

# Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

**Cabot High School** NCES - 50375000123

Cabot School District

**School Success Indicators**

Key Indicators are shown in **RED**.

<b>School Leadership and Decision Making</b>			
<b>Establishing a team structure with specific duties and time for instructional planning</b>			
<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/03/2015	
	Evidence:	The school is divided into departments. There are department chairs for most departments.	
	Added date:		
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/15/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/02/2014	
		<b>Objective Met</b> - 10/15/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some meetings have agendas while others do not.	
<b>Plan</b>	Assigned to:	Sarah Vance	
	How it will look when fully met:	All team meetings will have an agenda.	
	Target Date:	05/12/2015	
	<b>Tasks:</b>		
	1. Develop an agenda template for team meetings.		
	Assigned to:	Sarah Vance	
	Added date:	10/14/2014	
	Target Completion Date:	10/14/2014	

		Comments:	The school board uses boarddocs.com, which is subscription based so we decided to create our own. We discussed items needed on the agenda. Mrs. Vance will create the agenda and email it to Mrs. Sandage.
		Task Completed:	10/28/2014 12:00:00 AM
	2. Provide template to department heads to discuss use of template in team meetings. Mrs. Sandage will email to department heads.		
		Assigned to:	Charlotte Sandage
		Added date:	10/14/2014
		Target Completion Date:	03/31/2015
		Comments:	This will be shared in google docs.
		Task Completed:	3/30/2015 12:00:00 AM
	3. Assistant principals for departments will remind departments to use the agenda template for department meetings.		
		Assigned to:	Charlotte Sandage
		Added date:	03/30/2015
		Target Completion Date:	08/18/2015
		Comments:	
		Task Completed:	9/4/2015 12:00:00 AM
	4. All teams will implement agendas for their team meetings.		
		Assigned to:	Sarah Vance
		Added date:	10/14/2014
		Target Completion Date:	09/08/2015
		Comments:	
		Task Completed:	10/2/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/15/2015	
	Experience:	10/15/2015 This was an easy objective for the team to implement because this was something most departments already had implemented.	
	Sustain:	10/15/2015 Occasional monitoring to ensure that agendas are used for all meetings.	
	Evidence:	10/15/2015 Agendas stored in google drive.	
<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/15/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/02/2014	
		<b>Objective Met</b> - 10/15/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Leadership meetings have begun this month.	
<b>Plan</b>	Assigned to:	Jill Weir	
	How it will look when fully met:	Bi-weekly leadership meetings will occur on the CHS campus.	
	Target Date:	06/05/2015	
	<b>Tasks:</b>		
	1. A leadership team will be created with representatives from all departments		
	Assigned to:	Jill Weir	
	Added date:	03/17/2015	
	Target Completion Date:	09/25/2014	
	Comments:		
	<b>Task Completed:</b>	9/25/2014 12:00:00 AM	
	2. Meetings will occur bi-weekly throughout the school year.		
	Assigned to:	Jill Weir	
	Added date:	03/17/2015	
	Target Completion Date:	03/17/2015	
	Comments:		
	<b>Task Completed:</b>	3/17/2015 12:00:00 AM	
	3. Leadership meetings will be scheduled every two weeks for the entire school year.		
	Assigned to:	Jill Weir	
	Added date:	03/17/2015	
	Target Completion Date:	06/05/2015	
	Comments:		
	<b>Task Completed:</b>	10/9/2015 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/15/2015	
	Experience:	10/15/2015 We have scheduled meetings and held them.	
	Sustain:	10/15/2015 Continuing twice monthly meetings.	
	Evidence:	10/15/2015 Agendas, minutes and sign in sheets in indistar and google drive.	
<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		

<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/02/2014	
	Evidence:	TESS Documentation, Bloomboard, Curriculum maps are evidence. Principals will continue to do classroom walkthroughs and TESS evaluations. Principals met with teachers to go over questioning techniques to improve instruction.	
	Added date:		
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/03/2015	
	Evidence:	We look at TESS data and classroom walkthrough data, see where improvement is needed and base Professional Development on that data.	
	Added date:		
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/03/2015	
	Evidence:	Teacher's PGP's were created based on classroom observations. This will continue next year.	
	Added date:		
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/03/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently faculty members are invited to present their learning or share their strengths during cadre.	
<b>Plan</b>	Assigned to:	Lindsey Peerson	
	How it will look when fully met:	When fully implemented would have had multiple opportunities to share and observe other colleagues. Evidence will include cadre agendas, sign in sheets, and other paperwork.	

	Target Date:	05/31/2016
	<b>Tasks:</b>	
	1. A video will be created by the broadcasting students to highlight teachers using bell to bell learning in their classrooms since this is our building focus.	
	Assigned to:	Lindsey Peerson
	Added date:	03/17/2015
	Target Completion Date:	04/29/2016
	Comments:	
	2. Meet with students at lunch and obtain their opinion on what good teachers at CHS are doing.	
	Assigned to:	Lindsey Peerson
	Added date:	03/17/2015
	Target Completion Date:	04/01/2016
	Comments:	
	3. Department heads will create a google doc for CHS teachers to share with other teachers highlighting things going well in classrooms. All members of the department can contribute to the document.	
	Assigned to:	Lindsey Peerson
	Added date:	03/30/2015
	Target Completion Date:	12/18/2015
	Comments:	Mrs. Peerson has communicated with all departments and a document has been created for each. She will follow up with a reminder in January.
	<b>Task Completed:</b>	12/16/2015 12:00:00 AM
	4. Two teachers will be selected weekly by fellow teachers to recognize excellence in their classrooms.	
	Assigned to:	Lindsey Peerson
	Added date:	03/30/2015
	Target Completion Date:	09/29/2015
	Comments:	
	<b>Task Completed:</b>	9/30/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	50%
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/03/2015
	Evidence:	Some Professional Development is provided during the school day based on the building PGP goals, additionally the district provides Professional Development for the district PGP goal. One way this was differentiated is through a district mini conference where teachers chose their activities based on their individual goals.
	Added date:	

## School Leadership and Decision Making

### Expanded time for student learning and teacher collaboration

**Indicator** **IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)**

**Status** Tasks completed: 0 of 4 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/17/2015	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Math tutor lab offered during both lunches, private math tutoring offered before and after school. Private tutoring offered district wide by teachers. SIP is available for student athletes.	
<b>Plan</b>	Assigned to:	Nicole Gatewood	
	How it will look when fully met:	Every student is given opportunity in addition to the regular class time to have additional individualized instruction in core curriculum areas. Extended learning time would be available after school and on Saturdays for all students that need it.	
	Target Date:	05/27/2016	

#### Tasks:

	1. Have a twice weekly writing lab available for students that need it. Certified teachers and peer tutors will be available.		
	Assigned to:	Melinda Asewicz	
	Added date:	11/12/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	twice weekly	
	Comments:		
	2. Saturday school will be available for students needing Math extra assistance, certified teacher and peer tutors are available for instruction.		
	Assigned to:	Nicole Gatewood	
	Added date:	11/12/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	monthly	
	Comments:		
	3. Math tutoring will be available Tuesdays from 4-6. 2 certified teachers will be on hand for assistance		
	Assigned to:	Nicole Gatewood	
	Added date:	11/12/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	weekly	

		Comments:	
		4. We plan to impement similar programs in our science and social studies departments in the 2016-2017 school year.	
		Assigned to:	Alana Graham
		Added date:	11/12/2015
		Target Completion Date:	05/26/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

**Indicator IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/17/2015
	Evidence:	Central office personnel department works closely with Principals to ensure that teachers are highly qualified. Teachers that are not HQT are worked with to ensure that they become highly qualified. Retention is helped with a competitive salary schedule and job security assurances. Mentors are provided for new teachers.
	Added date:	

### Opportunity to Learn

#### Post-Secondary School Options

**Indicator VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 12/03/2015
	Evidence:	ACT/SAT preparation is provided in core classes and through the counseling center. Career and Technical education is provided including auto tech, carpentry, medical technology and many more options. SKILLS, band and choir programs provides scholarship opportunities for students. Cabot Public Schools offers college scholarships to seniors. College fair, recruiting, and college visits are provided at CHS. Administrators provide progress monitoring to students in danger of failing, and the counseling center provides academic counseling. APEX grade recovery is available students who have failed a course. ACE is available for students who need a different learning environment.
	Added date:	

### Curriculum, Assessment, and Instructional Planning

## Engaging teachers in aligning instruction with standards and benchmarks

**Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/17/2015
	Evidence:	English department created units and common assessments to keep teachers aligned. Pre AP and AP courses are required to keep extension binders to document extensions of the curriculum. Math department uses some common assessments and all units of instruction are based on standards. Science department fully implements standard aligned units of instruction.
	Added date:	

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

**Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)**

**Status** Tasks completed: 1 of 2 (50%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/14/2016
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some departments have common assessments and others don't.
<b>Plan</b>	Assigned to:	Alana Graham
	How it will look when fully met:	Common assessments would be given to all students in core classes 3 times per year. Teams will meet following test scoring to review assessment data.
	Target Date:	05/25/2018
	<b>Tasks:</b>	
	1. Departments will discuss options to give sections of ACT tests and will report back to the group.	
	Assigned to:	Jill Weir
	Added date:	02/11/2016
	Target Completion Date:	02/25/2016
	Comments:	All departments were on board with giving practice tests. The group wanted to look at how to reduce the teacher workload for the test.
	<b>Task Completed:</b>	<b>2/25/2016 12:00:00 AM</b>
	2. The committee will research ways to digitally test students and record the data.	



		Assigned to:	Jill Weir
		Added date:	02/25/2016
		Target Completion Date:	04/07/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		50%
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/02/2014	
	Evidence:	Common core state standards, and state standards drive our instruction. Curriculum meetings, departmental meetings, posting standards, assessment based off standards will be continued and monitored to continue this indicator.	
	Added date:		
<b>Indicator</b>	<b>IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)</b>		
<b>Status</b>	Tasks completed: 3 of 6 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/06/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Although this is a building focus, not all teachers have fully implemented this practice.	
<b>Plan</b>	Assigned to:	Richard O'Connell	
	How it will look when fully met:	When fully implemented, all teachers will greet students and engaging with students on a personal level. Administrator walkthroughs and a follow up survey will be evidence of this objective is fully implemented.	
	Target Date:	10/28/2016	
	<b>Tasks:</b>		
	1. Mr. O'Connell will develop a survey for students and will share it with this committee at our next meeting.		
	Assigned to:	Richard O'Connell	
	Added date:	01/06/2015	
	Target Completion Date:	01/20/2015	
	Comments:	This will be a google survey	
	<b>Task Completed:</b>	<b>1/20/2015 12:00:00 AM</b>	

	2. Mr. O'Connell will share the survey with the students at CHS.		
	Assigned to:	Richard O'Connell	
	Added date:	01/20/2015	
	Target Completion Date:	02/24/2015	
	Comments:		
	<b>Task Completed:</b>	2/2/2015 12:00:00 AM	
	3. The results of the survey will be shared with the committee.		
	Assigned to:	Richard O'Connell	
	Added date:	01/20/2015	
	Target Completion Date:	02/24/2015	
	Comments:		
	<b>Task Completed:</b>	2/2/2015 12:00:00 AM	
	4. Students will be interviewed on video to share with teachers about ideas that help them in this area.		
	Assigned to:	Jill Weir	
	Added date:	01/20/2015	
	Target Completion Date:	04/29/2016	
	Comments:	Mr. Massey's broadcasting students are working on this project.	
	5. Ideas will be shared with the faculty to improve in this area.		
	Assigned to:	Jill Weir	
	Added date:	01/20/2015	
	Target Completion Date:	08/31/2016	
	Comments:		
	6. Have a round table discussion with students to discuss teacher/student engagement.		
	Assigned to:	Jill Weir	
	Added date:	02/03/2015	
	Target Completion Date:	04/01/2016	
	Comments:	Will meet with Renaissance club to gather data.	
<b>Implement</b>	Percent Task Complete:	50%	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	<b>Objective Met</b> 10/29/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/02/2014	
		<b>Objective Met</b> - 10/29/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	This is our building professional growth plan. All teachers will receive training on this indicator during embedded professional development. Principals will send frequent reminders to keep students on task and for bell to bell instruction.
<b>Plan</b>	Assigned to:	Richard O'Connell
	How it will look when fully met:	Teachers actively engage students from the beginning of class until the end of class. Classroom walkthroughs, bell ringers, exit tickets, TESS Evaluations.
	Target Date:	05/30/2015
	<b>Tasks:</b>	
	1. Professional Growth Plans for all CHS staff implemented the first week of school: Best use of Instructional Time	
	Assigned to:	Charlotte Sandage
	Added date:	11/11/2014
	Target Completion Date:	09/30/2014
	Comments:	
	<b>Task Completed:</b>	9/30/2014 12:00:00 AM
	2. Teachers developed procedures for starting and ending class.	
	Assigned to:	Helen Goodman
	Added date:	11/11/2014
	Target Completion Date:	08/18/2014
	Comments:	
	<b>Task Completed:</b>	8/18/2014 12:00:00 AM
	3. Develop a survey of CHS teachers of how they implement bell to bell instruction in their classroom.	
	Assigned to:	Richard O'Connell
	Added date:	11/11/2014
	Target Completion Date:	12/02/2014
	Comments:	This will be a google survey.
	<b>Task Completed:</b>	12/2/2014 12:00:00 AM
	4. Discuss the results of the survey at cadre staff meeting.	
	Assigned to:	Charlotte Sandage
	Added date:	12/03/2014
	Target Completion Date:	12/03/2014
	Comments:	
	<b>Task Completed:</b>	12/3/2014 12:00:00 AM
	5. Team will review data from survey and decide a plan of action to get more participation.	
	Assigned to:	Richard O'Connell
	Added date:	12/03/2014
	Target Completion Date:	01/06/2015

		Comments:	Team reviewed data, will review again with Mr. Hawkins at next meeting.
		Task Completed:	1/6/2015 12:00:00 AM
	6. Results of teacher survey will be shared with Mr. Hawkins. Mr. Hawkins will be asked to come to the next meeting to help us plan next steps.		
		Assigned to:	Richard O'Connell
		Added date:	01/06/2015
		Target Completion Date:	01/20/2015
		Comments:	
		Task Completed:	1/20/2015 12:00:00 AM
	7. Mr. O'Connell will resend the survey so that we get more responses from teachers.		
		Assigned to:	Richard O'Connell
		Added date:	01/20/2015
		Target Completion Date:	01/21/2015
		Comments:	
		Task Completed:	2/2/2015 12:00:00 AM
	8. All students will be surveyed to see how bell to bell instruction affects their learning.		
		Assigned to:	Richard O'Connell
		Added date:	01/20/2015
		Target Completion Date:	01/30/2015
		Comments:	
		Task Completed:	2/2/2015 12:00:00 AM
	9. Principals will conduct targeted walkthroughs to target bell to bell learning and see how it is progressing in the building. Walkthroughs will be targeted on a TESS component each week.		
		Assigned to:	Henry Hawkins
		Added date:	01/20/2015
		Target Completion Date:	03/31/2015
		Comments:	
		Task Completed:	10/28/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		10/29/2015
	Experience:		10/29/2015 CHS teachers, students, and admin collaborated and were cooperative in improving student on task time.
	Sustain:		10/29/2015 Periodically revisiting this goal and surveying teachers and staff will monitor this objectives.
	Evidence:		10/29/2015 Classroom walk throughs, surveys.
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			

<b>Indicator</b>	<b>IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/10/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently send home a syllabus with classroom expectations for families. Teachers provide contact information for parents to contact them with questions or concerns. A weekly newsletter is constructed and placed on the website and communicated via facebook and twitter with information for parents. Enrichment is provided weekly for math and literacy. The Counseling center sends monthly emails to parents to communicate important information.	
<b>Plan</b>	Assigned to:	Sarah Vance	
	How it will look when fully met:	The school will outline how parents, school staff, and students will share responsibility for improving academic achievement. The school will describe how the school and parents can work together to help students achieve the state's standards. The plan will be posted to the school's website.	
	Target Date:	05/26/2017	
	Added date:		