will address pressing issues in real-time and generate solutions through actions plans to accomplish our goals.</p>		Richard Griffin	06/10/2024
Actions						
<i>Notes:</i>						

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>		The school's faculty is organized by departments where teachers in academic and elective disciplines are grouped. Each department has a leader selected by the teachers who is a contact point and advocate for teachers with administration. In these departments, teachers with common preps organize curriculum and instruction and some maintain common notebooks to guide instruction for all teachers. The school has maintained a School Improvement Team for many years. The team's focus is to assess school needs and address ways to improve both faculty and student performance. Student growth is a priority for the team this school year. There is no formal team for the purpose of maintaining or initiating family and community connections. However, as a rural high school in an economically challenged community, the school faculty and staff regularly reach out to parents. Parents and community are offered numerous opportunities to connect with teachers and the school. Some of the events that are offered to parents and community are School Tours for new students; Orientation and Open house at the beginning of the school year; parent conference night at the end of each grading period; special meetings for senior issues and needs; parents are invited to awards days,	Limited Development 10/12/2016			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> 1. The school will have a formal structure where teachers are expected to continually work on improving instructional planning. 2. The result of this work will be an improvement of daily instruction in the classrooms at West Caldwell. 3. When this indicator is fully implemented, teachers will meet regularly in teams to discuss strategies, review practice and revise practice and expectations to improve daily instruction. 4. The process will have accountability built-in. The meetings will be regularly scheduled; minutes will be kept; teachers who miss meetings will carry out make-up activities; strategies implemented will be documented; effectiveness will be assessed, and the process will continue with the goal of ongoing improvement. 	Objective Met 11/07/17	Debra Hadley	08/28/2017	
Actions						
	2/8/17	Discuss the idea of continuing instructional planning meetings by SIT members with their department members.	Complete 02/22/2017	All team members who are in an academic department	02/22/2017	

Notes: Two departments were not represented at the 2-8-17 meeting. PE and Fine Arts.
 Ms. Hadley will contact the department chairs to make sure this task is carried out in those departments.
 The goal of this task is to introduce the idea to the faculty in a positive manner, so teachers can begin to think about how this will fit into their daily practice.

2/8/17	Create a survey to be distributed to the staff to gauge interest and gather input on continuing instructional improvement meetings. The survey will be created in Google Forms.	Complete 03/08/2017	Christian Tallent	02/22/2017
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Notes: In minutes from meeting on 1-11-17, members created a draft survey. The group decided to eliminate question 1B from that draft at the meeting on 2-8-17.

3/26/17	Team Review of the survey for corrections and feedback.	Complete 03/08/2017	all team members	03/08/2017
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Notes: Team members read the survey questions and sent corrections and clarification ideas to Mr. Tallent.

2/8/17	Survey the staff using Google Forms.	Complete 03/22/2017	Christian Tallent	03/22/2017
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Notes: From J. Smith:
 Question 4 is a bit abrupt, should it have more of an introduction since the rest of them seem to sequence, but this one. Accountability to the school? To the colleagues within the already established groups or for future groups (PLCs in our SIT wording)?

From E. Wakefield:
 For question 1....a combination of these....do we need a space for the teacher to be specific as to what combination?
 a reply to this email noted it was a good idea because if the combination turns out to be the top response, another survey to clarify what combinations would be required. Asking now eliminates another step and delay.

From D. Hadley

I know we said "improve instructional planning" repeatedly but on No. 5 perhaps we could say,
 5. If you checked "other" in the previous question, please describe your ideas for improving instructional planning here.

2/8/17	Analyze results of the survey and compile data in meaningful and useful format.	Complete 04/12/2017	Christian Tallent, Debra Hadley, Andy Puhl	04/12/2017
<p><i>Notes:</i> This task has not been assigned to a specific team member because the survey has not yet been given.</p> <p>Update from 3/22/17 meeting. Survey has been sent out to staff. Data is accumulating.</p>				
3/26/17	Present data from survey to SIT members.	Complete 04/12/2017	Christian Tallent, Andy Puhl, Debra Hadley	04/26/2017
<p><i>Notes:</i> None required.</p>				
4/12/17	<p>The team wants more input from the faculty. The existing data was reviewed and discussed, but we received survey responses from 33 of the 67 certified staff members.</p> <p>SIT members were asked to go back to their departments and encourage teachers who have not completed this survey to do so.</p>	Complete 05/31/2017	various department members from whole team	04/26/2017
<p><i>Notes:</i> Survey is online. Perhaps, a reminder email with the link will help teachers complete this input task.</p>				
10/3/17	In the faculty meetings before school started, administration discussed the PLC structure that has been implemented for this	Complete 08/18/2017	Jessica Anthony	08/25/2017
<p><i>Notes:</i> Faculty members were informed of our PLC structure and upcoming meetings and responsibilities.</p>				
10/3/17	All faculty members at WCHS met during planning periods to receive information about the PLC format for this school year and their departmental responsibilities.	Complete 09/26/2017	Jessica Anthony	09/26/2017
<p><i>Notes:</i> PLC presentation for faculty</p> <p>https://docs.google.com/a/caldwellschools.com/presentation/d/1m7gFyB2YcefOTDR3nIMEhr8KqmY0FAvKLj3OGXcFI38/edit?usp=sharing</p>				
10/3/17	<p>Teachers will meet by department on the first county PD day.</p> <p>Each department will establish a concrete goal to improve instruction this school year.</p> <p>Each goal will have achievable steps to meet it.</p> <p>Each department will fill out a form outlining the goal and steps.</p> <p>Each department will take attendance and report minutes.</p>	Complete 09/29/2017	Jessica Anthony	09/29/2017

	<i>Notes:</i> Meeting minutes and goals were reported to Ms. Anthony via Google Drive Forms.			
10/3/17	Departments will meet once monthly to work on, discuss and implement PLC improvement efforts.	Complete 10/27/2017	Jessica Anthony	10/01/2017
	<i>Notes:</i> Departments will have to report attendance and minutes to Ms. Anthony for accountability in PLC work.			
10/3/17	All faculty will meet once monthly during planning to discuss school-wide goals, department goals, and ways to improve instruction at WCHS.	Complete 11/01/2017	Jessica Anthony	10/27/2017
	<i>Notes:</i> These ongoing meetings will allow the team members to hear faculty reaction, reports and to gauge the effectiveness of our PLCs. These meetings are scheduled for the entire school year.			
Implementation:		11/07/2017		
Evidence	<p>11/7/2017 9-26-17: Planning Period PLC -- link to teacher activity: http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml</p> <p>9-29-17: Department PLC meetings were held during an Early Release Day for students. Departments were required to discuss common concerns and issues; select a goal for improvement and begin discussion of the effort. Departments were required to submit minutes and attendance for the meeting.</p> <p>10-25-17 Planning Period PLC meeting: Anthony update on PLC process: Huskey demonstration lesson on blended learning.</p> <p>10-27-17 Department PLC meetings - each department made a plan for their selected goal or project and began work.</p> <p>11-1-17 Monthly faculty meeting. Each department was required to share out and report on their on-going PLC effort including topic, plans and progress.</p> <p>For the remainder of this school year, and ongoing, the staff will have a planning PLC and department PLC meeting each month to continue work on these efforts.</p>			

Experience	11/7/2017 This was an ambitious goal. We fully implemented it this year beginning with the planning days before school started and continuing through with a planning period meeting, department PLC meetings and a share-out time at the monthly faculty meeting. This schedule will continue through this school year and subsequent years.			
Sustainability	11/7/2017 An administrator will be required to schedule meetings, monitor fidelity and encourage teachers and departments to carry out the continual process of improvement through PLC meetings and goals.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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>The principal and admin team at WCHS regularly observe teachers working in classrooms.</p> <p>This is accomplished with two formal programs of observation. The first is the formal observation system required by NCDPI. This is accomplished through PowerSchool through NCEES. Principals observe each teacher using a formal framework twice each year at a minimum.</p> <p>Beginning teacher and other categories of teachers may get as many as four observations each year.</p> <p>The second is a school-based program of walk-through observations conducted on a schedule by the admin team. The team has created a Google Form to record observation data. This form is linked electronically to a feedback document that will be shared with teachers.</p>	Limited Development 10/26/2022		
How it will look when fully met:		<p>When this objective is fully realized, administrators and teachers will work cooperatively to improve instruction in classrooms each day.</p> <p>Teachers will meet the needs of all students through a process of continuous improvement and reflective practice that is facilitated and guided by the admin team.</p>		Richard Griffin	06/10/2024
Actions					

Notes:

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
Initial Assessment:		<p>West Caldwell High School is has several performance measures that support this objective.</p> <p>They include: EOC test result data, CTE State Assessment data, EVVAS that measures student growth based on algorithms and is administered by SAS and the NC School Report card.</p> <p>All of these sources are examined each year, disaggregated and used to inform faculty assignments and professional development.</p>	Limited Development 10/26/2022		
How it will look when fully met:		<p>When this objective is fully met, data will be used at all levels at WCHS to inform instruction, faculty assignments and professional development topics.</p> <p>With this data, improvement in student performance on EOC and CTE exams will improve regularly and meaningfully. The grade on the School Report card will be passing and improve, and the schools EVAAS results will be overall in growth.</p>		Dawn Henline	06/10/2024
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>		At the LEA level, various methods of recruiting, hiring, and retention are utilized. Methods include attending job and career fairs for educators at various universities and other agencies. The LEA also uses extensive advertising methods for recruiting teachers, including using Facebook, district website, state website and other electronic and print media outlets. The Human Resources staff monitors all recommendations for employment to make sure that classroom teachers employed to teach in identified low performing/Title 1 schools are highly qualified in the areas assigned to teach. Certified employees are evaluated according to the North Carolina Educator Evaluation process. All observers who conduct evaluations, including administrators and peer observers, are trained on both the instrument and electronic evaluation system. (NCEES). WCHS recognizes excellence and dedication in a special section set up in the school's weekly newsletter.	Limited Development 10/12/2016		
<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>		<p>The school communicates with parents regularly in writing, by telephone or electronic messaging, with phone calls and with a program that manages, archives and sends texts to a preferred communication number called "Talking Points."</p> <p>The school communicates with parents of special needs students through IEP, 504 and special called meetings.</p> <p>The school communicates with parents, students and the community via the school's official website and using Facebook.</p> <p>We also have a computer generated calling system for cases of emergency and also for general information sharing. This program will send a phone call, email and/or text to all students and parents at the school.</p> <p>PowerSchool sends notices every day to parents of students who were marked absent during any class period of the school day.</p>	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		<p>Regularly communicating both praise, positive feedback, constructive criticism and concerns with parents will make them feel respected and involved in the daily life at WCHS.</p> <p>This communication will foster good-will and support from the parent/guardian community and they will partner with school employees to meet student needs.</p>		Amy Brawley	06/10/2024
<i>Actions</i>					
Notes:					