

## Comprehensive Progress Report

**Mission:** Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever-changing and diverse world. Mission: Cedar Ridge High School will strive to create respectful, confident, and capable citizens who will continue to learn, serve, compete and contribute to an ever-changing global society. Cedar Ridge High School is committed to: • Ensuring a safe, orderly, and respectful learning environment • Providing equal educational opportunities for all • Establishing a cooperative relationship between community, home, and school We believe in the development of each student by: • Modeling lifelong learning • Engaging students in quality work • Providing and using current technology • Having resources available as needed  
**Vision:** Cedar Ridge High School fosters a technology-rich environment where all students utilize 21st-century skills to reach their full potential.

**Vision:**

**Goals:**

OCS GOAL 1: Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers. OCS Goal 2: Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community. OCS Goal 3: Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students. OCS Goal 4: Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students. OCS Goal 5: Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.



! = Past Due Objectives

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>		Many departments and PLC's have identified priority standards and have created Common Formative Assessments. Data use is mainly for determining student's strengths and weaknesses as well as levels of proficiency.	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		Many departments and PLC's have identified priority standards and have created Common Formative Assessments. We have to work on ensuring every content area creates Common Formative Assessments. We are also working on ensuring single subject areas (CTE and Cultural Arts) have support in creating assessments. All courses will have curriculum maps with priority standards identified, as well as common formative assessments, that clearly align with standards. We will use data use to determine student's strengths and weaknesses as well as levels of proficiency. We will use Common Formative Assessments to answer the 4 critical questions of learning. We will answer these questions in department and inter department PLC's. We are going to focus on learning not only from the people in our department but people in the entire school.		Ryan Faubert	05/31/2019
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	9/21/17	With the help of department chairs, we will determine the exact courses that do not have curriculum maps or Common Formative Assessments. We will create a spreadsheet with this data to move forward.		Intisar Hamidullah	10/01/2018
<i>Notes:</i> By Oct 1, we will have a list of courses that do not have any CFA's.					
	9/13/17	Research other schools and districts for curriculum maps for subjects where Orange County Schools' teachers or staff have not created them. Ask curriculum coaches to work with these PLC's to modify these maps so that they mimic the maps and Power Standards that have already been created in other PLC.'s		Kevin Bowman	11/05/2018
<i>Notes:</i>					
	9/21/17	Work with district level curriculum coaches to determine the Power Standards and organization of units with any PLC that does not already have this in place.		Kevin Bowman	11/05/2018
<i>Notes:</i> Modified curriculum maps will provide evidence.					

9/28/18	Request CFA's from each course with the data analysis breakdown		Intisar Hamidullah	01/18/2019
<i>Notes:</i>				
9/28/18	Each PLC coach will discuss the strengths and areas for improvement with each data analysis breakdown		Intisar Hamidullah	01/18/2019
<i>Notes:</i>				
9/14/17	Have every PLC submit a description of how they have used their curriculum maps in order to determine Common Formative Assessments. If Common Formative Assessments have not been created, members of the PLC will do so using the data from the 17-18 EOC's or North Carolina Final Exams to determine the standards that should be assessed by the CFA to match that of the end of course/ year assessment.		Kevin Bowman	01/26/2019
<i>Notes:</i>				

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>		Training for this indicator is currently being delivered by the district. Cedar Ridge has a team assigned to implement the tiered instructional system, beginning this school year with core instruction. This will be our next area of focus.	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		All teachers will utilize the tools established by the team to ensure that students receive instruction that is differentiated in order to master key concepts and objectives. The MTSS team will create, display and internalize a PBIS matrix. We will apply for NC State Recognition after administering the TFI 3 times this school year. We will have a fully functioning SST team to support targeted students in Tier 2 and Tier 3. We will set up a system to meet with the team every 4-6 weeks. We will progress monitor student progress by sending weekly google forms for people to document student progress. In addition to working with parents we will also work with parents to encourage and solicit parental support. By the end of the year staff will be able to articulate what MTSS looks like across all tiers at CRHS. We intend on successfully using interventions with students so they exhibit, internalize and practice academically and socially school appropriate behaviors.		Intisar Hamidullah	05/31/2019
<b>Actions</b>			<b>0 of 10 (0%)</b>		
	9/29/18	During our first back to school PD we will build staff awareness around the basic components of MTSS		Intisar Hamidullah	08/27/2018
<i>Notes:</i>					
	9/29/18	The MTSS team will work with staff, students and families to publish and create a PBIS matrix for CRHS		Intisar Hamidullah	12/01/2018
<i>Notes:</i>					
	9/29/18	We will administer the TFI to students and staff 3 times during the 2018-2019 school year		Intisar Hamidullah	06/19/2019
<i>Notes:</i>					
	9/29/18	The MTSS team will take the SAM twice a year to assess our readiness of implementation for MTSS		Intisar Hamidullah	06/19/2019
<i>Notes:</i>					

9/29/18	The MTSS team will create an Intervention Matrix. The intervention matrix will establish guidelines for providing academic and behavioral interventions at CRHS		Intisar Hamidullah	06/19/2019
<i>Notes:</i>				
9/29/18	The SST will meet to provide interventions to all repeat 9th graders and off cohort juniors.		Intisar Hamidullah	06/19/2019
<i>Notes:</i>				
9/29/18	During monthly academic and behavioral MTSS meetings we will review academic, behavioral and attendance data for our targeted students.		Intisar Hamidullah	06/19/2019
<i>Notes:</i>				
9/29/18	By the end of the school year, CRHS staff will be able to articulate what we do at CRHS for students in Tier 2 and Tier 3 in the areas of behavior and academics.		Intisar Hamidullah	06/19/2019
<i>Notes:</i>				
9/29/18	During each department and school leadership meeting a member of the MTSS team will share information and progress of the MTSS committee.		Intisar Hamidullah	06/19/2019
<i>Notes:</i>				
9/29/18	The MTSS team will analyze, administer and discuss belief survey data. We will share and discuss with the staff. We will administer the Belief survey at the beginning and end of the school year.		Intisar Hamidullah	06/19/2019
<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
<b>Initial Assessment:</b>		Teachers and parent members agree that CRHS provides some level of implementation in attentiveness to the emotional states of students using the following evidence: 504/, teacher/specialist/counselor evaluations, social worker referrals, SST, action plans, 9th grade transition plan and restorative justice practice in some classrooms.  Artifacts from last year: <a href="https://docs.google.com/document/d/1EbjH_nvX-tab8fuid4RI_S7liGsbe_bF-XdAysJ0lw/edit?usp=sharing">https://docs.google.com/document/d/1EbjH_nvX-tab8fuid4RI_S7liGsbe_bF-XdAysJ0lw/edit?usp=sharing</a>	Limited Development 09/13/2017		
<b>How it will look when fully met:</b>		Seminar, service and inclusion-oriented clubs, whole-person wellness program, professional development incorporated into monthly faculty meetings, Lunch TIME sessions, and a clearly defined Student Support Services referral process will create teacher awareness of students' emotional states, empower teachers to support students' emotional wellness, and make clear how and when to refer students to Student Support Services when necessary.		Jessie Hunt	05/31/2019
<b>Actions</b>			<b>0 of 9 (0%)</b>		
	9/13/17	Collect data from "How do you feel?" survey (Google Form).		Jessie Hunt	10/31/2017
	<i>Notes:</i>				
	9/13/17	Use data from surveys to research appropriate programs/speakers, address a budget need and organize logistics.		Suzanne Blankfard	11/30/2017
	<i>Notes:</i>				
	9/13/17	Hold professional development sessions with emphasis on identifying emotional states of students, establishing trust in the school community and addressing adolescent issues (ie cyber bullying) with role playing activities		Sarah Kittrell	01/31/2018
	<i>Notes:</i>				
	9/13/17	Develop guiding tools and resources as follow up to professional development.		Jessie Hunt	02/28/2018
	<i>Notes:</i>				
	9/13/17	Distribute appropriate tools and resources to further follow up, potentially in seminar sessions		Chris Lappa	03/30/2018
	<i>Notes:</i>				

9/13/17	Conduct and evaluate end of the year "How do you feel?" Survey (google form)			Jessie Hunt	05/31/2018		
<i>Notes:</i>							
9/16/18	Monthly wellness program challenges			Jessie Hunt	05/31/2019		
<i>Notes:</i>							
9/16/18	Monthly staff meeting "mini-PD" sessions from student Support Services			Jessie Hunt	05/31/2019		
<i>Notes:</i>							
9/16/18	Create streamlined referral process with MTSS			Jessie Hunt	05/31/2019		
<i>Notes:</i>							
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		CRHS has developed a strong 8th to 9th grade transition program. We currently hold parent meetings at the start of the year delivered by our counseling department for each separate grade level to discuss what students and parents can expect in their current grade level. We will start these meetings and transitions in the Spring this year to better prepare students and parents.			Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		There will be vertical alignment meetings held in order to create a set of skills that should be taught at each grade level.				<b>Heather Blackmon</b>	<b>06/12/2018</b>
<i>Actions</i>							
<i>Notes:</i>							

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>					
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>					
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The district is in a constant state of implementing ideas to improve the Orange County Schools.			Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		Central Office Staff, Principals, and Teachers would be able to meet in order to plan better instruction for our students.				<b>Heather Blackmon</b>	<b>09/03/2018</b>
<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
<b>Initial Assessment:</b>		This is the first year that we are working through a system of teams, supervised by the principal, all of which will review and update the School Improvement Plan. Our instructional design team, instructional support team (MTSS), School Improvement Team, and Department Chairs consist of a large number of teacher leaders from around the building. Using the professional development provided by the district, we will begin to make crosswalks for teams to work as one.	Limited Development 09/13/2017		
<b>How it will look when fully met:</b>		All teams will focus on the best practices and action steps in the School Improvement plan, and will contribute to evidences collected on each indicator. They will then help create additional action steps for the next indicator.		Heather Blackmon	12/20/2018
<b>Actions</b>					
Notes:					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
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
<b>Initial Assessment:</b>		The school currently works through a system of individual PLC's for instructional planning. We will continue to work as a school to develop a schedule that will provide time within the school day for common planning among all teams. Duties are assigned by administration.	Limited Development 09/13/2017		
<b>How it will look when fully met:</b>		All teachers' and teams' roles will be clearly defined, and they will be carried out with a clear expectation from their peers and the administration.		Lucas Paulsen	06/21/2018
<b>Actions</b>					
Notes:					



<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
KEY	B3.03	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The principal completes about 1/4 of the observations of teachers. The others are completed by Assistant Principals. It is difficult to provide specific feedback on the current evaluation instrument. Our team uses both formal and walk through evaluations in order to provide specific feedback to teachers.	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		All teachers will be observed at least once by the Principal. Specific feedback would be provided to teachers along with suggestions for improvement. This could then be monitored for the next observation of the teacher.		<b>Heather Blackmon</b>	<b>07/27/2018</b>
<b>Actions</b>					
Notes:					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
KEY	C2.01	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We currently offer professional development as a "one size fits all." A group of teachers are currently creating a list of areas where teachers want more professional development. We are working toward differentiated professional development for all teachers.	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		We would like to build teacher leadership by allowing them to facilitate professional development in areas they are knowledgeable and passionate. We will offer Lunch and Learn and after school opportunities for teachers to share and learn from one another. If teachers attend PD they will present to the staff when they return.		<b>Heather Witherspoon</b>	<b>06/07/2019</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/29/18	Create and administer a PD needs survey		Heather Witherspoon	11/01/2018
Notes:					
	9/29/18	Create, schedule and deliver PD based on needs and requests of the staff		Heather Witherspoon	06/19/2019

Notes:

9/29/18 Work with Department Chairs on deciding who can facilitate different PD offerings.

Heather Witherspoon

11/01/2019

Notes:

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
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>		As a school, we currently select a teacher of the month, and support staff member of the month. These are awarded at faculty meetings. We also recognize teachers for accomplishments both in and outside the school. We assign mentors and buddies for new teachers in order to make our "on boarding" process a better one for our new employees.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		Teachers in search of employment would consider Cedar Ridge as the most desirable in the area, and the only teacher turnover we would see was that of retirees.		Latoia Valentine	06/22/2018
<b>Actions</b>					
Notes:					

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>				
<b>Effective Practice:</b>		<b>Family Engagement</b>				
!	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>		Weekly phone call, web site information, 9th Grade Parent evening, Guidance Grade Level Meetings, College/Career Night Info Night (FAFSA, NCAA Athletics, etc), Face-to-Face, Open House, IB Exhibition Current options focused on informational purposes, but events are isolated and disconnected, passive in nature --- > evolve to give parents more opportunities to effect change.	Limited Development 09/13/2017			
<i>How it will look when fully met:</i>		Parents will have regular and direct communication with ALL teachers regarding their child's class curriculum.		Doug Buchacek	09/25/2017	
<b>Actions</b>			<b>3 of 4 (75%)</b>			
	9/13/17	Laura Eastwood will create a draft of questions for the rest of the group to consider.	Complete 10/02/2017	Laura Eastwood	09/25/2017	

<i>Notes:</i>				
9/13/17	Read through sample surveys/drafts and develop list of questions that are appropriate for discussion.	Complete 11/06/2017	All group members	11/06/2017
<i>Notes:</i>				
9/13/17	Answer questions below about survey distribution. Questions: Sunday message email: can we access this listserv for purposes of distributing the survey? Can we post it on the Cedar Ridge Web Site? Can we advertise this via connect ed/sunday phone call? If yes, Spanish translation?	Complete 12/04/2017	Doug Buchacek	11/06/2017
<i>Notes:</i>				
9/13/17	Consult with Guidance about current outreach to parents and data benchmarks they have.		Volodymyr Babchenko	11/06/2017
<i>Notes:</i>				