



# CABOT HIGH SCHOOL

Cabot Public School District  
School Improvement Plan

Mission Statement: *Graduation Happens HERE! It's about your next step.*

Priority #1	
<b>Improvement Plan Focus Area: <u>Continued Implementation of "Zero Hour" with increased accountability for student-use</u></b>	
<p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p><i>Students with low grades and missing assignments/assessments do not utilize Zero Hour.</i></p>	<p>Team Member(s) Responsible:</p> <p>SueAnn Whisker (AP, Zero Hour Coordinator) Henry Hawkins, Principal Teachers &amp; Administrators</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p><i>Students will utilize Zero Hour to complete missing assignments, receive additional help, make up assessments and use the time to study. Students will be held accountable in a joint effort from teachers and administration.</i></p>	

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

*Ultimately, students who would benefit the most from Zero Hour choose not to take advantage of the opportunity. They choose to arrive late or socialize with their friends instead. If all students that are at-risk for failing are required to attend Zero Hour, they are more likely to be successful.*

*2nd Semester Data:*

*43% Reduction in Math Failures*

*41% Reduction in Science and Social Studies Failures*

*15% Reduction in English Failures*

*Additional Data:*

*Mid and End of Year Student Surveys*

*Mid and End of Year Faculty Surveys*

**Alignment to District Core Belief:**

*\*The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.*

*\*Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.*

*\*Education is a shared responsibility.*

*\*All CPS 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
A focus committee will meet during the Summer of 2019 to discuss data from the previous year and make recommendations to administration on revisions to Zero Hour policy	S. Whisker H. Hawkins	June/July 2019	None	Meeting Notes

**Priority #1 Actions (cont)**

Administration will update Faculty on revised Zero Hour policy and practice.	S. Whisker H Hawkins	August, 2020	None	Back to School Agenda Sign In Sheets
Students will be assigned Zero Hour if they are missing excessive assignments/tests or if they are below acceptable grades.	Content Teachers Administration Parents	Beginning 3rd week of school, ongoing throughout the year		Quarter and Semester Failure Data
*Data Review of current Juniors to track semester failures from 9th through 11th grade	Adam Koehler Admin Team Counselors	Ongoing	None	Continued progress of students
*Weekly "Failure Lists" & Quarterly Failure Reports shared with admin & counselors	Admin Team Counselors	+Ongoing throughout the year	None	Progress of Students Continued Failure Rates At-Risk Referrals
*Students will be assigned Academic Saturday School to make-up work/tests or receive additional help	Beason Medlin Jimmerson Brock Admin Team	+3 Times per semester (Beginning, Middle, End)	\$100 per Instructor per date	Failure data Sign-In Sheets Teacher Lists
Data will be collected from staff and student surveys on the effectiveness of zero hour, impact on student achievement, and suggested improvements	Hawkins Whisker Koehler	Spring, 2022	None	Data Analysis

A committee will be developed (Zero Hour 3.0) to study data, suggest revisions to improve student accountability, and investigate scheduling programs	Whisker Hawkins	March-May 2022	\$6,000 (If online scheduler is considered)	Committee Agendas Meeting Notes Training Schedule (If online scheduler is considered)
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\*Actions added 11/15/19

+Dates adjusted 5/11/20

#Actions added 3/30/22

Priority #2	
Improvement Plan Focus Area: <b>Focus on Science Of Reading; Literacy - Novel Reading in Science and Social Studies</b>	
<p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p><i>Students are lacking skills to read critically and for detail. Additionally, students are weak in connecting materials from different texts to analyze common themes, etc.</i></p>	<p>Team Member(s) Responsible:</p> <p>Henry Hawkins, Principal SueAnn Whisker, Asst. Principal Mike Falcinelli, Asst. Principal Alana Graham, Asst. Principal</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p><i>10th Grade ACT Aspire Scores and 11th Grade ACT Scores will increase as a result of students learning Reading strategies across content areas. Additionally, growth will be seen in Fall &amp; Winter NWEA MAP Scores.</i></p>	

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

According to 2020-21 NWEA MAP Scores, Cabot High School's 10th graders had a Reading **Mean RIT of 226.7** (Norm 221.5) on the Fall assessment. On the Winter assessment, the **Mean RIT was 225.3** (Norm 222.6).

According to 2020-21 ACT Aspire Data, Cabot High School ranked 65th out of 288 high schools across the state in Reading with approximately 36.5% scoring in the "Ready" or "Exceeding" categories.

According to Spring 2021 ACT Data, 52% of Juniors met "Readiness" benchmarks in Knowledge of Language on the statewide test. 47% met "Readiness" benchmarks on Conventions of Standard English on the same test. **The mean English Score was 18.6**. In Reading, 40% met "Readiness" in Key Ideas and Details, 36% met "Readiness" in Craft and Structure, and 52% met "Readiness" in Integration of Knowledge and Ideas. **The mean Reading score was 19.8**. (March, 2021)

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**Priority #2 Actions**

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Novel Selection for Science Classrooms	Alana Graham Stephanie Jimmerson SueAnn Whisker	Fall, 2018	Building Instructional Fund	Lesson Plans
Science of Reading Training & Implementation	Henry Hawkins Alana Graham Mike Falcinelli	Ongoing	IDEAS/DESE Modules SOR Assessor Training	Sign in sheets Certificates
#EduLastic and No Red Ink will be used to assess students in ELA and provide individualized instruction on deficiencies	Alana Graham Peggy Medlin Melanie Duerkop	Ongoing	Categorical Funding	Lesson Plans Training Sign-In

On grade level Novel Selection for Social Studies Classrooms	Mike Falcinelli Bennie Brock	Summer & Fall, 2021	Building Instructional Fund Federal Funding (Up to \$15k)	Lesson Plans
Instruction on Reading Strategies to content-area teachers, including domain-specific vocabulary development	Alana Graham Melanie Duerkop Shannon Southard Melinda Ascewicz	Fall 2021	None	Visibility of strategies during CWTs and Walk-Throughs
*Implementing Reading Strategies in content areas	Admin Team Department Chairs PLC Leads	Ongoing throughout 2019-20 and 20-21	None	Lesson Plans CWTs
Focus on Literacy & Reading in Career Tech courses	Nicole Gatewood	Ongoing throughout 2020-21 and 2020-22	Departmental Funds Teacher Supply	Lesson Plans CWT
Alternate Methods of Instruction work in Career Tech & Elective Courses will focus on supporting Reading and Language Arts Instruction	Henry Hawkins Nicole Gatewood Alana Graham Shannon Southard Jill Weir	Spring & Fall 2020	None	AMI Lesson Plans Printable Packets
#PLCs and Departments will create Beginning, Middle and End activities for each unit that are easily transformable to "at-home" learning materials in case of extended closure. Activities will be versatile, allowing for on-line or paper completion	Henry Hawkins Alana Graham Mike Falcinelli Adam Koehler SueAnn Whisker	Fall, 2020	None	Lesson Plans Printable Packets

**Teachers will use instructional tools, both in-person and digital, to encourage learning through collaborative communication (Google Classroom, Kami, EdPuzzle, etc.	Henry Hawkins Alana Graham Mike Falcinelli Adam Koehler SueAnn Whisker	Ongoing	District site-license Building Instructional Funds	Lesson Plans CWT
+Teachers will collaboratively create an instructional model that includes what will always be seen, sometimes be seen, and never be seen in CHS classrooms.	Henry Hawkins Alana Graham Sueann Whisker	Initial Collaboration - Aug 2020 Ongoing	None	Back to School Agenda CWT Data collected on model visibility Model: <a href="#">CHS Instructional Model</a>

\*Actions added 11/15/19

+Dates adjusted 5/11/20

#Actions added 5/11/20

\*\*Actions added 4/5/21

+Actions added August, 2021

Priority #3	
<b>Improvement Plan Focus Area: <u>Focus on “Next Steps” for Seniors</u></b>	
<p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p><i>Students are unsure of their plans after graduation. Additionally, students that do have a plan often do not know the steps required to initiate the plan.</i></p>	<p>Team Member(s) Responsible:</p> <p>Henry Hawkins, Principal Nicole Gatewood, Career Tech Coordinator</p>

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

*100% of Graduating Seniors will be accepted to college, vocational/trade school, military or workforce.*

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

*According to 2020-21 ACT Data, 17% of Juniors met “College Readiness” benchmarks in all four areas (Reading, English, Math, Science) on the statewide test (March, 2021)*

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### 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
Seniors will complete “Next Steps Surveys” three times throughout the year	Nicole Gatewood Peggy Medlin	Fall, Winter 2021 Spring 2022	None	Survey Results
College Visits by Seniors	Henry Hawkins	Throughout 2021-22School Year	None	Student Attendance/Documentation Submitted
College & Career Fair	Nicole Gatewood	Fall 2021	None	Vendor Sign-In Photographs



**Registration for rising Seniors will include on-demand videos, containing course & pathway information to assist students in selecting courses	Alana Graham Jeanette Dejesus	Fall 2021 Spring 2022	None	Website Videos
**Students will be assisted in various aspects of career exploration & selection through training counselors, staff and teachers, as well as using data from career exploration assessments.	Henry Hawkins Alana Graham Nicole Gatewood	Fall 2021 Spring 2022	Xello Training Career Assessments	"Next Step" Data Training Agendas Assessment Results
& Courses will be offered in Math and ELA specifically geared towards students interested in vocational, workforce and/or trades	Henry Hawkins Alana Graham Nicole Gatewood Adam Koehler Dondra James Matthew Yielding	Spring 2021 (Planning) Fall 2021 (Implementation) Spring 2022 (Data Review)	No additional staffing Reallocate existing staff in both Math & ELA within certification area(s).	Master Schedule Course Syllabi Completed tasks/projects
All Sophomores will be offered the opportunity to take the ASVAB. Data will allow students to see their individual interests and aptitudes	Henry Hawkins Nicole Gatewood	Spring 2022	None	Test Data

\*Actions added 11/15/19

+Dates adjusted 5/11/20

#Actions added 5/11/20

\*\*Actions added 4/5/21

&Actions added 10/18/21

**Priority #4**

**Improvement Plan Focus Area: Expand Options for Digital Learning**

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

*Students frequently require flexibility in receiving instruction due to health, familial, financial and other situations. Students unable to attend school do not receive direct instruction and therefore do not achieve at desired levels.*

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

*Students will have the ability to receive direct instruction remotely, while not physically present on the school campus.*

Team Member(s) Responsible:

Henry Hawkins, Principal  
Nicole Gatewood, Career Tech Coordinator

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

*The traditional format of brick-and-mortar schools does not take into account the issues students face in current society. Students with complex situations are forced to make the decision between learning and taking care of basic needs (physical, financial, socio-emotional, etc). According to Spring 2020 failure data, 163 CHS students had at least one failing grade (237 total failing grades). Forty-nine students failed more than one course and 16 had more than two failures. There is a strong correlation between attendance and failure data.*

**Alignment to District Core Belief:**

- \*The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.*
- \*All schools can be safe learning environments where every student and adult is valued and respected.*
- \*Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.*
- \*Education is a shared responsibility.*
- \*All CPS children have the opportunity to be academically prepared to reach their dreams.*
- \*Effective relationships are powerful*

**Priority #4 Actions**

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Opportunities for full digital courses will be offered to juniors and seniors in the areas of ELA and History	SueAnn Whisker Alana Graham Henry Hawkins Counselors	Spring 2020	None	Course Requests Rosters Grade Reports
Expansions in course offerings in the areas of Math and Science will be investigated	Henry Hawkins SueAnn Whisker Adam Koehler	Throughout 2020-21 School Year	None	Course Requests Digital Syllabi Master Schedule
Digital and Blended Learning Career-Tech offerings will be investigated	Nicole Gatewood Henry Hawkins	Throughout 2020-21 School Year	Virtual Arkansas APSRC	Master Schedule Meeting Agendas/Sign-In
Teachers will concurrently plan for both direct and remote instruction, ensuring a guaranteed and viable curriculum regardless of the delivery method	Henry Hawkins Alana Graham Nicole Gatewood Mike Falcinelli SueAnn Whisker District Curriculum Team	Begin in Summer 2020	No additional Resources	Digital Library Course Syllabi Learning Management System Data
Teachers will receive training, if needed, in Google Classroom and recording lessons & videos	District Curriculum Team Henry Hawkins	Begin in Summer 2020	No additional Resources	Training Handouts Training Sign-In Google Classroom Data

\*Priority and actions added 6/5/2020

## Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Adam Koehler	Process Manager/Asst. Principal
Henry Hawkins	Principal
Nicole Gatewood	STEM Coordinator
Alana Graham	Assistant Principal
SueAnn Whisker	Asst. Principal / Zero Hour Coordinator
Shannon Southard	Parental Involvement
Sheila Nguyen	English Teacher
*Stephanie Jimmerson	Science Teacher
*Bennie Brock	Social Studies Teacher
Angela Beason	Math Teacher
Jill Weir	Member At Large
**Dylan Glover	Career Tech Teacher / Health & Wellness
Kelly Howard	SpEd Teacher

\*Members added 11/15/19

\*\*Members added 4/5/21