



CABOT MIDDLE SCHOOL SOUTH
Cabot Public Schools

Mission Statement: “The core purpose of Cabot Middle School South is to be the reason that every student is educated, encouraged, and empowered to reach their highest level of success, both inside and outside of the classroom.”

Priority #1

Improvement Plan Focus Area: Cabot Middle School South will increase the reading proficiency of 5th and 6th graders who score below the 50th percentile on the fall 2023 MAP test so that 10 percent or more of the students will demonstrate growth to the next quartile or above as measured by the spring MAP reading test by May of 2024 utilizing Science of Reading strategies and targeted interventions.

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

- CMSS Teachers will be Science of Reading proficient by the end of the year 2022-2023 and new teachers joining the CMSS staff will be Science of Reading trained and be proficient by the end of the 2023-24 school year.
- Administration will walk through/observe each classroom at a minimum of 1-2 times a week to ensure high levels of learning and SoR practices are being implemented.
- Teachers will receive walk-through/observation feedback forms from their instruction weekly from administration.
- Targeted, school-wide interventions will be in place and begin by week 4 of the 2023-24 school year.

Team Member(s) Responsible:

- Mandy Green
- Jamie Tokarz
- Mike Sprawls
- Heather Singleton

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.
- We will increase student achievement in reading and ensure that every student is growing and moving into the next quartile according to MAPs data and progress monitoring.

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

In the past, reading has been seen as a subject area by itself. However, reading is a fundamental skill that is necessary for all students across all subject areas and is essential to being academically prepared for college and beyond.

- For the 2022-2023 school year, only 26% of 5th graders and 56% of 6th graders were considered “Ready” or “Exceeding” according to ACT Aspire. Although the 6th grade reading percentage is above the state average (37% of 6th graders), the 5th grade score fell drastically below the state (34.1% of 5th graders). The 5th grade reading score was also below the district average (26% vs. 35%) while the 6th grade was slightly higher than the district average (56% vs. 55%).
- Reading was one curriculum area in which teachers felt students needed the most support. According to our [MAPs progress monitoring data](#):

- BOY 2022: 5th Grade ready or exceeding: 46% Reading, 6th Grade ready or exceeding: 38% Reading
- Mid Year 2023: 5th Grade ready or exceeding: 39% Reading, 6th Grade ready or exceeding: 38% Reading
- During a [Needs Assessment Survey](#) from February 2023, teachers indicated a need for additional reading training and strategies to best meet the academic needs of students.

Alignment to District Core Belief:
 CMSS’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
All CMSS Teachers will be trained in RISE to demonstrate a proficiency in scientific reading instruction as related to their subject area.	Mike Sprawls Mandy Green Jamie Tokarz	Ongoing All teachers must demonstrate proficiency in the 2022-2023 school year.	CPS will provide training opportunities for teachers. Teachers will be given copies of the “Look-Fors” cards that we will use to determine proficiency.	Teachers will be observed for the implementation of Science of Reading Components. Curriculums: <ul style="list-style-type: none"> ● Structures- our phonics based systematic processes for encoding/decoding ● Wit & Wisdom- Literacy ● IM- Illustrative Math Feedback will be provided by the Administration.
All CMSS students will receive targeted intervention and/or enrichment based upon their individual needs in reading.	Mandy Green Jamie Tokarz Mike Sprawls Heather Singleton	Ongoing	Daily intervention blocks built into the master schedule. 30 minute blocks for both	Students will be assessed with universal screeners to determine their individual needs. ACT Aspire and MAP data will also

			math and literacy. Curriculums: <ul style="list-style-type: none"> • LEXIA- Literacy • IXL-Math Diagnostic Decision Tree	be used to group students for intervention and/or enrichment.
All CMSS Teachers will conduct Peer Observations looking for Science of Reading components and evidence in teaching.	Mandy Green Jamie Tokarz Mike Sprawls	Ongoing Beginning with the 2023-2024 school year, teachers will observe each other for proficiency of Science of Reading components	Teachers will consult the 3-6 SmartCard provided by the Department of Education and Cabot Public Schools. Science of Reading resources provided through training and ADE.	Observation, evaluation, and coaching by administrators through informal and formal means. As teachers find evidence from observing their peers in action, they will leave feedback and take-aways for that teacher. They can then implement these strategies in their own lessons. <ul style="list-style-type: none"> • Domain specific vocabulary • Writing, listening, and speaking through collaborative communication among all students.

Priority #2

Improvement Plan Focus Area: By Spring of 2024, students at Cabot Middle School South will consistently demonstrate behaviors that reflect a Respectful, Responsible, Safe and “Ready to Learn” school climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcome is 85% rate at Tier I, 10% at Tier II, and 5% at Tier III* referrals and student suspensions. In addition a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.

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

- Overall improvement to culture and climate at CMSS among all stakeholders.

Team Member(s) Responsible:

- Mandy Green
- Jamie Tokarz
- Mike Sprawls
- LeAnn Robertson

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

priority?

- Higher staff attendance rates.
- Lower disciplinary action totals for students.
- Staff fully operates within a collaborative environment, with all members having a voice.
- Full implementation of Capturing Kids Hearts protocol across the building by all members of faculty and staff.
- Intentional demonstration staff value and recognition in collaboration with CKH affirmations

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

Through informal conversations and observations, many teachers expressed the inconsistencies in the implementation of CKH protocols (Cabot Middle School South’s behavior management and social emotional curriculum), communication and various staff input. There are varying opinions in regards to educational philosophies and expectations of middle school students.

According to the 22-23 [Needs Assessment Survey](#) sent to all staff and faculty members in February of 2023 (48 responses out of 100 staff members),

- 43.8% disagreed or felt neutral about CKH protocols being consistently implemented throughout CMSS.
- 12.6% disagreed or felt neutral in regard to faculty and staff members engaging in deliberate efforts to create a positive school climate.
- 29.3% disagreed or felt neutral in regard to whether staff/faculty are considered a valuable voice and resource to improving CMSS.
- 35.4% disagreed or felt neutral in regard to our current situation matching our vision of what is possible.

Since March 2020, campus visitors have been denied access to volunteering and/or visiting with students (i.e. lunch, class parties). Through the CKH National Showcase Schools performance survey, several parents indicated this as negatively impacting their perception of the school culture and climate.

Alignment to District Core Belief:

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

1. Every school in Cabot Public Schools can be a high performing organization, both academically and operationally.
2. All schools can be safe learning environments where every student and adult is valued and respected.
3. Visionary leadership creates a dynamic environment.
4. Effective relationships are powerful.

Priority #2 Actions

Action to Address the Root Case & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
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All staff members will be trained through the Capturing Kids' Hearts (CKH) program. New staff will attend a CKH training at the beginning of the year. All staff will have a "CKH refresher" at the beginning of the year.	Mike Sprawls Jamie Tokarz	2022-2023 School Year	District Funds	All staff members will attend CKH training upon starting the school year. 30 staff members will attend Process Champions professional development for additional training for the CKH process. CKH representatives will conduct site visits with Process Champions to evaluate and improve CKH protocols at CMSS.
Process Champions will meet periodically throughout the school year to ensure the fidelity of CKH protocols.	Mike Sprawls Jamie Tokarz	Ongoing	Embedded professional development sessions throughout the school year.	Informal surveys and conversations with students, staff, and faculty. Address areas of concerns from all staff/faculty members.
New faculty and staff members will be trained in CKH protocol.	Mandy Green	Ongoing, Beginning of each school year	District Funds	New staff members will work with their team of teachers when implementing strategies in their classrooms. Administration will explain and support new teachers in implementation of CKH protocol.
The CMSS Renaissance Team will work to create incentives and recognition programs for students and staff.	Renaissance Committee Chairman -Charity Dixon	Quarterly	Bookstore Funds	Survey students, staff, and faculty to determine effectiveness of the program and make changes as necessary.
The CMSS Building Culture committee will work on staff celebrations and plan	Building Culture Committee	Monthly/as needed	Bookstore Funds	<ul style="list-style-type: none"> Committee meeting agendas

opportunities & events for staff team building and appreciation.	Chairman- LeAnn Robertson			<ul style="list-style-type: none"> • Events planned • Celebrations calendar
Provide staff members with professional development on topics affecting student behaviors: trauma, mental health, social/emotional, etc.	Mandy Green Jamie Tokarz	Ongoing	Bookstore Funds	<p>Survey staff to determine critical need areas.</p> <p>Administration will follow-up with staff on effective use of training and/or resources.</p> <p>Staff will be given collaborative opportunities to share with staff members successes and obstacles.</p>
Collect and review disciplinary action totals. Data collected will be compared to determine impact of CKH program on student discipline.	Mandy Green Jamie Tokarz Mike Sprawls	Ongoing	N/A	<p>Administration will review disciplinary action totals and disaggregate data for trends/patterns.</p> <p>Administration and teachers will have ongoing conversations in PLC meetings regarding discipline data, specific students, etc.</p> <p>Administration will review and communicate building disciplinary policies and expectations.</p>
Develop a Staffulty Social Contract for use during Team Meetings, PLC meetings, and Staff Meetings	Mike Sprawls	Annually, Beginning of each school year	N/A	<p>The Principal will model and lead discussions to create a CMSS Staffulty Social Contract.</p> <p>Staffulty members will hold each other accountable to the Social Contract, as they would their students in their classrooms.</p>

				Each year, a new Social Contract will be created and implemented.
<p>Develop a peer mentoring system at CMSS to foster a self-managing student body and positive peer interactions.</p> <p>Panther Pals- to consist of 6th grade students who will work with 5th grade students and also be student leaders during Open House, Parent/Teacher Conferences, and school events.</p>	<p>Counselors- LeAnn Robertson Ryan Davenport</p>	Ongoing	N/A	<p>At the end of the school year, 5th grade teachers will nominate students to mentor incoming students.</p> <p>Counselors will work with 5th grade teachers to pair struggling students with a peer mentor.</p> <p>Feedback and data will determine effectiveness of the program. Information will be used for decision making and potential changes to the program.</p>

Priority #3

Improvement Plan Focus Area: CMSS will increase our Parent Teacher Organization volunteers and members by 20% while also focusing on increasing our school events and community partners/volunteer opportunities for the 2023-2024 school year.

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

- Increase volunteer opportunities for parents within the school day.
- Increase in social media presence and awareness of our PTO and volunteer opportunities.
- Increase involvement of PTO and family opportunities at after school events.
- Offer free events to our families/students in order to increase participation.
- Use Transperfect, our district translation service, to communicate with our ESL families.
- Translate all communication into languages of our ESL population for communication with these families.

Team Member(s) Responsible:

- Family Engagement Facilitator, LeAnn Robertson
- Mandy Green
- Jamie Tokarz
- Mike Sprawls
- PTO President: Darcey

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

- An increased number of parents are involved in student learning.
- CMSS will have a functioning Parent- Teacher Organization that takes a greater role for supporting involvement for parents and community members.
- Parents will be Hallway Hero trained and background checked, to better support school-wide events and safely volunteer in the schools.
- CMSS will work with the High School clubs and provide volunteer service hours opportunities at our after-school events.

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

After a long pause in having volunteers, volunteer opportunities, and programs/events on campus after the pandemic, the level of involvement has remained stagnant and nonexistent at best. Last year we held our first school events on campus after more than two years of having no visitors and guests. Due to our increase in ELL and socio-economically challenged population (targeted assistance), we have also struggled to connect with our diverse community of stakeholders and families. We desire these families to feel included and supported.

CMSS's 22-23 student population is represented by a wide variety of ethnic/cultural backgrounds, ability levels, socio-economic class, and parental support at home. According to CMSS building statistics,

- 5.8% of students speak another language other than English at home. (Including: Japanese, Chinese, Mandarin, Spanish Tagalog, Vietnamese, and Korean)
- 3.4% of students receive ELL/LEP services.
- 46.21% of students have been identified as receiving free/reduced lunch.
- <1% of students are considered homeless.
- 17.2% of students receive special education services.
- 9.7% of students have a current 504 Accommodation Plan in place.

According to the 22-23 Needs Assessment Survey sent to all staff and faculty members,

- 64.6% of staff/faculty members disagreed or were neutral about Parents feeling supported in helping continue their child’s learning at home.

According to the High Reliability Schools Survey conducted by the Arkansas Department of Education in 21-22, parents/guardians indicated

- They felt neutral in regards to having formal ways to provide input regarding the optimal functioning of the school.
- They felt neutral/disagreed that the school asks their opinions about how the school should function.

Alignment to District Core Belief:

CMSS’s parental involvement 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
ACSIP Committee will review the School Parent and Family Engagement Plan and planned events/fundraisers/opportunities for family/community involvement.	Mandy Green LeAnn Robertson Brandy Darcey	Bi-Annually	N/A	Committee members will work with the Parent/Family Engagement Facilitator to review the plan and suggest improvements.

<p>ACSIP Committee will review the High Reliability Schools Survey</p>	<p>Jamie Tokarz</p>	<p>Annually</p>	<p>N/A</p>	<p>Committee members will analyze the results from the survey and develop ways to improve parental involvement.</p> <p>Develop a survey to specifically seek ways to involve parents at CMSS and support them with their child's learning at home.</p>
<p>Distribute Parent Resource Center materials at our free movie night events and school events and ensure all home languages are represented.</p>	<p>Mike Sprawls Cynnamon Brown</p>	<p>Ongoing</p>	<p>Parental Involvement Funds</p>	<p>Survey parents to determine what resources are most needed.</p> <p>Survey ESL/ELL teachers to determine what resources would be most helpful.</p> <p>Review list of items being regularly checked out by parents. Seek new items for parent use.</p>
<p>Provide training, tutorials, and resources to parents to support learning at home.</p> <p>Encourage and equip teachers to use uniform methods of online instruction for all students.</p>	<p>LeAnn Robertson Tonya Driskill Administration Brandy Darcey</p>	<p>Ongoing</p>	<p>N/A</p>	<p>Survey parents and teachers on level of comfortability/familiarity with various platforms.</p> <p>Monitor use of various online platforms to determine most used and effective methods to deliver instruction/support learning at home.</p>

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Mandy Green	Principal
Mike Sprawls	Assistant Principal
Jamie Tokarz	Assistant Principal
Mrs. Lashbrook	Community Member/ PTO member
Brandy Darcey	PTO President
LeAnn Robertson	Teacher/FACE Coordinator
Ryan Davenport	Counselor/ Building & Culture Chairman
Kristen Nelson	Classified Staff Member/Garden Club Sponsor
Charity Dixon	Renaissance Committee Chairman