

## Comprehensive Progress Report

**Mission:** We believe R.E.A.L. panthers show RESPECT by being honest and kind to our campus and to all students, all adults, and ourselves; will EXPLORE by being ready to learn with materials and supplies and with a willingness to try; will ACHIEVE success by creating a safe environment with our actions and choices; and will LEAD by helping and serving others in our learning and our school work.

**Vision:** We pledge to create R.E.A.L. panthers.

**Goals:**



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Cabot Middle School South consists of various leadership teams comprised of student leaders, teachers, support staff from within the school, administration, parents and community member. However, the composition of the teams changes from one school year to the next based on changes within the faculty, student body, and community sponsors. The functioning leadership teams charged with providing input on the operations and policy making for the school for the 2015-2016 school year are listed below: Leadership Team Student Leadership Team Deep Knowledge Team Stakeholders	Limited Development 12/16/2015		
<i>How it will look when fully met:</i>		When this objective if fully developed, each of the leadership teams will have a team charter which lists the duties and responsibilities of the team and expectations when faced with decision-making objectives. The teams will have a specific meeting time established in advance and placed on the school's operating calendar for the given school year. For the 2016-2017 school year, the Leadership Team has decided not to address this indicator at this time.	<b>Objective Met</b>	<b>Casey Hanna</b>	<b>02/02/2016</b>
Action(s)	Created Date		2 of 2 (100%)		
2	3/21/16	Established times were set for subject level teams to meet to discuss curriculum progression, interventions, and/or new methods of instruction. SLMs will meet one time per week for approximately 50 minutes.	Complete 08/17/2015	Georgia Chastain	05/25/2016
<i>Notes:</i>					
4	3/21/16	Team charters have been established for all subject level teams, leadership team, and the Deep Knowledge Team.	Complete 01/12/2016	Georgia Chastain	08/31/2015
<i>Notes:</i>					

ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		CMSS is at limited development for this indicator. As a building all of our professional learning communities (PLCs) use the same agenda for their meetings except the essentials team and various leadership teams. The subject level teams and instructional teams all use the same agenda. The other teams will discuss and develop an agenda for their meetings and get those to Tonya Choate, process manager.	Limited Development 10/30/2014		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		At CMSS for the school year 2016-2017, a common agenda has been created by Casey Hanna, building principal. The agenda was shared with all subject level teams, grade level teams, and professional learning communities. All teams and PLC's will then share their agendas/minutes into a digital folder. Ms. Hanna will leave any comments necessary to help guide the teams. This indicator will be met when all teams and PLC's have shared their agendas/minutes to the folder, the agenda's have been reviewed for any clarifications or questions, and they a hard copy has been filed.	<b>Objective Met 03/31/17</b>	<b>Megan Aitchison</b>	<b>02/01/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	11/30/16	Ms. Hanna, building principal will create a common agenda and share it with teams and PLC's to use and record their minutes.	Complete 09/19/2016	Casey Hanna	09/19/2016
		<i>Notes:</i> Ms. Hanna , building principal, created and shared with the teams and PLC's a common agenda.			
2	11/30/16	Ms. Jones, building assistant principal, will create a digital folder in which all teams and PLC's will upload and share their agendas to.	Complete 09/19/2016	Meredith Jones	09/19/2016
		<i>Notes:</i> Digital folders were created for all teams and PLC's to upload agendas and minutes to.			
3	11/30/16	Agendas/minutes uploaded and shared onto the digital folder will be reviewed by Ms. Hanna.	Complete 03/29/2017	Casey Hanna	12/16/2016
		<i>Notes:</i> Some agendas/minutes have been uploaded and shared to digital folder.			
4	11/30/16	Hard copies of agendas and minutes will be collected and filed by Megan Aitchison, process manager.	Complete 03/29/2017	Megan Aitchison	01/27/2017
		<i>Notes:</i> At this time, hard copies have not been filed. 11/30/16			
<b>Implementation:</b>			03/31/2017		

<p><b><i>Evidence</i></b></p>	<p>3/20/2015 Evidence is gathered and saved in a binder and electronically.</p> <p>3/31/2017 Teams/plc's have kept in a shared folder with Ms. Hanna their agendas of meetings. Ms. Aitchison has collected the agendas and filed them.</p>			
<p><b><i>Experience</i></b></p>	<p>3/20/2015 Because the Professional Learning Communities at CMSS operate by a developed and approved set of by-laws and/or a charter, this experience was met easily with simple modifications to update the charter or by-laws.</p> <p>3/31/2017 The experience was helpful in knowing what teams/plc's focus goals were.</p>			
<p><b><i>Sustainability</i></b></p>	<p>3/20/2015 Constant monitoring of the charters for the PLCs will occur with each new school year or at other times as needed.</p> <p>3/31/2017 Teams/plc's will continue to use agendas via google drive to keep track of goals and progress.</p>			

!	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Tonya Choate, process manager, has developed an implementation plan for this process and will present it to the leadership team at the meeting on Nov. 3, 2014	No Development 10/30/2014		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		An implementation plan has been designed which contains meeting dates, objective/activities to be completed on that day, and the staff involved. This plan has been established and has been followed to guide the work being done on the ASCIP plan for CMSS 2016-2017. Evidence will include ASCIP plan and Leadership Team agendas and minutes.		<b>Megan Aitchison</b>	<b>12/16/2016</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 4 (50%)</b>		
1	1/26/15	Establish an anticipated Implementation Plan for Cabot Middle School South's ACSIP.	Complete 11/17/2014	Tonya Choate	11/17/2014
		<i>Notes:</i> Anticipated Implementation Plan was developed by Tonya Choate, process manager, and was modified to be reviewed by ACSIP team on November 17, 2014.			
2	1/26/15	The anticipated Implementation Plan was presented to ACSIP team for approval on November 19, 2014.	Complete 11/17/2014	Georgia Chastain	12/15/2014
		<i>Notes:</i> No modifications were recommended by ACSIP team on Nov. 19, 2014. Plan will be implemented as documented on the plan.			
3	11/30/15	A new Leadership Team has been formed for the 2016-2017 school year. Changes to the team have been updated in Indistar.		Megan Aitchison	10/01/2016
		<i>Notes:</i>			
4	10/28/15	Team Leadership agendas and minutes will be uploaded and saved on Indistar.		Megan Aitchison	12/16/2016
		<i>Notes:</i> Once the implementation plan has been approved by the administration, it will be presented and implementation will begin.			
<b>Implementation:</b>			03/20/2015		
<b>Evidence</b>		3/20/2015 The plan has been saved and uploaded electronically and in a binder.			

<b><i>Experience</i></b>	3/20/2015 An anticipated implementation plan was developed and presented to the leadership team for approval. Establishing and planning that far ahead with minimal information about Indistar and minimal training was more challenging.			
<b><i>Sustainability</i></b>	3/20/2015 The plan will be reevaluated at the beginning of the 2015-2016 school year.			

ID13		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Cabot Middle School South (CMSS) is currently focusing school improvement efforts on ID13: Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. CMSS recognizes the importance of distributive leadership in decision making and is finding ways to make this possible within a team approach. Professional Learning Communities take place twice a month for instructional teams and content area teams in order to analyze data and collaborate on curricular and instructional planning. A faculty meeting takes place once a month in order to focus on schoolwide matters as well as to meet in school committees. Cabot Public Schools (CPS) developed a professional development plan that allowed for team planning before the school year started. CPS also endorses time out of the classroom throughout the year to extend professional development as in Argument Driven Inquiry or ASPIRE Crosswalk. However, it is very difficult to find a large block of time in intervals of 4-6 hours consistently every month. We have smaller blocks of time in place consistently each month but realize that a larger block of time can lead to a deeper focus in instructional planning.	Limited Development 11/26/2017		
<i>How it will look when fully met:</i>		Teachers at Cabot Middle School South will be provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and improve their standards-based practice. Instructional teams will have organized amounts of time to plan and monitor instruction. Instructional teams will meet for 4-6 hour blocks of time once a month, whole days before and after school, and during other planned meeting formats to develop and refine units of instruction and review student data. Professional development records, meeting minutes, and calendar dates will all be utilized in the documentation of this implementation.		Casey Hanna	05/29/2020
Action(s)	Created Date		4 of 11 (36%)		
1	11/26/17	A Leadership Team will be assembled to promote the school improvement process. This collaborative team will meet twice a month.		Amy Morrow	05/31/2018
Notes: Our leadership team is made up of one teacher from each instructional team on our campus.					

<b>2</b>	11/26/17	Grade level teams will meet once a month during their plan time to analyze student data.		Casey Hanna	05/31/2018
<i>Notes:</i> Minutes from these meetings are shared in a Google document.					
<b>3</b>	11/26/17	Department Professional Learning Communities will meet once a month to plan for instruction and discuss curriculum needs and successes.		Casey Hanna	05/31/2018
<i>Notes:</i> Department PLCs are held in the morning during advisory.					
<b>4</b>	11/26/17	Faculty meetings are held once a month to address school wide issues and meet in various school committees.	<b>Complete 05/31/2018</b>	Casey Hanna	05/31/2018
<i>Notes:</i> Committees include Clubs, Advisory, Spirit, Curb and Building Appeal, and Leadership.					
<b>5</b>	11/27/17	The professional development plan for Cabot Public Schools has 18 hours of team planning in buildings before school starts and 6 hours of embedded collaboration throughout the school year. There is also a day after Christmas break and at the end of the year built into the faculty calendar for teachers to use in the planning process as well.	<b>Complete 05/31/2018</b>	Casey Hanna	05/31/2018
<i>Notes:</i>					
<b>6</b>	11/30/17	All science teachers will participate in Argument Driven Inquiry professional development.		Linda Payne	05/31/2018
<i>Notes:</i> Half day professional development sessions are scheduled intermittently during the year.					
<b>7</b>	11/30/17	Middle school literacy teachers will collaborate for one day to build Edulastic interim assessments.	<b>Complete 05/31/2018</b>	Melanie Duerkop	05/31/2018
<i>Notes:</i>					
<b>8</b>	11/30/17	Math and literacy teachers will collaborate to align state standards with ACT Aspire Performance Level Descriptors. This collaboration will be developed into a document that can be used by teachers to plan future instruction.	<b>Complete 05/31/2018</b>	Rebecca Coda	05/31/2018
<i>Notes:</i>					
<b>9</b>	12/5/17	Teachers will receive a 50 minute plan time each day school is in session.		Casey Hanna	05/31/2018
<i>Notes:</i>					
<b>10</b>	12/5/17	Agendas will be provided electronically or in a hard copy form at all meetings. Minutes from team meetings will be shared via Google Docs to all involved for collaborative revisions.		Casey Hanna	05/31/2018



Notes:

11	4/27/18	The Leadership Team will meet in the summer to plan for the upcoming school year.	Casey Hanna	05/31/2018
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Notes: Summer Leadership Team participated in team building and in planning the Discipline Ladder. They further analyzed test scores.

**Core Function: School Leadership and Decision Making**

**Effective Practice: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

!	IE07	<b>The principal monitors curriculum and classroom instruction regularly. (58)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<i>Initial Assessment:</i>	Data will be gather through classroom walk throughs (CWTs) performed by the administrators at CMSS. Evidence may also include TESS development through formal and informal observations. The Leadership Team for the school year 2016-2017 have decided not to address this indicator at this time.	No Development 10/30/2014		
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<i>How it will look when fully met:</i>	When this indicator is fully met, there will be documentation of the Classroom Walk-Through (CWT) format used by the principal and assistant principals of Cabot Middle School South. This information will be uploaded as evidence. Also, there will be a log provided by the principal and assistant principals that documents when classroom walk-throughs are conducted and to which classes. The Leadership Team for the 2016-2017 school year have decided not to address this indicator at this time.		Casey Hanna	05/20/2016
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 5 (0%)</b>		
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1	3/20/15	Administration has documentation of the classrooms visited during classroom walk throughs (CWTs).		Georgia Chastain	05/01/2015
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Notes: Collect documentation of what administrators will be looking for as they visit the classrooms.

2	3/20/15	Administration has a district-wide template for specific things they are looking for as they conduct classroom walk throughs (CWTs).		Georgia Chastain	05/01/2015
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Notes: Provide a written copy of the template used by administrators.

3	3/20/15	Administrators provide feedback to teachers through email about strengths observed in the classroom and any questions they might have about the lesson observed.		Georgia Chastain	05/01/2015
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Notes:

4	10/28/15	In the 2015-2016 school, the CMSS principal, Georgia Chastain, and assistant principals, Meredith Jones and Mike Nash, will monitor classroom instruction through Classroom Walk-Throughs (CWT). A template is used by the administrators for consistency throughout CMSS.		Georgia Chastain	05/20/2016
		<i>Notes:</i> Mrs. Chastain will provide a template used by the administrators in the CWTs.			
5	11/30/15	The first of the formal and/or informal observations have been completed, artifacts have been uploaded, and post-conferences have been held as needed.		Georgia Chastain	11/20/2015
		<i>Notes:</i>			

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>
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<b>Effective Practice:</b>	<b>Align classroom observations with evaluation criteria and professional development</b>
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!	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Deep Knowledge Team at Cabot Middle School South, after completing the first year of the Arkansas Leadership Academy, is responsible for gathering information through various sources and planning professional development opportunities that help teachers meet the individual needs of the students as well as provide support and new teaching and learning opportunities for teachers as they work toward meeting their professional learning goals.	Limited Development 12/16/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, evidence of differentiation, the focus for CMSS, will be evident in teacher planning and in observable lessons, and student engagement will increase while student frustrations will decrease. The Leadership Team for the 2016-2017 school year have decided not to address this indicator at this time.		Casey Hanna	03/29/2016
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	12/16/15	The Deep Knowledge Team met in August, 2015 to plan 6 embedded professional development opportunities that would support the school goal of differentiating instruction to meet the needs of all students.		Georgia Chastain	12/09/2015
		<i>Notes:</i>			
2	12/16/15	The first embedded session was led by Deep Knowledge Team member, Kelly Glaze. The session was devoted to introducing the expectations of the administration regarding differentiation as well as a pre-assessment to determine what types of activities the teachers would like to support them in differentiating and the degree of comfort with differentiation.		Tonya Choate	12/09/2015

Notes:

!	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		To ensure that teachers are properly trained in subject area and pedagogy, the teachers at Cabot Middle School South are evaluated and required to develop Individual Professional Development Plans through the Teacher Excellence and Support System. Throughout the school year, administrators are assigned specific teachers to monitor and assess in an effort to help them target areas of growth as well as strengths.	Limited Development 12/16/2015		
<b>How it will look when fully met:</b>		Teachers are assigned to a track which will determine the number and type of observation. Teachers were made aware of their evaluation track and coordinated observation dates and times with the administrator assigned to the track.		Casey Hanna	08/18/2015
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	3/21/16	Teachers set observation times using the Arkansas teacher evaluation plan, TESS. Some teachers were on a full observation track in which they are required to complete all of the steps in the evaluation plan: pre-conference, evaluation, reflection, and post-conference. The assigned administrator will look for evidence of the teacher's chosen professional growth goal as well as for evidence of the school's growth goal, differentiation.		Casey Hanna	04/28/2017
Notes:					
2	3/21/16	Literacy teachers will be observed and monitored by Georgia Chastain, principal. Math teachers will be observed and monitored by Meredith Jones, Assistant Principal, and science/social studies teachers will be observed and monitored by Mike Nash.		Georgia Chastain	05/25/2016
Notes:					
3	3/21/16	After the last embedded professional development session held in December, 2016, teachers at CMSS are required to include at least two completely developed differentiated lesson plans per month that they will be implementing in their classrooms. Those plans will be part of the teachers' evaluations.		Georgia Chastain	05/25/2016
Notes:					

!	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The school has scheduled twelve embedded sessions for professional development. Four of those sessions have already taken place.	Limited Development 10/30/2014		
<b>How it will look when fully met:</b>		Agendas for school provided professional development opportunities will be provided which will include a breakdown of information and/or training for that session. Six of those sessions will be embedded hours offered at each building within the district. The district leaders also plan professional development sessions prior to the first day of school that are both differentiated based on teacher need and/or interest.		<b>Megan Aitchison</b>	<b>12/09/2015</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 12 (0%)</b>		
1	3/20/15	Teachers will attend 12 required embedded sessions throughout the school year.		Georgia Chastain	05/01/2015
		<i>Notes:</i> Eleven of the twelve embedded sessions have been attended by teachers at CMSS.			
2	3/20/15	Embedded sessions are planned by administrators and address areas for growth and/or trainings needed to be successful with the new teacher evaluation system (TESS)		Georgia Chastain	05/01/2015
		<i>Notes:</i>			
3	3/20/15	The Deep Knowledge Team works with administration to plan embedded sessions as well.		Georgia Chastain	05/01/2015
		<i>Notes:</i>			
4	10/28/15	In the 2015-2016 school year, six embedded sessions will be planned that focus on differentiation. The embedded sessions will be completed by December, 2015.		Tonya Choate	12/18/2015
		<i>Notes:</i> Agendas for the sessions will be uploaded.			
5	11/30/15	Embedded professional development dates for the 2015-2016 were set by the administrative team for CMSS: August 26, Sept. 26 & 30, Oct. 28, Nov. 11, and Dec. 9.		Georgia Chastain	12/09/2015
		<i>Notes:</i>			
6	11/30/15	The CMSS Deep Knowledge Leadership Team met in July, 2015 to plan the six embedded sessions for the 2015-2016 school year.		Georgia Chastain	12/09/2015
		<i>Notes:</i>			

<b>7</b>	11/30/15	August 26, 2015: Introduction to Differentiation led by Kelly Glaze. Teachers took an online pre-assessment to determine the degree of implementation and understanding of differentiation. It was pointed out that a pre-assessment is a form of differentiation in which teachers gather information about students to help teachers plan instruction that meets the needs of all students.	Kelly Glaze, presenter	08/26/2015
<i>Notes:</i>				
<b>8</b>	11/30/15	Sept. 16, 2015: A differentiated session was provided by Joyce Dalton on using Menus.	Joyce Dalton	09/16/2015
<i>Notes:</i>				
<b>9</b>	11/30/15	Oct. 28, 2015: This embedded session was differentiated by subject level. Courtney Lumpkins met with math teachers and introduced them to the differentiated computer lessons that are implemented in her math class. Charlotte Eastham offered a session for the literacy teachers. Several ideas for planning and implementing differentiation were presented that would be easy to plan and implement - color coding, choice in writing prompts, literature circles, etc. Carrie Liar presented various differentiation activities that she has successfully implemented in science/social studies classes.	Carrie Liar	10/28/2015
<i>Notes:</i>				
<b>10</b>	11/30/15	Sept. 30, 2015: Jeannie O'Shields presented the results of the survey taken in the first embedded session on August 26, 2015. She also presented information on Brain Research with a specific focus on left/right brain activities, all of which are differentiated activities.	Jeannie o'Shields	09/30/2015
<i>Notes:</i>				
<b>11</b>	11/30/15	Nov. 11, 2015: Christy kittinger presented a computer-based learning tool, Moby Max. This computer-based program is designed to support learning in literacy and math. The program can be used by teachers to differentiate practice, build practice activities, monitor progress of students' mastery of skills. Ms. Kittinger also presented how reports on students learning could be used to differentiate learning and build lessons.	Christy Kittinger	11/11/2015
<i>Notes:</i>				
<b>12</b>	3/21/16	The Deep Knowledge Team scheduled the last of the embedded professional development sessions in December. Principals will monitor how differentiated instruction, the school's professional growth goal, through classroom walk-throughs (CWTs) and through formal and informal observations of classrooms.	Georgia Chastain	12/18/2015
<i>Notes:</i>				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
!	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Cabot Middle School South academic times follow a block schedule of 100 minutes for literacy, math, and science/social studies classes. Students at CMSS also participate in 50 minute essentials classes per day: physical education, technical development, media/library, music, and art.	Limited Development 03/21/2016		
<i>How it will look when fully met:</i>		All fifth and sixth grade students at CMSS will receive 100 minutes of math instruction and literacy instruction per day. The science and social studies block will also include 100 minutes of instruction which will be split between the two subjects.		Casey Hanna	05/25/2016
Action(s)	Created Date		0 of 5 (0%)		
1	3/21/16	Students who have been identified as scoring below grade level in both literacy and math will participate in the VIP club which is an after school program that provides interventions to help students better reach mastery of the standards required of them for success in fifth and sixth grades.		Georgia Chastain	03/17/2016
<i>Notes:</i> This program will end in March, 2016.					
2	3/21/16	Fifth and sixth grade students were identified for the VIP program based on their PARCC scores from the previous year and/or their performance in literacy and math classes.		Georgia Chastain	10/15/2015
<i>Notes:</i>					
3	3/21/16	Students received invitations to VIP and sessions began in October, 2015.		Georgia Chastain	03/17/2016
<i>Notes:</i>					
4	3/21/16	Students identified received interventions in both literacy and math as they rotated between six to eight math and literacy educators from Cabot Middle School South. Students were served from 3:30 p.m. til 5:00 p.m. two days per week: Tuesday and Thursday afternoons.		Georgia Chastain	03/17/2016
<i>Notes:</i>					
5	3/21/16	The last VIP session was held on March 17, 2016.		Georgia Chastain	03/17/2016
<i>Notes:</i>					

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Ensure High Quality Staff - Recruitment, Evaluation, and Retention</b>			
	<b>II01</b>	<b>The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>The administration at Cabot Middle School South works closely with the district's Director of Personnel, Lisa Baker, to ensure that certified staff meet the requirements established to consider them highly qualified. The educators are evaluated using the TESS, Teacher Excellence Support System. Teachers, in collaboration with the administrator assigned to their evaluation process, set yearly professional growth goals and monitor those goals by collecting evidence that is uploaded to the teachers' dashboards on Bloomboard. Administrators are assigned to teachers based on qualification and expertise: Georgia Chastain - literacy, Meredith Jones - math, and Mike Nash - science/social studies. Administrators monitor teacher progress and evidence through classroom walk-throughs and through formal and informal evaluations. If a teacher does not meet certain requirements that ensure that he/she maintain his/her highly qualified status, the administrator, teacher and district's Director of Personnel work together to develop a plan to support the teacher. Novice teachers are supported by peer mentors who have been trained in the state's mentor program which is linked with the teacher evaluation system TESS. Cabot Middle School South's Deep Knowledge Team considered the diverse needs among the disciplines as they planned and presented the embedded professional development sessions offered to educators as they designed differentiated sessions.</p>	Full Implementation 03/22/2016		

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Effective Practice:</b>		<b>Engage teachers in aligning instruction with standards and benchmarks</b>			
	<b>IIA01</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Certified staff from Cabot School District have worked with both elementary and secondary curriculum directors to develop units that ensure the the standards mandated by Common Core Curriculum are mastered. The literacy team from Cabot Middle School South have developed five units of study. Those units progress in difficulty and are developed to implement, monitor, and assess student mastery of the standards addressed in each of the five units. The units include research-based practices and methods of instruction as well as common assessments that are given throughout each unit to assess student mastery and to guide instruction or develop interventions. The math program is organized into specific units of study and progress in a manner that will encourage connection of skills as they progress in difficulty. Pre-assessments and post-assessments are used in both literacy and math programs to evaluate student background knowledge, determine the need for interventions, and to guide instruction. The district with continue with the units established until the introduction of the state's curriculum changes which will begin in the 2016-2017 school year.	Full Implementation 03/22/2016		
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<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Assess student learning frequently with standards-based assessments</b>
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!		<b>IID02</b>	<b>The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
		<b>Initial Assessment:</b>	Math and literacy teachers have been working together to develop Common Assessments and End-of Unit Assessments to evaluate student progress. The assessments will be given according to a district schedule, and each student will be assessed and monitored for progress at least four times in literacy and at least six times in math.	Limited Development 12/16/2015		
		<b>How it will look when fully met:</b>	Fifth and sixth grade literacy and math teachers were selected to participate in the development of Common Assessments to be used to monitor student growth and to build a database of student scores based on mastery of grade level skills.		<b>Megan Aitchison</b>	<b>05/25/2016</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 3 (0%)</b>		
1	3/21/16		The team of math teachers who were chosen by principal, Georgia Chastain, met with district curriculum director, Beverly Thompson and developed pre and post assessments for math units.		Georgia Chastain	05/25/2016
			<i>Notes:</i> The pre and post assessments are given throughout the school's calendar year. Feedback from teachers will determine modifications to assessments.			



2	3/21/16	The team of fifth and sixth grade literacy teachers met with curriculum directors, Kaye Smith and Dr. Melanie Duerkop, to develop four common assessments to be given during agreed upon times which were strategically placed to ensure that the assessments will evaluate mastery of the standards as they occur in the curriculum design.		Georgia Chastain	05/25/2016
<i>Notes:</i>					
3	3/21/16	A spreadsheet was developed by B.J. Brooks from the district's technology department. The spreadsheet is broken into skill assessed. This spreadsheet will be used by the district as a database of student scores.		Georgia Chastain	05/25/2016
<i>Notes:</i>					

<b>Core Function:</b>	<b>Classroom Instruction</b>
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<b>Effective Practice:</b>	<b>Expect and monitor sound instruction in a variety of modes</b>
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!	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Common Core Curriculum is the curriculum used to guide instruction at CMSS.	No Development 10/30/2014			
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<b>How it will look when fully met:</b>	Cabot Public School District is using the Common Core Curriculum to guide instruction. Evidence will be provided that teachers are using the Common Core Curriculum to guide education through lesson plans which indicate standards students and teachers will be working with each week as well as copies of assessments that indicate skills tested. For the school year 2016-2017, the Leadership Team has decided not to focus on this indicator at this time.		<b>Megan Aitchison</b>	<b>05/20/2016</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
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1	3/20/15	Cabot School District is guided by Common Core Curriculum.		Georgia Chastain	05/29/2015
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*Notes:*

2	11/30/15	Teachers meet weekly for a minimum of 30 minutes with other teachers within their subject areas to plan and discuss interventions, activities, etc. that are being used successfully in the various classrooms. At the subject level meetings teachers plan lessons together, build and evaluate assessments that encourage critical, analytical thinking, and monitor the progress and successes of their students.		Georgia Chastain	05/20/2016
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*Notes:*

III A35		Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This indicator will be assessed through evidence collected by administrators as they observe, either formally or informally, in each classroom at CMSS.	No Development 10/30/2014		
<i>How it will look when fully met:</i>		Student engagement will be monitored through the Classroom Walk-Throughs conducted by the administration at CMSS - Georgia Chastain, Mike Nash, and/or Meredith Jones. With the focus on differentiating lessons and activities to meet the needs of all students, student engagement will create an classroom environment in which students may be at various places in assignments, may be using diverse text about the same topic, and/or may be working in various learning structures - small groups, one-on-one with teachers, with peers, and/or independently. However, all students will be working on an assigned task by the teacher.		Casey Hanna	05/20/2016
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
!	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Cabot Middle School South's growth goal in the school year 2014-2015 was to improve communication between parents and the school. In response to this goal, CMSS has put into place several means of communication between the school, the learning teams, the teachers, and the parents. The Deep Knowledge Team planned the twelve embedded professional development sessions in the 2014-2015 school year to support teachers in their development and implementation of resources that improve communication with parents. The district uses Home Access Center and provides parents/guardians with the log-in information for each student. HAC enables parents to monitor student performance in all classes.	Limited Development 03/22/2016		
<i>How it will look when fully met:</i>		When fully developed, each team will have an active online resource for parents to access information about what is happening in the learning environments in each of the three-man teams as well as school announcements, upcoming events, and deadlines. For those students who do not have access to online resources, teams will have available hard copies of such announcements. Agendas and Assessment binders are also used at Cabot Middle School South as source of communication between the school, teachers, and parents.		Casey Hanna	09/28/2015
Action(s)	Created Date		0 of 5 (0%)		
1	3/22/16	Each of the five fifth grade teams and four sixth grade teams have created a team Celly to be used to inform parents of upcoming deadlines on homework, projects, and assignments as well as upcoming texts and quizzes.		Georgia Chastain	09/28/2015
<i>Notes:</i>					
2	3/22/16	Many of the teams actively use online resources to communicate with parents and keep them abreast of team activities such as Edublogs, SchoolNotes, and/or Team Webpages. Some of the online sources are by team and some are by teacher.		Georgia Chastain	09/28/2015
<i>Notes:</i>					

3	3/22/16	Many of the fifth and sixth grade teams use Assessment Binders which are sent home weekly with updates on assignments that have been graded. The binders include the assignment and a place for the parents' signatures. Those teams who use Assessment Binders send the binders home weekly, and the parents are made aware of the binder and the day in which the binder will be sent home.		Georgia Chastain	09/28/2015
<i>Notes:</i>					
4	3/22/16	Cabot Middle School South has an active Parent Teacher Organization who also participates in decisions that are made for the benefit of the school and its students.		Georgia Chastain	08/17/2015
<i>Notes:</i>					
5	3/22/16	Cabot Middle School South has also implemented a Stakeholders Meeting comprised of citizens, parents, and teachers who are invested in the success of the students at CMSS. There are four Stakeholders Meetings per year.		Georgia Chastain	05/25/2016
<i>Notes:</i>					

<b>Core Function:</b>		<b>High School: Opportunity to Learn</b>			
<b>Effective Practice:</b>		<b>Ensure content mastery and graduation</b>			
	HS04	<b>The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		By employing research-based practices, Cabot Middle School South is continually evaluating teacher methods and instructional practices that prepare students to become critical thinkers in the real world as well as in school.	Limited Development 03/22/2016		
<b>How it will look when fully met:</b>		When this objective is fully met, students will be encouraged to synthesize learning across the disciplines with the real world which will positively impact student achievement.		Casey Hanna	05/25/2016
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					