

## Comprehensive Progress Report

**Mission:**

Through rigorous academics, integrative technology, expressive arts, and competitive athletics, the mission of Cuthbertson High School is to empower all students to be leaders in a changing global community.

**Vision:**

Cuthbertson High School will prepare students to be contributing members and leaders within our global 21st century community.

**Goals:**

Students at Cuthbertson High School will be provided a period of time during the instructional day to access tiered support in areas where they are not attaining mastery of content through core instructional program.

Implement the EmpowerEd Framework to ensure that all students have access to lessons that engage learners at the "creative, collaborative and connected" levels of the hierarchy.

Students will be provided access to counseling services for students with mental health, anxiety, grief and depression issues.

All students will have access to quality classroom instruction that drives growth in proficiency.



! = 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
<i>Initial Assessment:</i>		The vast majority of teachers at Cuthbertson High School are veteran teachers with established classroom management processes in their classrooms. Teachers that do not excel at classroom management can be broken down into two categories, new teachers that are getting better with basic support and veteran teachers that are receiving intensive interventions to address issues. The number of teachers that need support with classroom management is so insignificant that it can be managed on an individual basis with teachers.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Based on analysis of walk-through data from last school year and observation of PLC meetings, it was determined that Cuthbertson High School teachers are not at full implementation of developing standards-aligned units. While teachers do follow the standards for developing lesson plans, there were numerous areas in this standard for growth. Teachers will focus on developing quality pre- and post-assessments, methods for differentiating instruction and opportunities for students to demonstrate knowledge through extension activities aligned to the EmpowerEd Framework.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>		Teachers will work in PLC groups to develop common lesson plans and assessments. The lesson plans and assessment data will be collected and analyzed to ensure that there is a quality conversation in PLC meetings. PLC conversations will focus in reflection on the effective implementation of lessons. Student work will be assessed by team members to support purposeful conversation regarding impact of lessons on students. Common assessments will also be analyzed to ensure that teachers are engaged in meaningful evaluation of student learning and instructional impact. Focus will be in core subject area PLCs		Marilyn Monteith	05/28/2021
<i>Actions</i>			<b>1 of 4 (25%)</b>		
	9/24/19	Provide PD to teachers on effective PLC practice.	Complete 10/24/2019	Marilyn Monteith	10/25/2019
		<i>Notes:</i> Many new teachers have not had PLC training and there has not been a focus on PLC training in the building in several years. Everyone will benefit from the opportunity to refocus on best practices for PLC meetings.			
	10/11/19	Assist core subject PLC groups in the development of group norms and meeting agendas.		Rebecca Jachym	05/28/2021
		<i>Notes:</i>			
	10/11/19	Develop effective strategies for conducting data meetings within core subject PLC teams. PLC teams will learn how to conduct effective reviews of student work and common assessment data.		Casey Zvanut	05/28/2021

*Notes:* Teams will collect student work samples and common assessments to analyze the impact of instruction on student learning.

10/11/19 Core subject PLC teams will work to create and/or refine common assessments to ensure that all teams have quality assessments that will yield data that can be evaluated to analyze the impact of instruction on student learning.

Marilyn Monteith

05/28/2021

*Notes:* Some of the PLC groups at Cuthbertson High School have effective common assessments that represent years of work and refinement, but other PLC groups have more work to do in developing effective common assessments. A focus this year will be the development of effective common assessments in all PLCs to ensure that there are evaluation tools that yield data that allows for meaningful conversations amongst PLC groups related to student learning and effective instructional practices.

**Core Function: Dimension A - Instructional Excellence and Alignment**

**Effective Practice: Student support services**

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
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*Initial Assessment:* Cuthbertson High School has not had an intervention block built into the master schedule. We have rectified this situation by adding Cavalier Period this year. We have created a 40 minute block in the day to allow for remediation and tiered support for all students.

Limited Development  
09/24/2019

*How it will look when fully met:* Teachers will have well-developed interventions that support the needs of students that are not successful in core instructional program. School will have a efficient process for identifying these students and matching them to appropriately tiered, research-based interventions that will correct foundational issues impacting student success.

Georgina DeCouto

05/28/2021

**Actions 2 of 4 (50%)**

9/24/19 Create a school data dashboard for the purpose of identifying students in need of Tier 2 interventions (common assessment grades, state testing data, classroom performance)

Complete 10/04/2019

Andrew Brooks

10/09/2019

*Notes:* Data dashboard will be updated quaterly

10/11/19	Intervention team meetings to discuss students that are not demonstrating mastery of instructional concepts in tier 2 instructional setting.	Complete 10/30/2019	Andrew Brooks	10/25/2019
	<i>Notes:</i> Intervention team members have been meeting on a regular basis for a year to plan an intervention block. Focus of group this year is shifting to identifying students with needs and creating intervention strategies to ensure that all students are provided access to instructional content.			
9/24/19	Develop reading interventions to address the needs of struggling high school students.		Shannon Minick	05/28/2021
	<i>Notes:</i> Dr. Weycker is registered to attend MTSS training session on Sept. 26th and will begin working with the English department to create tiered reading interventions to address the needs of students that struggle with reading. Dr. Weycker is no longer with Cuthbertson High School. Shannon Minick will take over the development of reading interventions.			
9/24/19	Develop math interventions to address the needs of struggling high school students.		Seth Fishman	05/28/2021
	<i>Notes:</i> Ms. Wren is registered to attend district level MTSS training to create appropriate interventions for high school math students that have foundational struggles with math. Mr. Fishman will take over the development of math interventions for the 20 -21 school year.			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Counseling staff has offered limited to support to students who suffer from anxiety and depression disorder. We have many students that are struggling with mental health issues. This year, we are going to use Cavalier Period as a time that counselors can offer students individual and group counseling to provide students strategies for dealing with and managing anxiety and depression.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>			All counselors will be trained to meet with and support students in the management of anxiety and depression. Counselors will focus on working with students to provide research-based strategies for managing their daily responsibilities in a healthy and sustainable manner.		Kelly Mills	05/28/2021
<b>Actions</b>				<b>0 of 4 (0%)</b>		
9/24/19	Create a curriculum to address the needs of students with specific anxiety and depression issues.		Jonathon Wells, Kelly Mills	05/28/2021	<i>Notes:</i> The Counseling team has significant expertise in the development and implementation of group therapy strategies. Counselors will provide training and support for other counselors to develop effective groups counseling sessions.	
9/24/19	Identify students with mental health issues that could be supported at the school level through individual and group counseling sessions.		Kelly Mills, Cindi Roth, Tara Plank, Tonya Brown,	05/28/2021	<i>Notes:</i> Counseling department has developed a tracking tool to maintain records of students that access guidance for support. Students will be identified through this tool and offered opportunities to participate in counseling sessions.	
10/11/19	Administer needs assessment to students through homeroom period to assess student needs.		Cindi Roth, Kelly Mills	05/28/2021	<i>Notes:</i>	
10/11/19	Based on results of needs assessment, create counseling support groups to serve students that are in need of support with issues from managing stress and anxiety to dealing with grief associated with the loss of family members.		Kelly Mills, Tara Plank, Jonathon Welsh, Cindi Rot	05/28/2021	<i>Notes:</i>	

	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
<i>Initial Assessment:</i>			Cuthbertson High School is working to develop a more interactive process for teachers to understand vertical instruction for students between elementary, middle and high school. Over the past year, our attendance cluster has created opportunities for teachers to observe at all levels and teachers have engaged in activities where they sit down to discuss instructional issues at critical points. High school teachers, particularly our English department have opened a dialogue with teachers at the middle school level to develop a clear understanding of what students are learning in eighth grade and what they need to know to be successful in ninth grade so that there is continuity for students as they make the transition from middle to high school.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Cuthbertson has an established leadership structure that provides all stakeholders an opportunity to have a voice in the function of the school. Teachers have the opportunity to serve and are represented in the school leadership team. This group meets on a monthly basis and considers issues of school policy that relate to instruction as well as making recommendations on budget expenditures. Parents have the opportunity to have a voice in the school through service on the School Leadership Team. The SLT considers all school policies and makes recommendations on the use of funds allotted to the school through the budget process. Students are provided the opportunity to have a voice in the operation of the school through participation in student government as well as the Principal's Advisory Council. Both of these groups provide students a forum to have input on the day to day function of the school and address policy issues of concern. While these structures exist, there is always room for growth. Cuthbertson is constantly seeking to increase the impact of the partnership between the school and stakeholders to support the work that this institution seeks to have on the education and preparation of our students.</p>	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					



	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Cuthbertson has a well-established Site-Based Management Team, an Instructional Leadership Team and PLC groups that maintain regular meeting schedules and work to ensure the success of the school. While these groups do meet on a regular basis to discuss issues related the effective implementation of instruction, we do not have a specific team that meets bi-monthly including all of the stakeholders listed in the criteria for this element. The school will work to build a meeting schedule that will allow the school to move toward "full implementation" status on this goal.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
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>		Cuthbertson High School has a purposefully crafted master schedule that prioritizes instructional planning time for teachers. Each teacher is assigned to a PLC group of teachers that teach the same subject and have a common planning period to ensure that they have time to engage in meaningful planning activities. While this is an established component of the instructional structure at Cuthbertson High School, the school continues to grow and things change and the structure that works one year does not always work the next. The school administration works closely with the teaching staff to revise and improve our master schedule to ensure that we are using our most valuable resource, time, in the most effective way to impact and support teaching and learning.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Cuthbertson High School administrative team has always conducted classroom walk-throughs and academic walks to evaluate the impact of instruction on student learning. This year, we are going to focus on using classroom walk-throughs to coach and provide feedback to teachers with the express purpose of supporting the implementation of the EmpowerEd Framework. Many of our teachers are using elements of the framework everyday. The objective of the new walk-through instrument will support and provide feedback to support continued effort to provide students engaging and challenging learning opportunities on a daily basis.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>		Jeff Stout will modify previous walk-through tool to measure implementation and provide feedback to teachers on the use of the EmpowerEd Framework and live remote instruction. The primary goal of this effort will be to encourage the development of instructional activities that allow students to utilize and develop the skills needed to complete tasks in the "collaboration" and "creation" levels of the framework.		Marilyn Monteith	05/28/2021
<b>Actions</b>			<b>1 of 4 (25%)</b>		
	9/24/19	Develop the walk-through tool.	Complete 10/07/2019	Jeffery Stout	10/11/2019
	<i>Notes:</i> Modify tool last year to include targeted behaviors that will support deeper implementation of the EmpowerEd Framework.				
	9/24/19	Conduct academic walks to calibrate observers on the modified walk-through tool.		Jeff Stout, Andy Brooks, Georgina Decouto, Marilyn	05/28/2021
	<i>Notes:</i>				
	10/11/19	Analyze walk through data to evaluate the level of instruction to ensure daily lesson plans are consistent with goals of EmpowerEd framework.		Jeff Stout, Andy Brooks, Georgina Decouto, Marilyn	05/28/2021
	<i>Notes:</i> Admin team will review data at weekly data meeting.				
	10/11/19	Provide feedback to all stakeholders on the implementation of the EmpowerEd Framework.		Jeff Stout, Andy Brooks, Georgina Decouto, Marilyn	05/28/2021

Notes: Administrative team will provide feedback to staff designed to support implementation of EmpowerEd Framework.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
C1.02		The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will be provided professional development sessions with the goal of increasing the capabilities of staff to deliver lessons to students in the remote setting.	Limited Development 11/09/2020		
<i>How it will look when fully met:</i>		Staff members are facing significant challenges adapting to an environment where many students learn through remote instructional programs. Staff members need strategies to deliver effective and impactful instruction to students that have chosen not to attend in-person instruction. Staff members need strategies for delivering live instruction via Microsoft Teams, managing assignments and strategies for developing assignments that can be utilized to assess student learning.		Andrew Brooks	06/10/2021
<i>Actions</i>			<b>2 of 4 (50%)</b>		
11/9/20	Staff panel to create module based professional development session for colleagues on effective strategies for delivering remote instruction.		Complete 08/17/2020	Jennifer Comer, Kim Wren, Casey Zvanut, Shannon Mi	08/17/2020
<i>Notes:</i>					
11/9/20	Provide time for teachers to collaborate on the development of strategies to facilitate the management of paperwork for students learning remotely.		Complete 10/23/2020	Jonathon Welch	10/23/2020
<i>Notes:</i> Virtual meeting to provide a forum for teachers to share ideas, strategies and best practices for managing remote learning.					
11/9/20	Staff members to lead a training session for staff in augmenting quality live instruction for students that are learning in a remote setting.			Jonathon Welch	11/20/2020
<i>Notes:</i> Staff panel will provide ideas for fellow staff members on strategies for providing quality live instruction to remote learners.					
11/9/20	Provide staff development for teachers on the use of Microsoft Teams.			Jennifer Comer	05/28/2021
<i>Notes:</i> Staff was provided access to a course led by a staff member on the use of Microsoft Teams.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrative team at Cuthbertson High School work to evaluate a variety of data points to assess the progress of students as well as the effectiveness of teaching and learning. We regularly discuss classroom walk-through data, teacher observations and various testing data points to assess the quality of instruction and the impact that it is having on students. Despite the consistent commitment to this goal, we continue to refine this process and seek ways to increase the impact that the administrative team have in terms of leading instruction in the building.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Cuthbertson has established a positive work environment for teachers. Last year, the school retained 79 of 83 teachers. Two of the teachers that left the school were veteran teachers, each with over 30 years of service that retired. Cuthbertson High School has well-established processes for identifying and hiring quality staff members. The administrative team works in a consistent manner to maintain staff morale and recognize staff members for meritorious service. The administrative team uses a variety of staff recognition events to reward teachers for service that exceeds expectations. Every semester, two staff members are added to the "Order of the Chevalier" in recognition of their exceptional work. The administrative team regularly holds celebrations to recognize staff for success when we meet a target for testing or achieve a goal that required staff collaboration. The administrative team continues to seek new ways to recognize staff and celebrate the success of the members of our staff as a way of communicating their value to the organization.</p>	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Cuthbertson High School not only communicates with stakeholders, but works to control the narrative about the school in a purposeful manner. Through the careful use of social media, ConnetEd and newsletters, Cuthbertson High School shares a wide variety of information about the functions of the school. Positive stories about interesting events in classrooms and the successes of our students are shared in a consistent manner to ensure that the community has a clear understanding of how the school is impacting students. Furthermore, communication is used to provide basic information about school events. All communication is designed to establish Cuthbertson High School as a key anchor point for the community. While this is a strength for our school, this is also a priority area as we continue to work to build the sense of community and pride in the school that the principal envisions for this community.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					