Comprehensive Progress Report

Mission: Our mission is to provide opportunities for the full development of our students through a cooperative venture with parents, administration, and community. Our curriculum and school environment will be conducive to and provide opportunities for students to be proficient in all areas and improve specific skills in literacy and math by involving technology, social skills, and increasingly higher level thought processes. Our goal is to maximize the students' ability to achieve their highest potential and to become productive and responsible citizens.

Vision:

Goals:

! = Past Due Objectives	KEY = Key Indicator			

Core Function:	**Classroom Instruction**			
Effective Practice:	**Expect and monitor sound homework practices and communication with parents**			
	IIIB01	**All teachers maintain a file of communication with parents.(150)**	**Implementation Status**	**Assigned To**	**Target Date**

		Implementation Status	Assigned To	Target Date
Initial Assessment:	Some teachers communicate with parents regularly, but documentation of this is not required from all teachers.	No Development 07/06/2018		
How it will look when fully met:	Ensuring that all teachers communicate well with all parents can be documented in ways that are simple and effective. Teachers will be allowed to document parent communication in ways that suit their classrooms/routines. This documentation will be submitted to the office quarterly.		**Rachel Horn**	**05/22/2019**

Action(s)	*Created Date*		0 of 3 (0%)		
1	7/6/18	Teachers will be notified of this objective.		Rachel Horn	08/07/2018
	Notes:				
2	7/6/18	Teachers will submit documentation of parent contact quarterly.		Rachel Horn	05/22/2019

		Notes:				
3	7/25/18	Teacher advisers will communicate with parents weekly about assignments to BOTT or RtI.			Rachel Horn	09/03/2018
		Notes:				

<table>
<tr><td colspan="2" style="background:#1a2b5c;color:#e8a317">Core Function:</td><td colspan="5" style="background:#1a2b5c;color:#e8a317">Classroom Instruction</td></tr>
<tr><td colspan="2">Effective Practice:</td><td colspan="5">Expect and monitor sound classroom management</td></tr>
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		IIIC12	**All teachers engage all students (e.g., encourage silent students to participate).(167)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Carlisle High School currently uses the following to engage all students: - Small group work - Use of small white boards for response to be shown instead of speaking out - Encourage a comfortable environment where it is okay to make a mistake and promote the idea that making mistakes is what makes us better.	No Development 11/30/2016		
How it will look when fully met:			All students will be engaged in classroom instruction. Teachers will employ a variety of classroom engagement strategies. Evidence that this objective will be met can come from administrative classroom observations.		**BJ Greene**	**05/22/2019**
Action(s)	***Created Date***			**4 of 7 (57%)**		
1	11/30/16		Teachers will be informed of this objective.	Complete 01/02/2017	Brad Horn	01/02/2017
		Notes:				
2	11/30/16		Teachers will have professional development over student engagement strategies.	Complete 01/02/2017	Rachel Horn	01/02/2017
		Notes:				
3	11/30/16		Teachers will submit evidence of engagement in their classrooms.	Complete 05/23/2018	Brad Horn	05/01/2018
		Notes:				
4	1/16/18		CHS's building-wide TESS PGP Goal will center on student engagement.	Complete 08/14/2017	Brad Horn	08/14/2017
		Notes:				
5	7/9/18		TESS observations will be analyzed to determine the extent to which the engagement PGP goal is being met.		Rachel Horn	09/03/2018
		Notes:				
6	7/25/18		CHS's building-wide TESS PGP goal will center on student engagement.		BJ Greene	08/13/2018
		Notes:				
7	7/25/18		The leadership team will analyze TESS data in non-identifiable forms to determine teacher effectiveness in engaging students in learning and the extent to which this goal has been met.		Rachel Horn	05/07/2019

		Notes:			

Core Function:			Classroom Instruction				
Effective Practice:			Provide a tiered system of instructional and behavioral supports and interventions				
		IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Carlisle High School currently uses the following practices: - We are in the beginning stages of forming an RtI team, establishing goals for the team, determining criteria for referral to and moving out of RtI - We have established a shared document that will help us identify students who are struggling in one or more subjects based on current grades	No Development 11/30/2016		
How it will look when fully met:			When this objective is fully met, teachers will know which students need help because they maintain a current file of struggling students and assign those students to BOTT or RtI. Teachers will have discussions about students in multiple classes as well as non-academic contributing factors to student success. Students will be moved fluidly in and out of RtI based on current needs as demonstrated by current student data. Students will be monitored on academic and behavioral standards. Teachers, parents and students will have constant feedback about student success. Evidence that will show the extent to which this objective is being met can come from RtI team meeting agendas, progress monitoring forms, and aggregated grade data.		Rachel Horn	05/22/2019

Action(s)	Created Date		10 of 13 (77%)		
1	3/29/17	A team of core teachers will determine RtI needs.	Complete 10/13/2016	Rachel Horn	12/16/2016
	Notes:	Teachers determined that there are two specific groups of students: those who work hard, but have difficulty understanding and those who do not complete their work and appear apathetic. Teachers have said that these two groups require very different approaches. For the group that does not complete assignments, we are looking at "The Power of ICU." For students who try to learn, but have difficulty, we need to implement some one-on-one or small group time for RtI teaching. We are working on creating a schedule that would allow for this time each day.			
2	3/29/17	Methods of intervention will be researched and discussed.	Complete 02/14/2017	Rachel Horn	02/28/2017

	Notes:	We got teachers together to determine what our RtI needs are. Teachers mentioned two distinct groups of students: students who perform poorly because they do not understand the material, but work hard and students who perform poorly because they do not complete their work and seem apathetic. We agreed that these two groups need to be handled differently. Ms. Horn attended a workshop on chronic attendance. We agree that attendance is a factor in RtI as well.			
3	4/18/17	Ms. Horn will attend an overview of PBIS to determine its appropriateness to current goals.	Complete 04/13/2017	Rachel Horn	04/13/2017
	Notes:				
4	4/18/17	The School Snapshot Survey on Student Behavior will be sent to parents, teachers, and students.	Complete 05/06/2017	Rachel Horn	05/15/2017
	Notes:				
5	11/30/16	Aggregated grade data from the 2016-2017 school year will be compiled as a baseline.	Complete 05/31/2017	Rachel Horn	05/31/2017
	Notes:				
6	3/29/17	Criteria will be established for referring students to RtI.	Complete 08/14/2017	Rachel Horn	08/01/2017
	Notes:	We have determined that, should grades be used as a criterion, grades must truly represent student ability and mastery.			
7	11/30/16	Teachers will be presented with the expectation that they are to develop and administer assignments and assessments that truly reflect the extent to which students know course content and are able to perform according to course objectives.	Complete 08/14/2017	Rachel Horn	08/09/2017
	Notes:				
8	11/30/16	Teachers will update grades weekly.	Complete 08/14/2017	Brad Horn	08/14/2017
	Notes:				
9	11/30/16	Teachers will recommend students for RtI weekly based on accurate, current student achievement data.	Complete 08/29/2017	Rachel Horn	08/29/2017
	Notes:				
10	11/30/16	The Leadership team will analyze data to determine the extent to which this objective has been met.	Complete 10/24/2017	Rachel Horn	10/17/2017
	Notes:				
11	1/16/18	The leadership team will review data quarterly.		Rachel Horn	09/04/2018
	Notes:				

12	3/6/18	Teachers will assign students to RtI and BOTT based on assessment data (ACT Aspire interim and summative assessments) and classroom data (grades and missing work).		Rachel Horn	09/03/2018
	Notes:				
13	7/25/18	The leadership team will analyze data and compare them annually to WiseWays to determine the effectiveness of BOTT.		Rachel Horn	04/23/2019
	Notes:				