

Comprehensive Progress Report

Mission: Cochrane Collegiate Academy will promote and support student learning in a safe, diverse community where students, staff, and parents actively commit to academic excellence and personal responsibility.

Vision: At Cochrane Collegiate Academy, our vision is to develop confident, responsible, lifelong learners who aspire to achieve their full potential. We will do this by identifying and activating students' strengths, providing equitable, high operational practices, and demonstrating a fearless expectation that all students perform at high levels.

Goals:

Cochrane Collegiate Academy will provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Indicator A2.04)

Cochrane Collegiate Academy will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Indicator A4.06)

Cochrane Collegiate Academy will provide a minimum of 30 minutes for duty free lunch on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Cochrane Collegiate Academy will build a common culture of instruction to increase the level of knowledge and skills that teachers bring to the instructional process, to ensure mastery based, and standards aligned instruction 100% of the time. (A1.03, A2.04, B3.03)

Cochrane Collegiate Academy will create and implement a school culture plan that monitors and addresses the social & emotional wellness and learning & behavior of all students and staff. We will create and execute a behavior plan that supports students behaviorally by using Caring Schools, the 7 Mindsets curricula, and the MTSS intervention model. The goal is to reduce suspension rates to less than 10%, reduce chronic absenteeism by 10%, and decrease student removal to include only students in crisis. (A1.07, A4. 01, A4.05, A4.06, E1.06)

Cochrane Collegiate Academy will increase the number of students enrolling in CTE, Honors, AP courses, and Career and College Promise offerings by 10%. (A4.01, A4.03, A4.16, B1.03, E1.06)

By June 2022, Cochrane Collegiate Academy will increase our overall school academic growth percentage by 13% from 57.2 (2019) to 70 (meets growth).

Cochrane Collegiate Academy will increase our overall proficiency by at least 5% in all tested areas. MS Reading: 18.3% to 25% MS Math: 11.3% to 16% MS Math 1: 48.5% to 55% 8th Grade Science: 39.1% to 45% English II: 40.7% to 48% HS Math 1: 5.3% to 10% Math 3: 23.8% to 29% Biology: 32.1% to 38% (A2.05, A3.02, A4.01, A4.06, B3.03, E1.06)

iMeck at Cochrane Collegiate Academy will increase our graduation rate from 76.3% to 84%. (A2.05, A3.02, A4.01, A4.06, B3.03, E1.06)

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> Instructional teams (PLCs & Curriculum Teams) meet regularly (e.g., twice a month for 45 minutes each meeting) to review implementation of effective practice and student progress. The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. 	Limited Development 09/01/2021		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		We will know this objective is fully met when the ILT is able to identify alignment and implementation of the Professional Development provided with the instruction provided to students.	Objective Met 07/05/22	Samantha Bauguss	05/05/2022
Actions					
	2/2/22	Pop In Professional Development Series	Complete 06/01/2022	Samantha Bauguss	05/15/2022
		<i>Notes:</i> December 8th PD-Split into 2 sessions of 3 mini PDs each (First 15, Gradebook Update, Lesson/Cycle Planning, Data/Mastery Connect, Academic Conversations, & Tech Tools)			
	9/23/21	Ongoing Meetings to encourage collaboration: Grade Level Team Meetings: 2nd Wednesday of each month Full Staff Meeting: 1st & 3rd Wednesday of each month Support Services Meeting: Every Wednesday Content Team Huddles: 4th Wednesday of each month PLC Meetings: Semi-weekly during Planning	Complete 01/27/2022	Lori Draper-Rondo	06/01/2022
		<i>Notes:</i>			
	9/23/21	Professional Development Plan: Restorative Practices/7 Mindsets PD- May 4th, 2021 Student Engagement PD: September 22, 2021	Complete 01/27/2022	Lori Draper-Rondo	06/01/2022

Notes:

Implementation:		07/05/2022		
Evidence	7/5/2022 Teachers completed PD. Agendas and schedules available upon request.			
Experience	7/5/2022 Choice, pop up PD was provided to teachers monthly.			
Sustainability	7/5/2022 We will continue to offer this method of PD during the 22-23 school year.			

	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
Initial Assessment:			<ul style="list-style-type: none"> • Provide instruction, modeling, classroom norms, and caring attention that promotes students' social emotional competency. • Provide adequate supervision and facilitation of skill development; remember that students will need to be explicitly taught the steps of routines initially. • School-wide rollout of restorative practices. 	Limited Development 09/01/2021		
How it will look when fully met:			When fully met, ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Middle School teachers will be consistently and effectively implementing the Caring Schools curriculum. High School teachers will be implementing Restorative practices. We will use the following as evidence of the objective being fully met: Walkthroughs, student engagement data, EOC scores, decrease in referrals.	Objective Met 02/02/22	Samantha Bauguss	01/11/2022
Actions						
	9/23/21		School-Wide Culture Plan-W.O.R.L.D Developed: August 9, 2021 Teacher Overview: August 19,2021 Implementation: August 25,2021-September 1, 2021	Complete 09/01/2021	Lori Draper-Rondo	09/01/2021
			<i>Notes:</i>			
	2/2/22		See Something, Say Something Student Training	Complete 01/31/2022	Lori Draper-Rondo	01/31/2022
			<i>Notes:</i>			
	9/23/21		Caring Schools Curriculum: Material Distributed: August 16,2021-August 24, 2021 Refresh: December 8th, 2021	Complete 12/08/2021	Lori Draper-Rondo	06/01/2022
			<i>Notes:</i>			
	9/23/21		Restorative Practices: Full staff PD-May 4, 2021 School Plan Development- August 1, 2021-September 30, 2021 School-wide Roll Out- October 2021	Complete 01/27/2022	Lori Draper-Rondo	06/01/2022
			<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Grade Level PLCs teams meet every 2nd Wednesday of each month for 45 minutes. Curriculum Team Huddles occur every 4th Wednesday of each month. Within these meetings instructional teams review implementation of effective practices and student progress. 	Full Implementation 09/01/2021			
	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>		At Cochrane Collegiate Academy, our Curriculum Leadership Team prior to the start of the 2021-2022 school year identified focus standards for all content areas, analyzed end goal assessments for rigor levels and focus standards, and planned and developed standards aligned unit plans, cycle plans, and test banks for core content areas across all grade levels (6-12).	Limited Development 09/01/2021			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
How it will look when fully met:		When fully met, aligned instruction according to standards offered by NCDPI standards documents will be observable; implementation will be measured by data driven instruction via frequent PLC meetings consistent feedback of lesson plans by ILT members, PLC leads, administrative staff and/or coaches. Ongoing professional development through staff meetings to address data as monitored through formal and informal assessments (MAP, EOG, EOC and common interim assessments), and metrics from PLCs. Creating and implementing lesson plans that engage larger amount of scholars in a manner that encourages increased mastery as exhibited in test data. This will be monitored in PLC meetings, after each common interim assessment, semester/midterm/year end.	Objective Met 02/02/22	Tarlesha Boles	04/12/2022	
Actions						
	9/20/21	The Curriculum Leadership Team (CLT) has developed standard-aligned units of instruction for each grade level and subject school wide.	Complete 08/06/2021	Jessica Bethea	08/06/2021	
<i>Notes:</i>						

9/20/21	Cycle plan audits giving constructive feedback with action steps will be completed by the Curriculum Leadership Team for each teacher in each subject and grade level to ensure instructional alignment.	Complete 01/13/2022	Jessica Bethea	05/10/2022
<i>Notes:</i> Audits will be conducted in CLT Meetings.				
Implementation:		02/02/2022		
Evidence	2/2/2022			
Experience	2/2/2022 Our experience with pursuing this objective began this Summer with the development of our Curriculum Leadership Team. The team consist of Teacher Leaders from each of our departments. Those Teacher Leaders created standard driven Unit Plans and Pacing Guides for each department.			
Sustainability	2/2/2022 In order to sustain our efforts we have to ensure that our CLT is meeting to discuss re-looping and adjustments to plans based on Common Interim Assessments and student understanding.			

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	At Cochrane Collegiate Academy, our preparation to implement this objective includes the development of standards-aligned unit plans, cycle plans, and pacing guides have been created by our school Curriculum Leadership Team (CLT) prior to the start of the school year. Additionally, professional development has been provided to staff on backwards planning, cycle plan development, and the gradual release lesson format. Finally, to assist in the implementation of this object a master schedule has been created that allows for teachers to have planning during the school day to meet in teams, plan instruction, and discuss data driven instruction through action planning.		Limited Development 09/01/2021		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When fully met, aligned instruction according to standards offered by NCDPI standards documents will be observable; implementation will be measured by data driven instruction via frequent PLC meetings consistent feedback of lesson plans by ILT members, PLC leads, administrative staff and/or coaches. Ongoing professional development through staff meetings to address data as monitored through formal and informal assessments (MAP, EOG, EOC and common interim assessments), and metrics from PLCs. Creating and implementing lesson plans that engage larger amount of scholars in a manner that encourages increased mastery as exhibited in test data. This will be monitored in PLC meetings, after each common interim assessment, semester/midterm/year end.		Objective Met 02/02/22	Tarlesha Boles	01/11/2022
Actions					
9/20/21	The Curriculum Leadership Team (CLT) will develop standard-aligned units of instruction for each grade level and subject school-wide.		Complete 08/06/2021	Tarlesha Boles	08/06/2021
<i>Notes:</i>					
9/20/21	Teachers will update the cycle plan weekly as an extension of their lesson plan. Cycle plan audits giving constructive feedback that includes action steps will be completed by the Curriculum Leadership Team.		Complete 01/26/2022	Tarlesha Boles	05/10/2022
<i>Notes:</i> Cycle plan audits occur the second Tuesday of each month during CLT Meetings.					
Implementation:			02/02/2022		

Evidence	2/2/2022 Student learning and the flow of lessons has improved according to the our First Round Teacher Observations.			
Experience	2/2/2022 Our experience with completing this objective was smooth. We started off the year explaining our schools vision and goals for the year to allow new teachers to understand or reasoning for the use of cycle plans and backward design. Throughout the first semester we held work sessions and professional developments to ensure all staff members were on the same page. We have now reach a point where cycle plans are updated one a weekly bases and audited monthly by our Curriculum Leadership Team.			
Sustainability	2/2/2022 The work needed to sustain our efforts is consistency and check ins that are already in place.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Data analysis and instructional planning			
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	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At Cochrane Collegiate Academy, our current implementation efforts of this objective include an all staff review of the end-of-year testing results from the 2020-2021 school year. We will use the data to guide our planning and instruction for the 2021-2022 school year, and to ensure instruction is aligned to content area standards.	Limited Development 09/01/2021		
How it will look when fully met:		When fully met, Cochrane Collegiate Academy would have increased our overall school academic growth percentage, met or exceeded the overall EVAAS growth targets for 80% of total number of enrolled students, and increased the grade level proficiency for all subgroups.	Objective Met 11/15/21	Melody Lee	01/11/2022
Actions					
	11/15/21	Common Interim Assessment Data Dive	Complete 11/02/2021	Melody Lee	11/02/2021
	<i>Notes:</i> Grade Level Teams analyzed the data from our first Common Interim Assessment on November 2nd, 2021.				
	11/15/21	CIA 1 Corrective Action Plans	Complete 11/03/2021	Paula Cook	11/03/2021

Notes: Following the completion of Data Dives from our first Common Interim Assessment, Grade Level Teams completed Corrective Action Plans that outlined the necessary steps needed based on the results of our first Common Interim Assessment. Plans were made for re-looping and/or continuing on with instruction.

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
<i>Initial Assessment:</i>			Current implementation of our tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers is different for behavioral and academic instruction. Academics is currently working to align to new curriculum at the middle school level at both sixth grade and eighth grade. AVID has been added as a middle school elective. Academic intervention time has been added to the master schedule for both middle and high school. We have implemented Educators Handbook as a strategy to assess behavioral trends across all school settings. We have created an MTSS Facilitator position to help ensure that we are compliant with district level expectations. Previously, academic MTSS was deemed to be out of compliance, in regards to using the appropriate system for tracking student progress.	Limited Development 09/01/2021		
<i>How it will look when fully met:</i>			When this indicator is fully met, a tiered instructional system that allows teachers to deliver evidence-based instruction aligned to all students will result in academic growth. Middle school students will have access to AVID elective. The master schedule will allow for a daily intervention period. During this daily intervention period students will receive either academic or behavior support in the form of Core instruction, tier 2 interventions, or tier 3 interventions. High school students will have an intervention time to ensure course requirements and seat time are being met. High School students will be given ample opportunity through extended day to meet the needs of course requirements.		Melody Lee	01/11/2022
Actions				1 of 4 (25%)		
	9/29/21	School based Admin will create a Curriculum Leadership Team to support content area peers with standards/mastery based instruction.		Complete 09/30/2021	Paula Cook	09/30/2021

Notes: CLT members will meet with admin once per month, and with their content area teams once monthly to provide PD and/or support as determined during meeting(s) with admin.

9/28/21 EC teachers will provide evidence based Instruction to students in both content area resource classes and learning labs.

Latasha Houston

01/20/2022

Notes: In EC, Learning Lab uses Language, Live V Math, & Moby Max to help remediate skills. These programs are research based curriculums that provide interventions to remediate deficits and close gaps. Triennial assessments are used to monitor growth.

9/28/21 MTSS Facilitator will create a school wide plan for implementation of supplemental and intensive interventions.

Melody Lee

01/20/2022

Notes: September 14th:
Students currently on Supplemental and Intensive interventions have been received from the feeder schools. We are currently outlining the best time to provide interventions that align with the Standard Treatment Protocol (STP). MTSS is in the beginning stages of attending the TtT- AIMS WebPlus trainings. Teachers have been given the "BOY Data Dive" to implement in their grade level PLCs. This spreadsheet will identify students that should be listed on the watch list for students that may appear in the bottom 5% Universal Screeners.

9/29/21 Implement AVID WICOR strategies school-wide.

Melody Lee

05/31/2022

Notes:

!		A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Current implementation of this objective includes instruction, modeling, classroom norms, an caring attention that promotes students' social/emotional competency, a daily advisory SEL period is embedded in the master schedule to address the social emotional needs of students, and there has been a school-wide rollout of Restorative Practices that included professional development sessions.	Limited Development 09/01/2021		
<i>How it will look when fully met:</i>			When fully implemented, positive social skills, self respect, relationship building, and responsibility for the consequences of decisions and actions will be observable in students. Additionally, student suspension rates will decrease to less than 10% and chronic absenteeism will decrease by 10%.		Tarlesha Boles	01/11/2022
Actions				1 of 3 (33%)		
	9/23/21	Digital Citizenship Competition: September 13, 2021-September 24, 2021 Students who complete the Digital Citizenship Course with 80% or better will receive the following incentives: Picture on the Wall of Fame bulletin board Prizes First Quarter Award Certificate		Complete 09/24/2021	Shannon McFate	09/24/2021
<i>Notes:</i>						
	9/23/21	Attendance Tracking/Incentives: August 25, 2021- Ongoing Attendance taken the first 15 minutes of class by teachers Follow up on high absenteeism by School Social Worker/ Grade Level Counselors			Alex Hayner	06/01/2022
<i>Notes:</i>						
	9/23/21	Academic/Attendance Recognition Rallies (Quarterly) Dates Pending			Alex Hayner	06/01/2022
<i>Notes:</i> Quarter 1 Recognition Rally: November 9th						

!		A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Current implementation of this objective includes instruction, modeling, classroom norms, an caring attention that promotes students' social/emotional competency, a daily advisory SEL period is embedded in the master schedule to address the social emotional needs of students, and there has been a school-wide rollout of Restorative Practices that included professional development sessions.	Limited Development 09/01/2021				
<i>How it will look when fully met:</i>	When fully implemented, positive social skills, self respect, relationship building, and responsibility for the consequences of decisions and actions will be observable in students. Additionally, student suspension rates will decrease to less than 10% and chronic absenteeism will decrease by 10%.		Tarlesha Boles	01/11/2022		
Actions				0 of 3 (0%)		
9/23/21	Caring School Curriculum: Materials Distributed- August 16, 2021-August 24, 2021		Lori Draper-Rondo	06/01/2022		
<i>Notes:</i>						
9/23/21	Restorative Practices: Full Staff PD-May 4,2021 School Plan Development- August 1, 2021-September 30, 2021 School-wide Roll Out-October 2021		Lori Draper-Rondo	06/01/2022		
<i>Notes:</i>						
9/23/21	School-Wide Culture Plan (W.O.R.L.D): August 25, 2021-June 8, 2022		Lori Draper-Rondo	06/01/2022		
<i>Notes:</i>						

!	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
Initial Assessment:			Current implementation of this objective includes instruction, modeling, classroom norms, an caring attention that promotes students' social/emotional competency, a daily advisory SEL period is embedded in the master schedule to address the social emotional needs of students, and there has been a school-wide rollout of Restorative Practices that included professional development sessions.	Limited Development 09/01/2021		
How it will look when fully met:			When fully implemented, positive social skills, self respect, relationship building, and responsibility for the consequences of decisions and actions will be observable in students. Additionally, student suspension rates will decrease to less than 10% and chronic absenteeism will decrease by 10%.		Alexandria Williams	01/11/2022
Actions				2 of 5 (40%)		
	9/28/21	Identify students in need of Kindermourn.		Complete 09/01/2021	Lori Draper-Rondo	09/01/2021
		<i>Notes:</i> Kindermore Applications Distributed September 1, 2021				
	9/29/21	Create process for utilizing SEL time to identify and address student needs.		Complete 10/29/2021	Lori Draper-Rondo	10/29/2021
		<i>Notes:</i>				
	9/29/21	Implement school-side MTSS intervention and PBIS systems of support.			Melody Lee	06/08/2022

Notes: MTSS Initial Meeting-September 30, 2021

Interventions Begin-October 4, 2021

An intervention Schedule has been arranged for students receiving interventions. PBIS has started for students that are currently on the "Watch List". We are consistently pulling data reports that relate to attendance, Panorama, Educator's Handbook (behavior), and common interim assessments. From this data, we are able to identify students that need guidance in managing themselves.

9/28/21 Leverage school based support of Community In Schools Programs & Activities.

Lori Draper-Rondo

06/08/2022

Notes: Ms. Reanna Randolph is our Community In School Coordinator this year. As events come up they will be added.

9/28/21 Implement SEL curriculum with fidelity (Caring Schools/MS, 7 Mindsets/HS). Both will be implemented during daily SEL time that has been built into the master schedule.

Melody Lee

06/08/2022

Notes: Caring Schools Curriculum: Materials Distributed August 21st-August 24th

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
Initial Assessment:		Current implementation of this objective includes the addition of AP coursework opportunities in the master schedule, the adjustment of the process for identifying students for honors coursework, and the increase of access to CPCC coursework and certifications through rebranding of iMECK Academy magnet programs.	Limited Development 09/01/2021		
How it will look when fully met:		When fully implemented, the number of students enrolling in CTE, Honors, AP courses, and Career and College Promise offerings will increase by 10%.		Samantha Bauguss	01/11/2022
Actions					
Notes:					

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>The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus and Priority schools in this planning year. The meetings included specific requirements identified under the current federal regulations and NC Waiver, utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Title I Department facilitates meetings, if requested, and provides stakeholders additional information to help in decision making. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Going forward in the 2021-2022 school year, the Title I Office will meet with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Title I Office will attend one SLT meeting monthly as a member of the school's SLT team. Title I Office will also provide training in NCStar to principals and process managers in September and January in alignment with NCDPI training and will provide coaching comments monthly with constructive feedback to schools in NCStar as they document and review their implementation progress of their strategic plan.</p>	<p>Limited Development 09/02/2021</p>		
			<p>Priority Score: 1 Opportunity Score: 3</p>	<p>Index Score: 3</p>		
<i>How it will look when fully met:</i>			<p>When fully met at the school level we will meet monthly as an SLT team to address any school-wide concerns as they relate to academics and the emotional well being of our school. We continue to communicate with the title one members of the CMS school district and have shared our monthly meeting schedule.</p>	<p>Objective Met 07/05/22</p>	<p>Tarlesha Boles</p>	<p>06/07/2022</p>
<i>Actions</i>						
		<p>9/20/21</p>	<p>School Leadership Team consisting of teachers, administration, and community members were elected.</p>	<p>Complete 04/29/2021</p>	<p>Tarlesha Boles</p>	<p>04/29/2021</p>

<i>Notes:</i>				
9/20/21	The School Leadership Team/School Improvement Team will meet the Second Tuesday of each month to ensure progression of the school's Improvement Plan.	Complete 06/08/2022	Tarlesha Boles	05/10/2022
<i>Notes:</i>				
Implementation:		07/05/2022		
Evidence	7/5/2022 Agendas and additional documentation available upon request.			
Experience	7/5/2022 The team met as outlined in the goal			
Sustainability	7/5/2022 The team will continue to meet on a designated day and time during the 22-23 school year.			

	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>	Current implementation: Administrative leadership team meets weekly with the principal (not teachers), the principal meets bi-monthly with Teacher Leaders (coaches), the principal meets bi-weekly with counselors (not teachers), the principal meets quarterly with the ILT team (includes a teacher), the principal meets monthly with the Curriculum Leadership Team (CLT; includes teachers) , the principal meets monthly with SLT (teachers from every area), and the principal meets quarterly with teacher PLC groups. During meetings effective practices are discussed.	Limited Development 09/02/2021				Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	When this objective is fully met, the principal will be part of as many PLC conversations as her time allows. The ILT team will consist of teachers from all areas and we will be able to provide subs for these teachers to fully participate in the district model of teacher leaders and administrators planning school wide PD. To provide evidence that this objective is met we will need PLC minutes. The data will show an improvement in test scores.	Objective Met 07/05/22	Samantha Bauguss	06/07/2022	<i>Actions</i>				
	9/28/21 Curriculum Leadership Team Created	Complete 06/07/2021	Paula Cook	06/07/2021	<i>Notes:</i>				
	9/28/21 CLT Meeting: September 9th-Cycle Plan Audits	Complete 01/20/2022	Paula Cook	06/08/2022	<i>Notes:</i>				
<i>Implementation:</i>		07/05/2022			<i>Evidence</i>	7/5/2022 Copies of audit documents and emails to teachers available upon request.			
<i>Experience</i>	7/5/2022 Cycle plan audits complete								

<i>Sustainability</i>	7/5/2022 Cycle plans and periodic checks will continue during the 22-23 school year			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			2021-2022: Every teacher are provided a duty free lunch period on a daily basis.	Full Implementation 09/02/2021		
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	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
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<i>Initial Assessment:</i>			<p>All teachers either have a morning, afternoon or lunch time duty assignment to ensure safety of our students. All teachers are given 70 to 90 minutes of instructional planning daily without supervision duties. Cochrane Collegiate Academy provides a duty-free instructional time for every teacher with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.</p> <p>Implemented on August 16, 2021- Ongoing According to the below schedule:</p> <p>PLCs 2x per week</p> <p>Grade Level 2nd Wednesday of each month</p> <p>Curriculum Leadership Team 4th Wednesday</p> <p>Full Staff PD 3rd Wednesday</p> <p>Common Grade Level Planning Daily</p>	Full Implementation 09/02/2021		
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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>		Our current implementation of the principal monitoring curriculum and classroom instruction regularly and providing timely, clear, constructive feedback to teachers is apparent in our evaluation completion and on going walkthroughs. The principal works with the instructional team (Deans, APs, CLTs, and Teacher Leaders) to ensure they are assigned to work with instructional teams to develop pacing guides, unit plans, cycle plans, lesson plans and common interim assessments. The principal works with the instructional team to ensure that walkthroughs indicate teachers are meeting the expectations. Currently AVID has been added to the middle school schedule. The instructional team has overseen MTSS academics, the organization of this process is currently being revisited. The principal has a team of instructional coaches and instructional administrators that will work together to ensure that curriculum is being monitored and teachers are receiving feedback.	Limited Development 09/02/2021		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When this indicator is fully met, the principal will have a monitoring plan that oversees curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. All instructional staff will be following evaluation protocols and have a walkthrough schedule that meets the needs of the CMS instructional expectations.	Objective Met 07/05/22	Paula Cook	06/07/2022
Actions					
	9/29/21	Create PD on rigor and engagement, to be presented to staff during monthly meeting	Complete 09/15/2021	Paula Cook	09/30/2021
<i>Notes:</i>					
	9/29/21	Principal will assign coaching caseload to leadership team; team will implement coaching structure for individual content leads, lead teachers, and teacher leader pathway staff.	Complete 10/29/2021	Paula Cook	10/29/2021
<i>Notes:</i>					

9/29/21	Leadership team will provide monthly PD to staff. PD will align with school-wide instructional goals around standards/mastery based instructional practices, student engagement, and rigor.	Complete 06/08/2022	Paula Cook	06/08/2022
<i>Notes:</i>				
9/29/21	Admin team will utilize district specialist to provide school-wide support for ESL best practices and strategies.	Complete 06/08/2022	Samantha Bauguss	06/08/2022
<i>Notes:</i>				
9/29/21	Principal will complete walkthrough schedule and calibrate with leadership teams around "look-fors."	Complete 06/08/2022	Paula Cook	06/08/2022
<i>Notes:</i>				
Implementation:		07/05/2022		
Evidence	7/5/2022 Documents available upon request.			
Experience	7/5/2022 Team completed walk throughs			
Sustainability	7/5/2022 The team will continue to implement strategies to ensure calibration of walkthroughs and observations			

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

Initial Assessment:	<p>District staff support individual school principals to analyze student and teacher data throughout the school year. The district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied.</p>	<p>Limited Development 09/02/2021</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
How it will look when fully met:	<p>When fully implemented, all Cochrane Collegiate Academy teachers will experience highly effective coaching, observation, and feedback from a member of the school's Instructional leadership team. Each teacher and PLC will participate in highly effective data meetings that will be lead by content or DDI specialist .</p>	<p>Objective Met 07/05/22</p>	<p>Paula Cook</p>	<p>06/07/2022</p>
Actions				
<p>9/20/21</p>	<p>Create/deliver monthly PD to all staff offering a variety of data based/evidence based courses.</p>	<p>Complete 06/08/2022</p>	<p>Paula Cook</p>	<p>05/10/2022</p>

<i>Notes:</i>				
9/20/21	Staff will receive a timeline to show implementation of PD with validity and intentionality using classroom data from observations and walkthroughs.	Complete 06/08/2022	Paula Cook	05/10/2022
<i>Notes:</i>				
Implementation:		07/05/2022		
Evidence	7/5/2022 Teachers were able to utilize data to inform lessons, and to provide students with data and set goals for EOY exams.			
Experience	7/5/2022 Data PD was provided to curriculum leaders and pushed out school wide.			
Sustainability	7/5/2022 Additional PD will be provided during the 22-23 school year.			

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>		2019-2020: Recruitment efforts include attending job fairs, posting open positions, and interviewing candidates by way of teams. Staff are replaced based on a needs basis that includes posting and interviewing for the areas of need. All staff are evaluated using the district and state mandates set forth as a Low Performing School. All staff receive evaluations from a team of five administrators. Staff are rewarded with weekly shout outs, personal notes, monthly staff awards, and supported by celebrations created by admin team and church partners.	Limited Development 10/13/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have a team of recruiters in place to attend job fairs and conduct interviews. Staff will be hired before the end of the Spring 2020 school year. Staff will be evaluated by at least two different administrators following the district's given time line. Mandatory improvement plans and Performance Counseling letters will be issued for all those not in compliance. Staff members will be documented based on our school handbook and adhering to deadlines and requirements. Staff will be celebrated in the weekly star, monthly staff meetings, and new social media spotlight. Staff will continue to be supported by way of quarterly luncheons and team building. Staff will continue to be supported by our community partners.	Objective Met 09/20/21	Paula Cook	06/04/2021
Actions					
	10/13/19	review of staff evaluations and need for MIP	Complete 11/01/2019	Rachel Corn	11/01/2019
<i>Notes:</i>					
	10/13/19	Recruitment efforts by attending job fairs	Complete 05/26/2020	Rachel Corn	03/01/2020
<i>Notes:</i> 1/12/2020- currently working on master schedule to assess what kind of staff will be needed for next year. Next step is to receive course cards and then ADM from district.					
	10/13/19	Evaluation cycle created and assigned	Complete 05/26/2020	Rachel Corn	06/01/2020

	<i>Notes:</i> 1/12/20 - this is assigned and being revamped due to administrative change.			
10/13/19	Weekly shout outs to celebrate staff	Complete 05/26/2020	Rachel Corn	06/01/2020
	<i>Notes:</i> 1/12/20 - weekly star used every week to celebrate staff. Staff meetings used to do "top chef" and "sous chef" awards. Early release days are used for staff luncheons and fellowship.			
10/13/19	Monthly staff recognition	Complete 05/26/2020	Rachel Corn	06/01/2020
	<i>Notes:</i> 1/12/20 - Each month staff members are recognized by admin as "top chef" and then by colleagues as "sous chefs".			
9/23/20	Create Celebration Committee of school based staff members.	Complete 09/01/2020	Melody Lee	08/28/2020
	<i>Notes:</i>			
9/20/21	Create strategic hiring team for reviewing applications and setting up interview panels.	Complete 05/11/2021	Paula Cook	05/11/2021
	<i>Notes:</i>			
1/12/21	Train ILT members on using the ILT rubric as it pertains to this time of remote learning.	Complete 10/09/2020	Kimberli Darling	05/28/2021
	<i>Notes:</i> * CIA members completed training to create "remote teacher desktop" examples. (October 2020)			
9/23/20	Review of staff evaluations and need for additional PD or intervention.	Complete 06/04/2021	Paula Cook	06/04/2021
	<i>Notes:</i>			
9/23/20	Monthly staff recognition.	Complete 06/04/2021	Lori Draper-Rondo	06/04/2021
	<i>Notes:</i> There has been a greater focus on teacher retention. We have the beginning teacher support program that meets monthly. New teacher welcome packages were distributed in December to everyone who is new to the school. Each staff member received a teacher appreciation gift through the church partnership. Staff Retention/Appreciation Workrooms were supplied with goodies for teachers and staff Welcome back reception at the entrances Call in contest activities for staff morale Communion First Friday Food Truck on PD day 3/12/21 Send off for long time staff member (TW) Work hours adjusted for staff with duties to address duty-free lunch			
Implementation:		09/20/2021		
Evidence	8/31/2021			

<i>Experience</i>	8/31/2021			
<i>Sustainability</i>	8/31/2021			

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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!	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
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<i>Initial Assessment:</i>	<p>The school is committed to reaching out to families throughout the school year, but struggles getting families involved. Communication is provided to families regularly through ConnectEd messages, parent-teacher communications, Open Houses, and Curriculum/Family Nights. At the start of the 2021-2022 school year we have a new CIS coordinator, Ms. Randolph who will assist in bridging the gap between the school and the community/parents.</p>			Limited Development 09/02/2021		
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<i>How it will look when fully met:</i>	<p>When fully met, all families are involved in some way supporting their student's academics. Parents are at school on a regular basis having positive conversations with our staff and helping to support their students' behaviors in the classroom. We have not had any lock downs due to the involvement and inclusion of our family and community members in supporting the safety of our school. Parents understand their role in ensuring students are completing homework and reading regularly.</p>				Samantha Bauguss	06/07/2022
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Actions				4 of 11 (36%)		
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9/28/21	During Freshman Orientation we collected information cards from parents to ensure we have accurate contact information for future events.	Complete 08/19/2021	Samantha Bauguss	08/19/2021
<i>Notes:</i>				
9/28/21	During the Senior Meeting we collected information cards from parents to ensure we have accurate contact information for future events.	Complete 08/20/2021	Samantha Bauguss	08/20/2021
<i>Notes:</i>				
9/28/21	During Open House we collected information cards from parents to ensure we have accurate contact information for future events.	Complete 08/21/2021	Samantha Bauguss	08/21/2021

<i>Notes:</i>				
9/28/21	During 6th Grade Orientation we collected information cards from parents to ensure we have accurate contact information for future events.	Complete 08/23/2021	Samantha Bauguss	08/23/2021
<i>Notes:</i>				
9/28/21	We will implement the app Talking Points to provide another form of communication between our staff and parents.		Samantha Bauguss	01/20/2022
<i>Notes:</i>				
9/29/21	We will implement culturally relevant events to celebrate the diversity of our Student Body (ie. Hispanic Heritage Month & Black History Month). These events will not only engage our students but our parents as well.		Samantha Bauguss	03/31/2022
<i>Notes:</i> National Hispanic Heritage Month Celebration (events from 9/15-10/15/2022) to recognize and celebrate our Hispanic and Latin students who make up +60% of our student body. Black History Month Celebration (events from 2/1 - 2/28/2022) to recognize and celebrate or African American students who make up the second largest number of the student body. All cultures including Asian, African will be included during our cultural events.				
9/29/21	Host Family Curriculum Nights to engage students and their families in activities and workshops that cover ELA, Math, Science and Social Studies.		Samantha Bauguss	05/30/2022
<i>Notes:</i> Curriculum Night host in Nov. 2021, Mar. 2022 & May 2022				
9/29/21	Student Recognition and Rewards to celebrate the accomplishments of students who are progressing academically, socially and behaviorally.		Lori Draper-Rondo	06/08/2022
<i>Notes:</i> Awards Programs for students and their families, including but not limited to promotion and graduation				
9/29/21	Dining for Dollars Family Nights held at local eateries for students, their families and staff to meet up and dine with one another and support school fundraising.		Samantha Bauguss	06/08/2022
<i>Notes:</i>				
9/29/21	We will host Parent Town Hall Meetings to update parents on what is going on at Cochrane Collegiate Academy but also to provide a space for parents to share ideas they may have to assist in their student's education.		Samantha Bauguss	06/08/2022
<i>Notes:</i> Students and their families will be invited to join us via zoom quarterly to learn about the great things that are happening at CCA.				

9/28/21

We will utilize ConnectEd Messages to deliver important School Announcements to our families on a weekly basis to ensure they are aware how they can get involved.

Samantha Bauguss

06/08/2022

Notes: