



Cabot Junior High South Cabot Public Schools 2023-2024 School Improvement Plan



Our Mission:

It is the Mission of Cabot Junior High South to educate, support, and prepare all students to become productive citizens, critical thinkers, problem solvers, and successful life-long learners.

Our Vision: As a collaborative learning community, CJHS will be a school where:

- We implement effective and innovative teaching strategies that engage and challenge ALL students.
- We monitor student progress to be prescriptive with interventions for ALL students.
- We ensure the highest level of growth for ALL students, faculty, and staff.
- We commit to the general well-being of ALL students

Priority #1

Improvement Plan Focus Area: Focused instruction based on the Science of Reading

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Teachers will incorporate reading instruction and support for struggling readers based upon the of Science Of Reading in all content areas.

Team Member(s) Responsible:

- Charlotte Sandage
- Kasey Hill
- Mike Nash

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- All teachers will be equipped to identify and support struggling readers.
- Students will receive instruction and support with reading, writing, and speaking skills across all content areas.
- CJHS will develop a culture of reading

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

According to CJHS' 2021-2022 ESSA Report,

- 41.77% of 7th graders were reading on or above grade level.
- 49.33% of 8th graders were reading on or above grade level. This was a decrease from 2020-2021, where 8th graders were at 59.78% at or above grade level for reading.

<https://myschoolinfo.arkansas.gov/Schools/Detail/4304004>

Alignment to District Core Belief:

CJHS's reading focus is aligned to several of the CPS Core Beliefs.

1. Academic success for every student is the top priority.
2. Education is a shared responsibility.
3. All children have the opportunity to be academically prepared to reach their dreams.

Priority #1 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
<p>All teachers will be trained in the Science of Reading and demonstrate an awareness in knowledge and practices in scientific reading instruction.</p>	<p>Charlotte Sandage Kasey Hill Mike Nash</p>	<p>Beginning with the 2018-2019 school year, teachers will be trained through approved ADE IDEA videos.</p> <p>Yearly, training will be scheduled for any teacher joining the CJHS faculty without RISE or SOR completion.</p>	<p>CPS will provide training opportunities for teachers.</p> <p>IDEAS will be utilized to provide training for teachers lacking an awareness.</p>	<p>PD Records will determine if a prescribed pathway for certification has been achieved.</p> <p>Observations of teachers will be utilized to determine awareness, knowledge, and practices in scientific reading instruction. Feedback and coaching will be provided to teachers not demonstrating awareness, knowledge, and practices.</p>
<p>CJHS students will receive intervention and/or enrichment based upon their individual needs in reading.</p>	<p>Charlotte Sandage Kasey Hill Mike Nash Morgan Yates</p>	<p>Weekly</p>	<p>Daily intervention block built into the master schedule for all students.</p> <p>RTI Scheduler</p>	<p>Weekly PLC Meetings will be used to discuss students who will receive intervention and/or enrichment based upon classroom assignments and/or observations.</p>

			<p>Resources and strategies will be provided by Admin and IIF</p> <ul style="list-style-type: none"> • No Red Ink • Non-fiction articles • Incorporation of greek/latin roots and prefixes • Vocabulary.com <p>Disciplinary Literacy Standards</p>	<p>Teachers will incorporate literacy into lesson plans. Administration will monitor lesson plans and provide feedback to support the integration of literacy across all content areas.</p> <p>ACT Aspire and MAP data will be used to identify and monitor students for intervention and/or enrichment.</p> <p>Formative Assessments will be used during interventions to determine mastery of reading skills.</p>
Provide targeted intervention for students who demonstrate the characteristics of dyslexia.	Morgan Yates Diem Scott	Ongoing	The Sonday System will be used to provide intervention to students who demonstrate the characteristics of dyslexia.	<p>Students will be monitored through their progress within the dyslexia program.</p> <p>Progress will also be compared to MAP data as well as classroom assignments and/or assessments.</p>

Priority #2

Improvement Plan Focus Area: Professional Learning Community (PLC)

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

All students will be held to high academic standards. Students will be provided interventions and/or enrichments based upon their individual needs.

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- Teachers will participate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
- Teachers will work collaboratively and take collective responsibility for the success of each student.
- Teachers will respond to individual student learning through interventions and/or enrichments based upon results of formative assessments.

Team Member(s) Responsible:

- Charlotte Sandage
- Kasey Hill
- Mike Nash

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

According to CJHS's 2021-2022 ESSA Report Card, the following areas of deficit demonstrate students are not performing at high levels.

- Math: 62.64% of 7th graders were not proficient, while 58.26% of 8th graders were not proficient.
- ELA: 56.74% of 7th graders were not proficient, while 50.15% of 8th graders were not proficient.
- Science: 61.79% of 7th graders were not proficient, while 61.56% of 8th graders were not proficient.

There has been a decline in CJHS' ESSA Score over the past 2 years.

- 2020-2021: 69.51 B
- 2021-2022: 67.5 C

According to the CJHS's 2021-2022 ESSA Report Card, students across the board were either at or below the state average. Each subpopulation of students showed a decline in achievement scores from the previous year.

<https://myschoolinfo.arkansas.gov/Schools/Detail/4304004>

When comparing ACT Aspire Data to like students,

- Math scores decreased from 53.9% as 6th graders (2020-2021) to 38.2% as 7th graders (2021-2022), and slightly increased to 40% as 8th graders (2022-2023). These students have not shown growth in Science during their 2 years at CJHS.
- Science scores decreased from 49.6% as 6th graders (2020-2021) to 37.9% as 7th graders (2021-2022), and slightly increased to 42.5% as 8th graders (2022-2023). These students have not shown growth in Science during their 2 years at CJHS.

Alignment to District Core Belief:

CJHS’s culture/climate focus is aligned to several of the CPS Core Beliefs.

1. The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.
2. Every school in Cabot Public Schools can be a high performing organization, both academically and operationally.
3. Education is a shared responsibility.
4. All CPS children have the opportunity to be academically prepared to reach their dreams.
5. Effective relationships are powerful.

Priority #3 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Professional Development will be provided for staff regarding instructional strategies to increase student engagement during instruction	Charlotte Sandage Mike Nash Kasey Hill	Summer PD sessions Embedded sessions throughout the school year	N/A	Committee members will discuss instructional strategies to share with faculty in summer professional development.

				Needs Assessment Survey will be completed by faculty members to determine next steps for PD regarding PLC Process.
Weekly PLC meetings to discuss essential standards and plan instructional units. Essential Standard Unit Plan	Charlotte Sandage Mike Nash Kasey Hill Morgan Yates	Weekly throughout the school year	<i>Learning By Doing</i> by DuFour, DuFour, Eaker, Many and Mattos. Resources/Templates from Solution Tree consultants and teachers. AR Curriculum Standards	Teachers will review data from CFAs to plan intervention for students who have not mastered essential standards. Teachers will review data from CFAs to assess instructional units and make adjustments as needed.
Create CFAs for Essential Standards	Charlotte Sandage Mike Nash Kasey Hill Department Chairs	Ongoing - Summer PD work sessions and embedded PD work sessions throughout the year.	Essential Standards as identified by CJHS teachers.	Teachers will meet regularly to create and/or analyze data from these assessments to determine student's next steps (ex: Intervention and/or enrichment). CFA Team Protocol Data Analysis Protocol

<p>CJHS students will receive intervention and/or enrichment based upon their individual needs in mastering the Essential Standards. .</p>	<p>Charlotte Sandage Kasey Hill Mike Nash Morgan Yates</p>	<p>Weekly</p>	<p>Daily intervention block built into the master schedule for all students.</p> <p>RTI Scheduler</p>	<p>Weekly PLC Meetings will be used to discuss students who will receive intervention and/or enrichment based upon classroom assignments and/or observations.</p> <p>Formative Assessments will be used during interventions to determine mastery of reading skills.</p>
<p>Teachers will disaggregate data from ACT Aspire, MAP, and CFAs to track student growth.</p>	<p>Morgan Yates</p>	<p>Weekly</p>	<p>ACT Aspire Data NWEA MAP Data CFA Data</p>	<p>Students not demonstrating mastery of essential standards will receive Tier 2 and Tier 3 targeted interventions.</p>

CJHS 2023-2024 Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Charlotte Sandage	Principal
Kasey Hill	Assistant Principal
Mike Nash	Assistant Principal
KC Rose	Community Member
LuAnn Sitzman	Community Member
Adam Collie	Teacher
Reed Fisher	Teacher
Gail Chachere	Classified Staff Member