

## Comprehensive Progress Report

**Mission:** Cabot Middle School North is dedicated to preparing our students for success and independence in a safe and accepting learning environment.

**Vision:** Cabot Middle School North’s vision is to be a differentiated learning environment, focused on individual student growth, as well as the needs of the whole child.

**Goals:**



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Establish a team structure with specific duties and time for instructional planning</b>			
ID04	<b>All teams prepare agendas for their meetings.(39)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>	Limited development of weekly agendas for team meetings. Topics of focus: student concerns, team pacing, data, differentiation, lesson plans, special events, supplies/assigned tasks, notes for Admin.	Limited Development 10/03/2014			
	Priority Score: 3                      Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>	We will select a leadership team comprised of teachers, counselors, and administrators who will meet twice a month. The leadership team will address school decisions and execute and assess progress monitoring. We will develop a content team that will facilitate weekly content area meetings based on agendas and collaborate with the building media specialist in order to utilize and maximize available resources. We currently have a Parent Teacher Organization that meets monthly, follows an agenda, and it is comprised of parents, our Parental Involvement Coordinator, administration, and counselors.	<b>Objective Met 11/30/16</b>	<b>Teri Duncan</b>	<b>05/01/2015</b>	
<b>Actions</b>					
10/3/14	Select dates on the Google calendar and share with all team members	Complete 03/04/2015	Dawn Peoples	10/31/2014	

	<i>Notes:</i> Select dates and times that are conducive to the building and leadership teams. Post dates on the school Google calendar.			
10/3/14	Create agenda templates in Google docs for all teams to utilize and guide their discussions during meetings.	Complete 03/04/2015	Teri Duncan	10/31/2014
	<i>Notes:</i> Create a google doc for team leads to enter notes to be shared with administration.			
10/3/14	Hold various meetings: Leadership Meetings- twice a month for at least 60 minutes per meeting, Content Plan- once a week for at least 35 minutes per meeting, PTO- at least 60 minutes each month.	Complete 11/30/2016	Teri Duncan	10/31/2014
	<i>Notes:</i> Monitor meetings by ensuring that members are present, agendas are followed, and minutes are kept.			
10/3/14	Check agendas weekly to assess the building temperature: pacing of curriculum, business that needs to be brought before the leadership team, concerns, data, and other concerns that arise.	Complete 11/30/2016	Teri Duncan	10/31/2014
	<i>Notes:</i> Read minutes from each team meeting			
10/3/14	Assign team members	Complete 03/04/2015	Dawn Peeples	10/31/2014
	<i>Notes:</i> Mrs. Peeples will strategically select team members for each of the three teams for our school.			
<b>Implementation:</b>		11/30/2016		
<b>Evidence</b>	11/30/2016 Team meeting notes are evidence that this objective has been fully and effectively implemented.			
<b>Experience</b>	11/30/2016 As teams fill out their notes, we consistently monitor and provide feedback.			
<b>Sustainability</b>	11/30/2016 We will continue to monitor notes and provide feedback.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in assessing and monitoring student mastery			
	IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some instructional teams systematically develop and administer formative assessments at the beginning and end of units. Some teachers use the data to differentiate instruction and use the information to modify units of instruction and share the most successful teaching strategies. Since not all instructional teams have a systematic approach to creating unit pre-tests and post-tests, we develop a plan to implement this school wide.	Limited Development 03/07/2016		
<i>How it will look when fully met:</i>		When this objective is fully implemented, all teachers and instructional teams will have developed units of instruction with formative assessments to determine student mastery of objectives prior to the introduction of units and mastery at the end. This enables the teacher to adjust his or her approach to teaching the unit and differentiate assignments and supports for individual students. The pieces of information needed to provide evidence that this objective is fully met are pre-tests and post-tests given by each instructional team and differentiated activities provided by each instructional team.		Teri Duncan	06/01/2020
<b>Actions</b>			<b>2 of 6 (33%)</b>		
	11/30/17	RTI Committee will attend professional development to gain insights on creating and implementing formative assessments to drive instruction.	Complete 01/23/2018	Dawn Peeples	07/24/2017
	<i>Notes:</i>				
	11/30/17	RTI Committee will meet to reflect on insights gained from professional development and implementation of ideas to help guide the building in implementing a strong RTI program.	Complete 08/10/2018	Kasey Hill	05/31/2018
	<i>Notes:</i>				
	11/30/17	PLCs will create common formative assessments based upon the learning objectives.		Teri Duncan	05/31/2019
	<i>Notes:</i>				
	11/30/17	PLCs will determine learning objectives based upon unpacked power standards.		Dawn Peeples	05/31/2020
	<i>Notes:</i> Once the power standards are determined, teachers will work to determine specific learning objectives that students will need to master in a logical sequence to be able to master the standard.				
	11/30/17	RTI Committee will meet with teachers within PLCs to determine power standards.		Kasey Hill	08/31/2020

*Notes:* Power standards are standards in which the PLC agrees every student must master before moving on to the next grade level. These should be aligned with the Arkansas Curriculum Frameworks as well as skills assessed through the ACT Aspire.

11/30/17

Teachers will analyze data from common formative assessments to determine student progress towards the mastery of power standards. Teachers will provide interventions/enrichment as needed for individual students based on their mastery of learning objectives and power standards.

Teri Duncan

06/01/2021

*Notes:*

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teacher meet each week to plan instruction and assessments. Teachers come to the weekly PLC meeting to discuss current student progress and materials to share with others to continue instructional plans. Teachers align instruction with the NGSS and sample questions from the ACT Aspire.</p> <p>Teachers use a variety of methods to assess and monitor the progress of student learning (e.g., tests, quizzes, assignments, exhibitions, projects, performance tasks, portfolios, student conferences). Teachers use frequent assessments to benchmark key concepts and the achievement of their students. Teachers use data from the pre-tests to pull small groups to provide enrichment or interventions for students based on their individual needs.</p>	Limited Development 03/29/2017		
<i>How it will look when fully met:</i>		When the objective is fully met, we will have more structured emphasis on pre-tests for each unit. Instructional teams will create pre-test for units that will be used by each teacher for differentiation purposes. The emphasis on pre-tests will be added to what we already have in place in regards intervention practices we already have in place.		Teri Duncan	05/01/2022
<b>Actions</b>			<b>3 of 4 (75%)</b>		
5/1/18	PLCs will meet weekly to discuss essential standards and student progress towards mastery of essential standards.		Complete 12/18/2018	Kasey Hill	08/31/2018
<i>Notes:</i>					
5/1/18	PLCs will meet periodically to collaborate and create common formative assessments.		Complete 03/15/2019	Dawn Peoples	12/31/2018
<i>Notes:</i>					
5/1/18	Teachers will use data from common assessments to determine student mastery of essential standards. Students who are not mastering essential standards will be placed into small, intervention groups.		Complete 10/01/2018	Kasey Hill	12/31/2018

Notes:

5/1/19 Teachers will meet yearly to review common assessments to determine effectiveness and make changes as needed to the assessments.

Kasey Hill

05/01/2022

Notes:

**Core Function:**

**Classroom Instruction**

**Effective Practice:**

**Provide a tiered system of instructional and behavioral supports and interventions**

**IIID02**

**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.(5194)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

CMSN currently has an RTI team that meets when classroom teachers or parents recognize a student struggling in their classroom. Teachers gather information for the RTI team to consider to determine if a student demonstrates a need for special education testing. Teachers must explain interventions that have been attempted in the general education setting and how the student has responded to these interventions. Over the years, the district and CMSN has seen an increased number of referrals related to reading deficiencies and dyslexia.

Limited Development  
05/01/2019

**How it will look when fully met:**

When this objective is fully met, CMSN will have a more unified system of interventions to help identify deficiencies and provide supplemental instruction before students are referred for special education testing. Interventions will be based upon the same standards as their peers on other tiers of intervention, but tailored to their individual needs. Interventions will also be based upon grade level essential standards that all students must demonstrate mastery before moving on to the next grade level.

**Dawn Peoples**

**12/31/2020**

**Actions**

**4 of 6 (67%)**

5/1/19 Utilize a universal system of screenings to identify students who demonstrate a need for support beyond the general education setting.

Complete 11/30/2018

Kasey Hill

10/01/2018

Notes: Diagnostic assessments through Phonics First Structures curriculum.

5/1/19 Create a set time in the master schedule to provide second and third tier interventions for identified students who are demonstrating a deficiency in reading.

Complete 10/01/2018

Kasey Hill

10/01/2018

Notes:

5/1/19	Classroom teachers will provide supplemental interventions to students not demonstrating mastery of grade level expectations in reading.	Complete 11/01/2018	Ashlee McDaniel	12/31/2018
<i>Notes:</i> Students will be divided into groups based upon similar needs. Students will receive Phonics First Instruction based upon where they are struggling.				
5/1/19	Classroom teachers will be trained to provide targeted interventions to second and third tier students.	Complete 12/31/2018	Dawn Peeples	12/31/2018
<i>Notes:</i>				
5/1/19	Students will be reassessed throughout the school year to demonstrate mastery of concepts or continued deficiencies.		Kasey Hill	05/25/2019
<i>Notes:</i>				
5/1/19	Intervention teachers will communicate with classroom teachers about the progress of students within the interventions provided.		Ashlee McDaniel	12/01/2019
<i>Notes:</i>				