

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:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in assessing and monitoring student mastery			
	IIB05	All teachers re-teach based on post-test results.(95)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are well involved in PLCs and meeting weekly. However, the focus of our PLCs are not data driven. We don't assess and then intervene wit students. We have 44 minutes carved out for time for interventions with students. However, we aren't using assessment results to drive instruction.	Limited Development 04/24/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will analyze post-test data looking for trends, patterns, and insights. They will then use these data to identify students in need of additional support or in need of enrichment and provide instruction targeted to these needs.		BJ Greene	05/31/2022
Actions			0 of 5 (0%)		
	4/24/20	Teachers will be made aware of this indicator		BJ Greene	08/15/2021
<i>Notes:</i>					

4/24/20	Teachers will analyze post-test data looking for trends, patterns, or insights		Megan Aukes	05/31/2022
<i>Notes:</i>				
4/24/20	Teachers will provide documentation of test result analysis and intervention/enrichment.		Megan Aukes	05/31/2022
<i>Notes:</i>				
4/24/20	Teachers will review NWEA Map Assessment data in PLCs to determine student growth.		BJ Greene	05/31/2022
<i>Notes:</i>				
4/24/20	The Leadership Team will compile NWEA - Map Scores data to provide to PLCs		Megan Aukes	05/31/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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.		Megan Aukes	05/22/2022
Actions				19 of 21 (90%)		
3/29/17	A team of core teachers will determine RtI needs.			Complete 10/13/2016	Rachel Horn	12/16/2016

	<i>Notes:</i> 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.			
3/29/17	Methods of intervention will be researched and discussed.	Complete 02/14/2017	Rachel Horn	02/28/2017
	<i>Notes:</i> 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.			
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
	<i>Notes:</i>			
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
	<i>Notes:</i>			
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
	<i>Notes:</i>			
3/29/17	Criteria will be established for referring students to RtI.	Complete 08/14/2017	Rachel Horn	08/01/2017
	<i>Notes:</i> We have determined that, should grades be used as a criterion, grades must truly represent student ability and mastery.			
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
	<i>Notes:</i>			
11/30/16	Teachers will update grades weekly.	Complete 08/14/2017	Brad Horn	08/14/2017

<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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).	Complete 10/16/2018	Rachel Horn	09/03/2018
<i>Notes:</i>				
4/16/19	The CHS Leadership Team will transition to a model in which department chairs will be used.	Complete 02/19/2019	BJ Greene	02/19/2019
<i>Notes:</i>				
4/16/19	CHS faculty members will be made aware of the department chair position.	Complete 02/19/2019	BJ Greene	02/19/2019
<i>Notes:</i>				
4/16/19	Department chairs will be selected.	Complete 03/14/2019	BJ Greene	03/14/2019
<i>Notes:</i>				
4/16/19	The new leadership team will meet to discuss norms and expectations of the team.	Complete 04/04/2019	BJ Greene	04/04/2019
<i>Notes:</i>				
1/16/18	The leadership team will review data quarterly.	Complete 04/08/2019	Rachel Horn	04/05/2019
<i>Notes:</i>				
4/16/19	Selected members of the leadership team will conduct a site visit to Bismarck High School to view their leadership team, CAPs, RtI, and PLC processes	Complete 04/09/2019	BJ Greene	04/09/2019
<i>Notes:</i>				
4/16/19	Department chairs will conduct regular department meetings to disseminate information from administration to members and vice versa.	Complete 08/13/2019	BJ Greene	04/12/2019
<i>Notes:</i>				
4/16/19	The CHS leadership team will join the CES leadership team in a planning retreat. This will include PLC training from Solution Tree.	Complete 07/24/2019	BJ Greene	07/22/2019
<i>Notes:</i>				

7/25/18	The leadership team will analyze data and compare them annually to WiseWays to determine the effectiveness of BOTT.		Megan Aukes	04/23/2022
<i>Notes:</i>				
4/16/19	The admin team will work to structure the master schedule to allow time for teachers and instructional teams to collaborate about students.		Megan Aukes	07/01/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		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			
<i>How it will look when fully met:</i>		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	05/20/2022
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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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.