

Comprehensive Progress Report

Mission: We make what seems impossible possible by changing lives one day at a time. Our vision is to provide an alternative educational environment for at-risk students in grades 6-12 with a focus on rigor, relationships, and results.

Vision:

Goals:

Every student in ECPPS will graduate from high school prepared for work, further education, and citizenship.

Every student in ECPPS will have a personalized education.

In ECPPS, every student, every day will have excellent educators.

ECPPS will have up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Every student in ECPPS will be healthy, safe, and responsible.



! = Past Due Actions

KEY = Key Indicator

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>		Last year, the district held monthly meeting with each of the core subjects in order to generate a common pacing guide. This year the meetings will focus on develop Focus Learning lesson plans to assure coverage of the standards mapped out last year.	Limited Development 09/08/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers working in content/grade level instruction teams across the district will implement working Curriculum maps and instructional pacing guides as a tool for instruction. They will engage in PLCs and utilize their planning time and the learning focused framework to create engaging lesson that meet the need of all students. The will assesses the lesson based on rigor, relevance and engagement.	Objective Met 10/24/17	Ainslie Jones	06/09/2017
Action(s)	Created Date				
1	10/13/16	Content area teams will continue to work on curriculum mapping, pacing guides. and unpacking content standards at the district instructional team meetings.	Complete 06/09/2017	District Member	06/09/2017
<i>Notes:</i> Teachers will participate in the district level instructional team meetings and school level PLCs.					
<i>Implementation:</i>			10/24/2017		
<i>Evidence</i>	10/24/2017	10/24/2017: Central Office -- Instructional teams should have a copy of their schedule and letters of feedback			
<i>Experience</i>	10/24/2017	10/24/2017: Instructional teams from central office visited the classrooms at least one time each semester and provided feedback to the principal.			
<i>Sustainability</i>	10/24/2017	10/24/2017: Instructional teams from central office will continue to visit the classrooms. This year we hope to have feedback given to the teachers.			

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>		As a district, we are implementing Learning Focus to insure that the standards are being covered in a meaningful and engaging format. All teachers will be incorporating tiered vocabulary within their units. The high school teachers are utilizing Ladders to Success which provides a tiered approach to elevating the reading scores of students in grades 9-12. The middle school is uses an online reading program (Read 180) to boost reading levels for students in grades 6-8. In addition the middle school students will be utilizing the Ladders to Success workbooks to provide a tiered approach to increasing their reading skills.	Limited Development 09/08/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		H.L. Trigg will create an environment conducive to learning for all students by treating them as individuals. Teachers will modify instruction to meet the learning styles of a diverse student population using best practices for students in poverty and the learning focused framework. Teachers will use data to facilitate instruction and implement MTSS/PBIS to help support students with their academic and behavioral issues.	Objective Met 10/24/17	Marcus White	06/09/2017
Action(s)	Created Date				
1	10/13/16	Teachers will work in PLCs to implement best practices and the learning focused strategies.	Complete 10/31/2016	Ainslie Jones	10/31/2016
		<i>Notes:</i> Teachers meet in school level PLCs (middle and high) two times a month with Principal to work on implementation of learning focused strategies and analyze data.			
2	10/13/16	Monthly SAT meeting to look at school wide MTSS/PBIS strategies and data.	Complete 06/09/2017	Marcus White	06/09/2017
		<i>Notes:</i> New MTSS/PBIS team members added from both middle school and high school. Mr. White is on the district level MTSS/PBIS team.			
<i>Implementation:</i>			10/24/2017		
<i>Evidence</i>		10/24/2017 10/24/2017: The school counselor has the tiered instructional maps for each student in his office.			

Experience		10/24/2017 9/20/2017: The school counselor and principal worked throughout the year to ensure that all students had a tiered instructional map. Teachers then used this information to help the students meet their goals while maintaining the district requirements.			
Sustainability		10/24/2017 10/24/2017: We will continue to incorporate the tiered instructional maps for the students while maintaining the district's teaching requirements.			
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:		Being an alternative school, our student - teacher ratio tends to be smaller than the ratios found at regular schools. As a result, we are very aware of the needs and behaviors of our students. This close relationship allows us to utilize a variety of strategies when attempting to redirect student behaviors. Our school counselor hosts individual, group, and class sessions dealing with problems unique to that group or he will focus on topics that the staff feels needs to be covered.	Limited Development 09/08/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Staff will understand and utilize the MTSS/PBIS framework to meet the social/emotional needs of the students and be able to refer them to the appropriate personnel for additional support.	Objective Met 03/09/17	Marcus White	12/16/2016
Action(s)	Created Date				
1	10/13/16	Guidance counselor will work with teachers and help them to understand the MTSS/PBIS framework in order for them to utilize the framework with the students.	Complete 03/09/2017	Marcus White	12/16/2016
		<i>Notes:</i> Mr. White will share information with staff from the district level MTSS/PBIS training and oversee the implementation school wide.			
2	10/13/16	Guidance counselor will have weekly group counseling sessions with students on various social/emotional issues.	Complete 10/28/2016	Marcus White	10/28/2016

Notes: Schedule to be set up with counselor and teachers.

Implementation:		03/09/2017		
Evidence	3/9/2017 MTSS pyramid Group counseling Agendas			
Experience	3/9/2017 MTSS/PBIS committees met to discuss differentiated support. Students and staff gained valuable information about student support as it relates to behaviors and academics.			
Sustainability	3/9/2017 Mr. White will continue to view MTSS training modules and report back to committees			

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
Initial Assessment:		The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director, and District Instructional Coaches.	Limited Development 09/08/2016		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		To provide an interconnected system of leadership that will have a profound impact on student learning.	Objective Met 10/24/17	District Member	06/06/2017
Action(s)	Created Date				
1	10/13/16	Provide leadership PLC for school level teams.	Complete 06/09/2017	District Member	06/09/2017
		<i>Notes:</i>			
2	10/13/16	Review school plans and provide coaching feedback.	Complete 06/09/2017	District Member	06/09/2017
		<i>Notes:</i>			
3	10/13/16	Meet with Low Performing School Improvement Teams and provide coaching feedback.	Complete 06/09/2017	District Member	06/09/2017
		<i>Notes:</i>			
Implementation:			10/24/2017		
Evidence		10/24/2017 10/24/2017: Central Office -- Instructional teams should have schedules and feedback letters.			
Experience		10/24/2017 10/24/2017: Instructional teams were to visit each school and give constructive and helpful feedback so teachers would be able to provide better lessons.			
Sustainability		10/24/2017 10/24/2017: Instructional teams need to give constructive and helpful feedback so teachers will be able to provide better lessons.			

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
Initial Assessment:		While the district selects the Instructional Specialists, each school establishes its own School Improvement Team which is comprised of the principal, teachers, and parents. This year the district has implemented IndiStar to help schools work toward goals which will improve the learning environment. As a result, we will be meeting twice a month.	Limited Development 09/08/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The School Improvement Team will serve as the Leadership Team. It will consist of the principal, teachers who lead the Instructional team and other professional staff who meet twice a month to review implementation of effective practices.	Objective Met 10/13/16	Ainslie Jones	09/30/2016
Action(s)	Created Date				
1	10/13/16	The staff will elect members to serve on the school improvement team which will act as the leadership team for the school.	Complete 09/30/2016	Ainslie Jones	09/30/2016
<i>Notes:</i> The school voted on the members of the school improvement team.					
Implementation:			10/13/2016		
Evidence		10/13/2016 Tally of the secret ballot has been added to the paper copy of the plan.			
Experience		10/13/2016 The members of the staff voted on the teachers to serve on the School Improvement Team by secret ballot and then the information was shared at a staff meeting.			
Sustainability		10/13/2016 None.			

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>		The Principal will determine the instructional planning times for the teachers based on middle school team concept and high school on cross-curriculum subjects (English-history, math-business, science-health/PE). The PLC teams will meet twice a month and maintain documentation of the meetings.	Limited Development 09/22/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The Principal will work with the Counselor to determine the instructional planning times for each teacher. The Principal will also establish a common time for the middle and high school teams to collaborate based on inter-related content. The Principal will also establish PLCs, one for middle school and one for high school, which will meet bi-monthly and will document their meetings.	Objective Met 10/24/17	Ainslie Jones	10/31/2016
Action(s)	Created Date				
1	10/11/16	Principal and Counselor will establish instructional planning times for each teacher.	Complete 08/26/2016	Ainslie Jones	08/26/2016
		<i>Notes:</i> Based on teacher's licensure and student needs, the semester/yearly course options will be determined as well as the instructional planning times.			
2	10/11/16	The Principal will establish a common planning time for middle school teachers. The Principal will establish a common planning time for high school teachers based on inter-related content.	Complete 08/26/2016	Ainslie Jones	08/26/2016
		<i>Notes:</i> The Principal needs to make sure that all of the middle school teachers have a common planning time. The Principal needs to make sure that the high school planning times are based on inter-related content.			
3	10/11/16	The Principal will establish PLCs for middle and high school to meet bi-monthly.	Complete 10/28/2016	Ainslie Jones	10/31/2016
		<i>Notes:</i> The Principal will establish the PLCs for middle and high school. The Principal will ensure that bi-monthly meetings are occurring.			

4	10/11/16	<p>The middle school team will select a recorder to document the bi-monthly meetings.</p> <p>The team will share their outcomes with the School Improvement Team.</p> <p>The recorder will ensure that the school calendar notes the dates and ti</p>	Complete 10/28/2016	Linda Davis	10/31/2016
		<p><i>Notes:</i> Recorder will update the school calendar to reflect the dates and times of all meetings.</p> <p>Recorder will make a bi-monthly report to the School Improvement Team using their minutes.</p>			
5	10/11/16	<p>The high school team will select a recorder to document the bi-monthly meetings.</p> <p>The team will share their outcomes with the School Improvement Team.</p> <p>The recorder will ensure that the school calendar notes the dates and ti</p>	Complete 10/28/2016	Kristie Powell	10/31/2016
		<p><i>Notes:</i> Recorder will ensure that the school calendar is up-to-date with the dates and times of all meetings.</p> <p>Recorder will share the outcomes of the meetings bi-monthly with the School Improvement Team.</p>			
Implementation:			10/24/2017		
Evidence		<p>10/24/2017</p> <p>10/24/2017: The office has teacher schedules.</p>			
Experience		<p>10/24/2017</p> <p>10/24/2017: The principal has set up planning periods so that middle school has a common time. For the high school, she grouped English and history together, mathematics and science together, and the elective classes together.</p>			
Sustainability		<p>10/24/2017</p> <p>10/24/2017: Having a common planning time is helpful for discussing individual students, having cross-curriculum projects, and peer assistance with the Learning Focus formats.</p>			

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>		Principal does all formal and informal instructional evaluations as mandated by the state and district and gives feedback in a timely manner. In addition administration will be using the Learning Focused classroom checklist to provide teachers with more constructive feedback..	Limited Development 09/22/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The principal will regularly visit classrooms and provide constructive feedback using the Learning Focused checklist and the NECESS evaluation process. Principal will also meet with PLCs to provide content/grade level feedback. Written documentation will be shared in a timely manner.	Objective Met 10/24/17	Ainslie Jones	06/09/2017
Action(s)	Created Date				
1	10/13/16	Principal will conduct informal walk-throughs on a regular basis for all teachers.	Complete 05/17/2017	Ainslie Jones	12/30/2016
		<i>Notes:</i>			
2	10/13/16	Principal will create a formal observation schedule.	Complete 09/30/2016	Ainslie Jones	09/30/2016
		<i>Notes:</i> Observation schedule created.			
<i>Implementation:</i>			10/24/2017		
<i>Evidence</i>	10/24/2017 10/24/2017:	The principal has this information in her office			
<i>Experience</i>	10/24/2017 9/20/2017:	The principal made bi-monthly informal walk-through assessments using the Learning Focused checklists.			
<i>Sustainability</i>	10/24/2017 10/24/2017:	The principal will continue to use the Learning Focused checklists to provide feedback to teachers. We are going to try to have the forms put in Google Docs for easier access and usage.			

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 School Improvement Team regularly looks at school performance data and will begin looking at aggregated classroom data using the Learning Focused checklist.	Limited Development 09/22/2016		
<i>How it will look when fully met:</i>			Teachers will be provided with school wide performance data and aggregated classroom observation data to analyze and determine the needs of their students, drive instruction and determine professional development.		Ainslie Jones	06/09/2017
Action(s)	Created Date			0 of 2 (0%)		
1	10/13/16	The SIT will determine professional development needs based on the school wide data. Data sources will include benchmarks, teacher walk-throughs, teacher survey data and EVAAS data.			David Mair	12/31/2016
<i>Notes:</i> Teacher will analyze school wide data and share information with School Improvement Team and staff.						
2	10/13/16	The LEA will provide grade/subject specific professional development based on need.			District Team	06/06/2017
<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>			The district currently offers a \$1000.00 interest free loan to all new hires. The district also offered \$1000.00 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.	Limited Development 09/22/2016		
<i>How it will look when fully met:</i>			To recruit and retain highly quality staff for ECPPS		District Member	06/30/2017
Action(s)	Created Date			1 of 3 (33%)		
1	10/13/16	Move toward offering conditional contracts for hard to fill positions, such as, Math, EC, and Science.			Steve Lassiter	06/30/2017
<i>Notes:</i>						

2	10/13/16	The principal will assign appropriate mentors to new teachers and continue to work with all new staff to indoctrinate them in the policies, procedures and school culture at H.L. Trigg.	Complete 10/28/2016	Ainslie Jones	10/28/2016
<i>Notes:</i> At this time all teachers have be at HL Trigg for at least 3 years. None of the staff require mentors nor have the requested one. Whenever a staff member is in need of some help, we assess the need and assign the most proficient colleague to help.					
3	10/13/16	All resources within the district and outside will be utilized to find and hire the best staff possible.		Ainslie Jones	06/30/2017
<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>			Parent involvement is a key component to student success and we will work on putting parent curriculum resources together to be available to all our parents as part of the enrollment packet.	Limited Development 09/22/2016		
<i>How it will look when fully met:</i>			The school will maintain the current modes of communication as well as add a quarterly newsletter for parents with information on how to help their students with academic, social and post-secondary planning.		Marcus White	11/23/2016
Action(s)	Created Date			0 of 1 (0%)		
1	10/13/16	Guidance counselor with staff input will create a quarterly newsletter for parents.			Marcus White	11/18/2016
<i>Notes:</i> Request a daily reminder for the last two weeks so the project will be ready for printing on time						