



Cabot Junior High South
Cabot Public Schools
2026-2027 School Improvement Plan



Our Mission

CJHS: The best educational experience focused on growth, good citizenship, safety, and learning for all.

Our Vision

It is the goal of CJHS to become a high-achieving “A” school by using PLC processes to ensure academic growth, across all subject areas while promoting good citizenship for all students.

Priority #1

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

Improvement Plan Goal: CJHS will increase reading scores by 5% on the ATLAS Summative Assessment by the end of the 2026-2027 school year.

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

- Teachers will implement components of the Science of Reading into all content areas.
- All students will have a guaranteed and viable curriculum in addition to intervention for all students who are not mastering essential standards.

Team Member(s) Responsible:

- Charlotte Sandage
- Tyler Tarrant

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 across all content areas.
- Students will take ownership of their education and become more independent learners.

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. Reading is one of the strongest predictors of academic success across all subject areas. Habitual reading encourages independent learning as students begin to explore topics on their own, ask better questions, and take ownership of their education.

Understanding current data is essential to identifying what students struggle with and guides teachers when planning/delivering Tier 1 classroom instruction. Additionally, interventions are much more effective as specific reading deficits are addressed and

students are grouped strategically. Data collected from the ATLAS English/Language Arts assessment indicated several deficit areas.

- 2024-2025 ATLAS ELA Summative Testing Data:
 - 17% of Incoming 7th graders and 16% of 8th graders scored Level 1 - Limited Understanding
 - 42% of Incoming 7th graders and 42% of 8th graders scored Level 2 - Basic Understanding
- 2025-2026 ATLAS Fall Interim Testing Data:
 - 30% of 7th graders and 22% of 8th graders scored a Level 1 - Limited Understanding
 - 38% 7th graders and 41% of 8th graders scored Level 2 - Basic Understanding
- 2025-2026 ATLAS Winter Interim Testing Data:
 - 28% of 7th graders and 21% of 8th graders scored a Level 1 - Limited Understanding
 - 39% of 7th graders and 41% of 8th graders scored Level 2 - Basic Understanding

Demographic factors shape how, what, and how much students read and create patterns that show up in educational outcomes. According to 2025-2026 building demographics, of the approximate 730 students enrolled at CJHS,

- 1% have been identified as homeless.
- 17% have an 504 Accommodation Plan
- 13% have an Individualized Education Plan (IEP)
- 7% have been identified as English Language Learners
- 32% are on Free/Reduced Lunch
- 4% have indicated that English is not their primary home language (including: Cambodian, Chinese, Japanese, Portuguese, Spanish, Tagalog, Thai, Urdu, and Vietnamese)

Alignment to District Core Belief:

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

- Academic success for every student is the top priority.
- Education is a shared responsibility.
- 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 CJHS Teachers will be trained in the Science Of Reading to demonstrate proficiency in scientific reading instruction as related to their subject area.	Charlotte Sandage Linda Bevis Tyler Tarrant	Ongoing Beginning with the 2018-2019 school year, teachers will be trained through approved ADE IDEAS videos.	CPS will provide training opportunities for teachers. <i>Learning by Doing: A Handbook for PLCs at Work</i> (3rd Edition)	Classroom Observations Professional Development Records Feedback will be provided by administration Continuums and assessments from <i>Learning by Doing</i> 3rd Edition.
All CJHS students will receive intervention and/or enrichment based on their individual needs in reading.	Tyler Tarrant	Ongoing	RTI Block is built into the master schedule each day.	Data from ● CFAs ● ATLAS ● iXL
Screen students who are suspected of displaying the characteristics of dyslexia and/or struggling readers.	Tyler Tarrant	Ongoing	Dyslexia Screeners ● CTOPP-2 ● WRMT-3 ● GORT-5 ● TWS-5	Data from ● Level 1 Screeners ● CFAs ● ATLAS

Provide Dyslexia Intervention for students identified and/or diagnosed with the characteristics of dyslexia.	Diem Scott	Ongoing	Sonday System TOWRE-2	Students' progress will be monitored through the Sonday Systems program, TOWRE-2, and ATLAS Summative and Interim scores.
Teachers will incorporate a variety of reading strategies during Tier 1 instruction within their specific content areas.	Charlotte Sandage Department Chairs	Ongoing	iXL No Red Ink Non-Fiction Articles SOR Strategies	These strategies will be discussed in PLC meetings in the building and at the district level. Review lesson plans and assessments to determine implementation and monitor student progress.

Priority #2

Improvement Plan Focus Area: Professional Learning Community (PLC)

Improvement Plan Goal: CJHS will increase scores by 5% on the ATLAS Summative Assessments by the end of the 2026-2027 school year through a collaborative effort of faculty members using the PLC and RTI processes.

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

- Teachers need time to collaborate in order to identify deficits in curriculum and provide best practices for intervention for struggling students.
- To achieve mastery of essential standards, students need time during the school day for targeted intervention

Team Member(s) Responsible:

- Charlotte Sandage
- Tyler Tarrant

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

- All students will have a guaranteed and viable curriculum in addition to intervention for all students to master the essential standards for each course.

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

Teacher collaboration through the PLC Process is powerful because it turns teaching from an isolated activity into a shared, evidence-driven effort focused on student learning. It improves instruction through shared expertise and ensures consistency through shared planning sessions.

Summative test results give teachers and administrators the opportunity to reflect and evaluate curriculum and/or teaching strategies based upon the degree in which students demonstrate mastery towards state standards. Testing data is essential for identifying curriculum deficits because it shows what students actually mastered after instruction. According to the 2024-2025 ATLAS Summative Assessments

- 58% of 7th graders and 61% of 8th graders were not proficient on the ELA Summative Assessment.

- 47% of 7th graders and 53% of 8th graders were not proficient on the Math Summative Assessment.
- 55% of 7th graders and 55% of 8th graders were not proficient on the Science Summative Assessment

Understanding demographic factors allows educators to respond effectively rather than just treating all students as if they start from the same place. Knowing students' individual backgrounds help teachers adapt learning strategies, making learning more precise instead of a one-size-fits-all approach. According to 2025-2026 building demographics, of the approximate 730 students enrolled at CJHS,

- 1% have been identified as homeless.
- 17% have an 504 Accommodation Plan
- 13% have an Individualized Education Plan (IEP)
- 7% have been identified as English Language Learners
- 32% are on Free/Reduced Lunch
- 4% have indicated that English is not their primary home language (including: Cambodian, Chinese, Japanese, Portuguese, Spanish, Tagalog, Thai, Urdu, and Vietnamese)

Alignment to District Core Belief:

The PLC focus is aligned to several of the CPS Core Beliefs.

- 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.
- Effective relationships are powerful.

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
Attend and create Professional Development for instructional strategies to increase student engagement during instruction	Charlotte Sandage Guiding Coalition	Ongoing	<i>Learning by Doing: A Handbook for PLCs at Work</i> (3rd Edition)	Guiding Coalition and department heads will train teachers with instructional strategies. Classroom walkthroughs and observations with feedback Continuums and assessments from <i>Learning by Doing: A Handbook for PLCs at Work</i> (3rd Edition)
Common plan time and dedicated planning periods for PLCs to meet and collaborate. - Determine essential standards - Create CFAs - Discuss student progress/data	Department Chairs	Ongoing	Achievement Level Descriptors (ALDs) provided by ADE. RTI Scheduler provided through building funds. iXL provided through district funding.	Running agendas Digital Data Wall Feedback from administration. Data collected from CFAs and iXL Monitor SMART goals set by departments.

RTI class period built into the master schedule to address student deficits.	Charlotte Sandage	Ongoing	RTI Scheduler provided through building funds. iXL provided through district funding.	Data collected from CFAs and iXL Feedback from teachers and administration about student growth.
Targeted interventions for students scoring Level 1 on ATLAS Summative Math assessments	Charlotte Sandage	Ongoing	RTI Scheduler provided through building funds. iXL provided through district funding.	Data collection from online intervention platforms

Priority #3

Improvement Plan Focus Area: THRIVE

Improvement Plan Goal: CJHS will decrease behavior referrals to the office by 10% by the end of the school year.

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

- Universal behavioral expectations for all students.
- Support for staff/faculty to address behavioral concerns

Team Member(s) Responsible:

- Tyler Tarrant
- Jared Walters

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

- Students will have clear and positive expectations for behavior.
- Students and staff will have a safe, supportive, and inclusive environment that reduces stress, anxiety, and behavioral issues.

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

In order to be successful in the classroom, students must feel physically and emotionally safe. In emotionally safe schools, students are less likely to engage in disruptive behavior because they feel respected and heard. Positive relationships among staff and students help reduce stress and anxiety. Students are more likely to be open to take on challenges and seek help, both academically and personally.

Reviewing discipline data is a way to understand how the school environment is functioning and how it can be improved for both students and staff. It reveals patterns that cannot be seen day to day and identifies root causes, not just behaviors. CJHS discipline data revealed:

- Common infractions including: disruption, personal electronic devices, tardies, and physical misconduct.
 - 1,114 total office referrals in the 2025-2026 SY
 - 270 - disruption
 - 168 - personal electronic devices
 - 119 - tardies

- 98 - physical misconduct
 - 20 students had 10 or more discipline referrals for the 2025-2026 SY.
 - 9 students attended ALE at some point in the 25-26 SY and returned to campus. Reasons for ALE placement included: multiple disciplinary infractions, refusal to search, alcohol, and truancy. This is a 50% increase in the number of students from the previous SY.
- Identified mental health concerns:
 - 20 students were hospitalized for acute care for the 2025-2026 SY. This is a 150% increase from 8 students from the previous SY.
 - 69 students receive school based mental health services by outside therapists. This is a 53% increase from 45 students from the previous SY.
 - 38 referrals have been sent by our school counselors on behalf of students/parents to outside counseling agencies.
 - 25+ students per week visit the counseling center to discuss issues/concerns related to mental health. This is a 150% increase from 10 students from the previous SY.

Alignment to District Core Belief:

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

- 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.
- 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
THRIVE training provided by the state	Jared Walters	2023-2024 School Year	District Funds	Attendance on required training held by ADE.
The THRIVE Committee will meet periodically to discuss progress towards goals and create incentives for students meeting expectations.	Jared Walters Tyler Tarrant	Ongoing	Building Funds	Agendas Behavioral Data Survey results from students and staff
Mental health awareness trainings and conversations with staff/faculty.	Charlotte Sandage Jared Walters	Ongoing	Professional Development modules through IDEAS and various health care providers.	Behavioral Data
Provide resources and build relationships with students in crisis	Jared Walters	Ongoing	N/A	Data Collection • ALE Transition Conferences • Hospitalization Re-Entry Check Ins

Develop a system of incentives based on input and feedback from students and staff.	Tyler Tarrant	Ongoing	Building Funds	Student Surveys Staff Surveys Data Collection
Develop and utilize Behavior Academies to target repeat offenders on common disciplinary infractions	Charlotte Sandage Tyler Tarrant	Ongoing	Book: <i>Behavior Solutions, Teaching Academic and Social Skills through RTI at Work.</i>	Behavior Data Attendance records for Behavior Academies Teacher recommendations Student Reflections
Handbook discussion with parents and community members to determine clarification and/or adjustments to current disciplinary issues.	Charlotte Sandage	Yearly	CPS Student Handbook	Feedback from roundtable discussions Survey results
Create opportunities for families to celebrate educational accomplishments and foster a love of learning among all stakeholders	Tyler Tarrant	Ongoing	Building Funds	Sign-in sheets and attendance records Survey results from students and families.

CJHS Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Charlotte Sandage	Principal
Tyler Tarrant	Assistant Principal
Linda Bevis	Assistant Principal
Jared Walters	Counselor/THRIVE Coordinator
Shellah Marsh	Teacher (English Department Representative)
Jena Reitz	Teacher(Math Department Representative)
Reed Fisher	Guiding Coalition Chair/Teacher (Science Department Representative)
Cheryl Ellison	Teacher (Social Studies Department Representative)
Ronnie Goodwin	Teacher (Elective Department Representative)
Lindsey Duncan	Parent
Nicole True	Parent