

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 focus on classroom management techniques and establishing rules and procedures that result in safe, orderly classrooms and engaging lessons for each student throughout the school day.

All teachers will plan and execute core instruction aligned with state standards to meet the needs of all learners.

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
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Initial Assessment:	<p>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.</p> <p>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.</p> <p>** Due to Covid 19 this Spring, many of our activities to meet goals were suspended as there were not students in the building.</p> <p>Despite this, many efforts were made to support students remotely through learning activities, meals and regular contacts.</p>	Limited Development 10/01/2019		
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>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 09/08/20	Brook Cooper	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

	Notes: 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
	Notes: 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
	Notes: 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
	Notes: 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
	Notes: 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
	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>			The school has a structure where teachers are organized in academic or subject area departments. Within these departments, teachers who teach the same prep meet and organize curriculum concepts based on the N.C. Standard Course of Study. Teachers also have access to the county level pacing guides for specific courses. CTE teachers have blueprint outlines and full curriculum content provided by the N.C. CTE organization at DPI.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, teachers will have collaborated for each course and developed common assessments for mastery and pre-and post-tests. Assignments will be aligned to the course outline with well-designed learning activities and materials that encourage student engagement with the content.</p> <p>The information and materials will be easily available to all teachers and the course materials will include a pacing guide to ensure that instruction in all objectives can be accomplished and leave time for final exam review. Administrators will conduct regular walk-throughs of classrooms and monitor teacher lesson planning to make sure that the standards of quality instruction are being met.</p>		Craig Styron	06/10/2021
Actions				8 of 10 (80%)		
	12/20/18	Provide online Planbook for teachers to post daily lessons.		Complete 08/31/2018	Craig Styron	08/25/2018
		<i>Notes:</i> This platform is paid for by administration at the school for each teacher in the building. Each teacher has an account that can be monitored by the administrators.				
	12/20/18	Use of standard lesson planning format for all teachers at WCHS.		Complete 01/07/2019	All administration	01/17/2019
		<i>Notes:</i> Teachers brainstormed the most important parts of a good lesson at a faculty meeting. Administration gleaned from that information five non-negotiables that were established as the standard for lessons at WCHS.				
	12/20/18	Monitor lesson planning for all teachers.		Complete 05/08/2019	All administration	05/30/2019

Notes: Each week administrators check the online planbook to make sure teachers are planning quality lessons for students each day. Those who haven't posted lessons or who have inadequate lessons receive feedback. Administrators are also making regular walk-throughs of classrooms.

12/20/18 Professional Development on Lesson Planning. Teachers will spend regular time at our PLC meetings discussing lesson planning and exploring tools, strategies and techniques to make lesson planning and lessons more effective.

Complete 04/17/2019

Tericia Eller, Jessica Anthony

05/30/2019

Notes: Two PLC meetings have already addressed quality of lessons and planning.

Future PLC meetings will continue this work.

12/20/18 Establish a program of assessment – Teachers and department chairs need to assess materials, plans and assessments to make sure they are aligned to standards and effective in their use

Complete 06/11/2019

School Leadership Team (Department Chairs)

05/30/2019

Notes:

12/20/18 Provide tools for teachers – Online tools and platforms will be explored to give teachers tools for more effective lesson planning and support of Core Instruction.

Complete 06/11/2019

Administration and School Leadership Team

05/30/2019

Notes: The school has added NewsELA for all teachers and IXL for math teachers. These online platforms will give teachers a way to provide content and extend learning.

12/20/18 Assemble a toolbox of useful online platforms – There are many effective and free tools out on the Internet that teachers can use. But lists of 100 websites are not helpful. A curated list of proven and effective tools will be collected and shared with teachers.

Complete 06/11/2019

Debra Hadley

05/30/2019

Notes:

12/20/18 A schedule for classroom walkthroughs will be created. This will ensure that all classrooms get regular visits from administration.

Complete 05/08/2019

Craig Styron

08/26/2019

Notes:

10/1/19 Teachers who teach the same course will meet regularly and plan common assessments and compile resource notebooks for the teaching of courses. This will allow quality instruction to be delivered to students, and assist teachers in pacing courses with high-stakes tests at the end.

Craig Styron

06/15/2021

Notes:

11/30/20	Teachers will select topics to be helpful in teaching in the hybrid-remote environment we find with our face-to-face classes. PLC trainings will focus on these topics.		Craig Styron	11/30/2021
<i>Notes:</i> This goal will help teachers function more effectively in Canvas since a remote learning platform is now required for all teachers.				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	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 and serve students who are struggling in class for a variety of reasons. Students with a documented need but 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		Craig Styron	05/30/2021
Actions				3 of 5 (60%)		
12/20/18			School's PLC framework will focus on Core Instruction every day with focus on lesson planning and student activities.	Complete 05/30/2019	All administration	05/30/2019
<i>Notes:</i>						

12/20/18	Problem analysis, focusing on EVASS data and Goal Summary Reports, will be carried out by SIT and SLT. Administration also is having individual conferences about data and instruction with individual teachers.	Complete 05/30/2019	assistant principals and SIT, SLT	05/30/2019
<i>Notes:</i>				
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.	Complete 05/30/2019	School Leadership Team (Department chairs and admi	05/30/2020
<i>Notes:</i> 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. Challenges 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.				
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.		Brook Cooper, Jill Pippen	05/31/2021
<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	The admin team and SIT will continue to work on implementing MTSS. WCHS is working on strengthening our Core Instruction. All indicators selected support this goal. To further it specifically, the SIT is going to create lessons for Professional Development on MTSS vocabulary and also on what strong core instruction looks like. These will be delivered to teachers in faculty meetings, professional development, department meetings and by email.		Admin team plus SIT	06/12/2021
<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
Initial Assessment:			<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		
How it will look when fully met:			<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	05/30/2021
Actions				0 of 2 (0%)		
	11/22/19		Principals from WCHS will visit other schools to see how they handle absences, tardies and other management issues.		Admin team	05/29/2021
<p><i>Notes:</i> Principals meet weekly, bi-weekly and monthly with Ed Center personnel.</p> <p>Assistant Principals meet monthly with other APs and Dr. Phipps to discuss issues.</p> <p>Principals also visit other schools to see how they handle important issues, events and management tasks.</p>						

11/30/20			The school will create an online At-Risk Spreadsheet to track the progress of students who are in danger of failing because of credits. Teachers and other can add information to share with the rest of the staff. This is instead of the face-to-face weekly meetings that we cannot hold now because of Covid.		Esther Wakefield	06/10/2021
Notes:						
	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

Initial Assessment:	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		
How it will look when fully met:	<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>		Craig Styron	06/10/2021
Actions		3 of 6 (50%)		
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>	Complete 08/30/2020	Craig Styron	06/10/2021

<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</p> <p>Juniors - ACT, upcoming senior year</p> <p>Seniors - senior issues, concerns and graduation</p>		Admin team	06/12/2021
<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>	Complete 06/12/2020	Craig Styron	06/12/2021
<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.</p> <p>He/she also will assist students with financial aid and scholarships, including the FAFSA application, RDS completion, college workshops and college applications.</p>	Complete 06/10/2021	Ms. Vargas	06/12/2021
<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	06/12/2021
<i>Notes:</i>				
10/1/19	<p>An At-Risk Team will meet weekly to discuss and make plans for interventions for students at-risk of failing to advance to the next grade level.</p>		Admin team, plus counselors and social worker	06/12/2021
<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>			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

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

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

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
<i>Notes:</i> None required.				
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.</p> <p>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
<i>Notes:</i> Faculty members were informed of our PLC structure and upcoming meetings and responsibilities.				
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>			

<i>Experience</i>	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.			
<i>Sustainability</i>	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			
Effective Practice:			Monitoring instruction in school			
		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The school is monitoring daily attendance and students at risk of failing a class or grade level because of credits earned through a weekly "At-Risk" meeting. Students who are chronic attendance problems, or are at-risk of not advancing or graduating because of credits are discussed, met with, have parents called and action plans made for.</p> <p>Teachers, administrators and the Student Support Team (guidance, social worker, nurse, CIS director, etc.) attend these meetings to make people aware of status, barriers and improvements.</p> <p>Teachers are also encouraged to mentor students not in their classroom by checking in on progress and showing compassion and caring on how students are doing.</p>	Limited Development 11/22/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			<p>Students who have home life, social, academic or emotional issues that prevent them from succeeding in school will be identified early in their time at WCHS.</p> <p>The Student Support Team in conjunction with administrators and teachers will meet with students, understand their issues, formulate plans for improvement, support and monitor student progress to advance each student from grade to grade each year.</p>	Objective Met 11/30/20	Dawn Henline	11/30/2020
Actions						
	11/22/19	The school will employ an "At-Risk Team" that will meet weekly to monitor progress, discuss concerns and make plans to assist students at risk of not graduating because of class failures, behavior or attendance.		Complete 11/30/2020	Craig Styron	05/29/2020
Notes: The At-Risk Team has been meeting weekly for two school years (counting this one). Graduation rate did tick up slightly last year.						

11/22/19	Teachers have been advised to mentor several students who are not on their current class rolls. Teachers can meet with students, discuss issues and monitor progress. This informal mentoring is designed to show students that the faculty and staff care about them and their success.	Complete 05/29/2020	Craig Styron	05/29/2020
<i>Notes:</i>				
Implementation:		11/30/2020		
Evidence	11/30/2020 At-Risk meetings and requests for updates are documented in the minutes for SIT meetings. IGP requirement is from district-level. School-level requirements are documented in the SIT and MTSS meeting minutes.			
Experience	11/30/2020 WCHS began an At-Risk Team of the admin staff, student support team, social workers, CIS staff, teachers and others in the building. As a school we voted and discussed and decided that at-risk meant a student was at risk of failing because of credits. This team met weekly to discuss one grade at a time or individual students who were "on fire" or having some kind of crisis. Teacher were required to attend two meeting per semester to discuss students of concern. This group focused on seniors in an attempt to get them across the stage at graduation. The graduation rate for the year before we started At-Risk was 84.9 percent. (17-18) The graduation rate for the first year of at-risk was 85.6 (18-19) The graduation rate for the second year of at-risk was 85.04 (Covid Spring 2020). This data shows that At-Risk and other efforts are have a continuing positive affect on graduation rate at WCHS.			

<i>Sustainability</i>	<p>11/30/2020</p> <p>At-risk team is now a permanent part of WCHS. This year it is somewhat different as Covid means we can't meet in the same room.</p> <p>We have converted it to a virtual format on Google Drive with password protection.</p> <p>Teachers give input by updating a spreadsheet for students who are at-risk.</p> <p>Teachers also are required to fill out an Individual Growth Plan for each student at risk of failure for the semester. Our threshold is a 59 or lower grade for first nine weeks and D or lower for second nine weeks of a semester.</p> <p>This practices are permanent and ongoing parts of our work. IGP is required by district.</p>			
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