

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:			School Leadership and Decision Making			
Effective Practice:			Focus the principal’s role on building leadership capacity, achieving learning goals, and improving instruction			
		IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently Carlisle High School celebrates individual, team and school successes in the following ways: - Boundless Bison - teachers submit student successes to the principal and the principal issues certificate of recognition - \$100 drawing (ready/exceeding ACT Aspire) - College acceptance letter wall - Pizza for lowest # of discipline referrals by grade - Academic day - Students sign “growth” poster for ACT Aspire Interims - Semester test exemptions - Teacher of the month - Notes/emails (“glows”) - Life impact awards - Potlucks (birthdays, etc.) - Stress relief week - Social media - Josten's Renaissance	Limited Development 11/30/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			- Teachers, students, and community members will report an above average morale on a survey - Leadership team will collect screen shots, newspaper clippings, etc.	Objective Met 05/24/18	BJ Greene	05/22/2019
Actions						
	11/30/16	The Leadership team will generate questions for a Baseline morale survey.		Complete 12/06/2016	Rachel Horn	12/06/2016
		Notes: The Leadership Team used a "Jot Thoughts" strategy to create question ideas. These ideas were then turned into questions with measurable outcomes (i.e. rating scales, etc.).				
	11/30/16	A Baseline morale survey will be created.		Complete 12/06/2016	Rachel Horn	12/15/2016
		Notes: The assistant principal and counselor took the questions generated by the leadership team and grouped them into like categories. They broke them down into questions for certified staff, students, parents, classified staff, and community members. They then created a Google Form as a survey and split the questionnaire into parts applicable to each group.				
	11/30/16	The Baseline morale survey will be sent out to teachers, students, and community members (via social media for community members).		Complete 12/16/2016	Brad Horn	12/16/2016
		Notes:				
	11/30/16	The Baseline morale survey will be completed by teachers, students, and community members.		Complete 01/09/2017	Brad Horn	01/09/2017
		Notes:				

1/16/18	A "Boundless Bison" form will be created, printed, and two copies will be placed in teachers' boxes each grading period.	Complete 01/09/2018	Rachel Horn	01/25/2018
<i>Notes:</i>				
1/16/18	Teachers will receive communication via email about the processes for awarding students with the "Boundless Bison" honor.	Complete 01/23/2018	Rachel Horn	01/25/2018
<i>Notes:</i>				
Implementation:		05/24/2018		
Evidence	5/24/2018 - The surveys, the Boundless Bison certificate, and the emails to faculty can be provided.			
Experience	5/24/2018 - While we have completed the action items set forth in this indicator, we would like to possibly pursue excellence in the more in-depth in the future. We weathered many obstacles in achieving these action items including two suicides in the 2017-2018 school year. This negatively impacted morale in our building, district, and community.			
Sustainability	5/24/2018 - We are focusing on an initiative called Sources of Strength to build resiliency with our students. We will include this as a part of our engaging students indicator.			

Core Function:			Classroom Instruction		
Effective Practice:			Expect and monitor sound instruction in a variety of modes		
		IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)	Implementation Status	Assigned To
Initial Assessment:			Carlisle High School currently offers the following: - Tutoring based on test results and formative assessments - Allow students to come in during lunch if they extended time on tests - Provide detailed or fill-in-the-blank notes as needed - Peer-to-peer as needed	No Development 11/30/2016	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
How it will look when fully met:			Struggling students' grades will show improvement on formative assessments and tests. Because students will receive instruction that is tailored to their individual learning styles and abilities, students will be more engaged and take ownership of their education. To document the success of this objective, we will need pre-test data and post-test data. We can also use formative grade data throughout the semester. Student engagement will be documented through administrative observations.	Objective Met 05/24/18	Rachel Horn
Actions					
11/30/16	Teachers will be notified of this objective.		Complete 01/02/2017	Brad Horn	01/02/2017

<i>Notes:</i>				
11/30/16	Data will be compiled to compare student achievement from before this objective was addressed and student achievement by the end of the spring semester.	Complete 05/24/2018	Rachel Horn	05/31/2017
<i>Notes:</i>				
11/30/16	Teachers will determine and report intended or implemented methods of differentiation.	Complete 05/24/2018	Rachel Horn	08/09/2017
<i>Notes:</i>				
Implementation:		05/24/2018		
Evidence	5/24/2018 - Ms. Park collects data that demonstrate teachers' various levels of and opportunities for differentiation.			
Experience	5/24/2018 - We would like to continue working on this indicator in the future, but it will not be our area of focus for the coming year.			
Sustainability	5/24/2018 - We will need to "grow" teachers in their levels of experience in the classroom. We have had multiple novice teachers who are simply focusing on surviving in the classroom. Differentiation is essential to good teaching, but this upper level skill cannot be achieved without building first a solid foundation of core instruction.			

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
Initial Assessment:		Some teachers communicate with parents regularly, but documentation of this is not required from all teachers.	No Development 07/06/2018	
		Priority Score: 2 Opportunity Score: 3 Index Score: 6		
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.	Objective Met 01/15/19	Rachel Horn
Actions				
7/6/18	Teachers will be notified of this objective.	Complete 08/07/2018	Rachel Horn	08/07/2018

<i>Notes:</i>				
7/25/18	Teacher advisers will communicate with parents weekly about assignments to BOTT or Rtl.	Complete 10/16/2018	Rachel Horn	09/03/2018
<i>Notes:</i>				
7/6/18	Teachers will submit documentation of parent contact quarterly.	Complete 01/11/2019	Rachel Horn	12/21/2018
<i>Notes:</i>				
Implementation:		01/15/2019		
Evidence	1/15/2019 - Teachers have submitted evidence of parent contact through phone call logs, Remind101 accounts, and email correspondence. Our leadership team has analyzed data to determine the effectiveness of our BOTT initiative. We have made changes according to the data.			
Experience	1/15/2019 - Teachers communicated with parents when students were assigned to Back on Track Time. Some teachers struggled initially in the documentation of these efforts, but teachers met expectations to submit documentation of parent contact.			
Sustainability	1/15/2019 - While teachers have shown that they have communicated the BOTT assignments with parents, not all students have responded by completing work appropriately. Many students performed well and completed work on time, but many did not. We have since altered our BOTT structure so that "high incidence" students are assigned to a more strict environment (ICU) for completing missing work daily. There is a teacher assigned to the ICU room who will check students' grades and missing work weekly.			

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound classroom management			
		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		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
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.	Objective Met 05/01/19	BJ Greene	05/22/2019
Actions						
	11/30/16	Teachers will be informed of this objective.		Complete 01/02/2017	Brad Horn	01/02/2017
Notes:						
	11/30/16	Teachers will have professional development over student engagement strategies.		Complete 01/02/2017	Rachel Horn	01/02/2017
Notes:						
	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:						
	11/30/16	Teachers will submit evidence of engagement in their classrooms.		Complete 05/23/2018	Brad Horn	05/01/2018
Notes:						
	7/25/18	CHS's building-wide TESS PGP goal will center on student engagement.		Complete 08/13/2018	BJ Greene	08/13/2018
Notes:						
	7/9/18	TESS observations will be analyzed to determine the extent to which the engagement PGP goal is being met.		Complete 01/15/2019	Rachel Horn	09/03/2018
Notes:						
Implementation:				05/01/2019		
Evidence			5/1/2019 We have training presentations as well as TESS observations to document progress toward this goal.			

Experience	5/1/2019 Our administrative team provided training on engagement strategies and individual teachers researched strategies for their specific classrooms. Classroom observations were conducted to determine the levels of student engagement in classrooms.			
Sustainability	5/1/2019 Novice teachers and teachers in need of support will continue to need training and support on quality engagement strategies and classroom management. Established, veteran teachers will need to monitor their data (discipline, attendance, TESS observations, etc.) to determine whether a focus on this indicator needs to return.			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Prepare students for post-secondary options			
	HS09	The school routinely provides all students with information and experience in a variety of career pathways.(5519)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently provide a variety of career-based courses within Career and Technical Education. We offer courses in Agriculture, Business, Family and Consumer Science, and Technology. Our School has hosted the "Be Pro. Be Proud." truck for vocationally-minded students.	No Development 01/29/2019		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		Students will not only be able to take courses to support their career goals, but will have experiences to enrich these courses outside of the classroom. Students will begin to develop their career aspirations through their student success plans and the school will provide opportunities like career days to support these goals. Students will also have access to college and career planning tools to facilitate goal development and progress toward these goals.	Objective Met 04/24/20	BJ Greene	05/20/2020
Actions					
	4/16/19	CTE teachers will develop a career day for our students to explore career options post-high school.	Complete 04/26/2019	Andrea Fortner	04/25/2019

Notes: This was posted to Facebook:

LIFE SKILLS AND CAREER DAY AT CHS! Thanks to all of our community volunteers and teachers! Sessions included: personal banking, personal safety, organization and study skills, ACT prep, anti- bullying, self-esteem, college ready 101, interview skills, how to get a job and keep it, voter registration, health and wellness, AR Scholars, Adulting 101, basic car maintenance, and life skills (counting back change, etc.).

For the career part, we asked for community members to send videos. Our first period teachers had students watch them before we got started in the sessions at 9:00.

4/30/19	CTE teachers will collaborate with the Administrative Team to develop a master schedule that meets the needs of our students.	Complete 04/30/2019	BJ Greene	04/30/2019
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Notes:

4/30/19	All students will participate in creating a Student Success Plan.	Complete 04/24/2020	Andrea Fortner	05/22/2019
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Notes:

5/15/19	Teachers, students, and staff will provide input on areas of interest to include in future Career Days.	Complete 04/15/2020	Andrea Fortner	08/15/2019
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Notes:

Implementation:

04/24/2020

Evidence

4/24/2020 -

Experience

4/24/2020 - Students are given many choices of career field like classes to choose from.

Sustainability

4/24/2020 Continue to make sure that we follow the state guidelines and requirements in terms of CTE.