

Cabot Junior High South
Cabot Public Schools
2021-2022 School Improvement Plan

Our Mission: It is evident that learning for all is our core purpose.

- 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: We have a shared understanding of and commitment to the school we are attempting to create.

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

Collective Commitments: We have made commitments to each other regarding how we must perform and collaborate in order to achieve our shared vision.

We will:

- Create formative assessments and analyze the data to plan and develop future instruction.
- Utilize a variety of instructional strategies to promote student success.
- Engage in meaningful staff development.

- Reflect upon and improve teaching practices regularly to ensure student growth.
- Be positive, contributing members of our collaborative team.
- Communicate intentionally and continuously with parents and stakeholders.
- Create and maintain a safe and positive learning environment.
- Establish and Cultivate positive, meaningful relationships with students and peers
- instill in students the ability to understand that outcomes are a result of actions

School Wide Goals: We will monitor the following indicators to mark our progress.

- Increase individual success and growth for both students and adults.
- Implement a peer observation system to grow as individuals and professionals.
- Design and implement initiatives to develop the “whole child”
- Develop and implement a guaranteed and viable curriculum for ALL students
- Create a system to monitor student achievement
- Create and utilize a tiered RTI pyramid to support PRIDE Intervention

Priority #1	
Improvement Plan Focus Area: Focused Instruction based on the Science of Reading	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <ul style="list-style-type: none"> ● Teachers will implement components of SOR into all content areas. 	<p>Team Member(s) Responsible:</p> <ul style="list-style-type: none"> ● Dr. John West ● Mande Carmical ● Lance Schichtl

<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> • All teachers will be equipped to identify and support struggling readers. • Students will receive instruction and support with reading across all content areas. 	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>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.</p> <ul style="list-style-type: none"> • For the 2018-2019 school year, 61% of CJHS students (55% of 7th graders/67% of 8th graders) were considered “Ready” or “Exceeding” according to ACT Aspire. 	
<p>Alignment to District Core Belief: CJHS’s reading focus is aligned to several of the CPS Core Beliefs.</p> <ol style="list-style-type: none"> 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 CJHS Teachers will be trained in, science of reading, SOR to demonstrate a proficiency in scientific reading instruction as related to their subject area.	Dr. John West Mandee Carmical Lance Schichtl	Ongoing Beginning with the 2018-2019 school year, teachers will be trained through approved ADE IDEA videos.	CPS will provide training opportunities for teachers.	Feedback will be provided by Admin.
All CJHS students will	Dr. John West	Ongoing	Daily 37 minute, PRIDE	ACT Aspire and MAP

receive intervention and/or enrichment based upon their individual needs in reading.	Mandee Carmical Lance Schichtl		TIME, intervention block built into the master schedule.	data will also be used to group students for intervention and/or enrichment.
Dyslexia Screening, students exhibiting characteristics of a struggling reader will be screened with the following assessments: <ul style="list-style-type: none"> • Comprehensive Test of Phonological Processing – second edition (CTOP-2) • Woodcock Reading Mastery Tests (WRMT-III) • Gray Oral Reading Tests – Fifth Edition (GORT-5) • Test of Written Spelling (TWS-5) 	Mandee Carmical	Ongoing	As needed	Identified students are screened for dyslexia tendencies. Based on the analysis for the results and committee decisions, students are placed on a 504 outlining accommodations needed for the classroom setting and scheduling dyslexia intervention.
Dyslexia Intervention is provided for students identified with dyslexia tendencies. The dyslexia interventionist uses the Barton Reading and Spelling Program	Mandee Carmical Terri Schimtz (scheduling) Tracy Wakefield	Ongoing	CPS will provide training opportunities for teachers.	Identified students will receive dyslexia intervention with the interventionist. The program that the interventionist will use is the Barton Reading and Spelling Program
Reading Strategies	Dr. John West	Ongoing	CPS will provide training	These strategies will be

<p>across Content No Red Ink is used in the literacy classes. No Red Ink is digital platform that has students practice grammar skills, reading comprehension, and writing strategies. Science and Social Studies classes incorporate non-fiction articles into activities on a weekly basis. Each science course integrates Greek and Latin prefixes, suffixes and root words. These lessons help students to identify the meaning of the science content.</p>	<p>Mandee Carmical Lance Schichtl Department Chairs</p>		<p>opportunities for teachers.</p>	<p>discussed in department meetings in the building and district levels.</p>
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Priority #2

Improvement Plan Focus Area: Response to Intervention (RTI)

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

- Reducing the academic gap between students.

Team Member(s) Responsible:

- Dr. John West
- Mande Carmical
- Lance Schichtl

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

- Reducing the achievement gap between students

Alignment to District Core Belief:

CJHS's response to intervention 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
All staff members will be trained through the Capturing Kids' Hearts (CKH) program	Dr. John West Mande Carmical Lance Schichtl Terena Woodruff	2020-2021 school year	District Funds	All staff members will attend CKH training upon starting the school year. CKH representatives will conduct site visits with Process Champions to

				evaluate and improve CKH protocols at CJHS.
New faculty and staff members will be trained in CKH protocol.	Dr. John West Terena Woodruff	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 CJHS Renaissance Team will work to create incentives and recognition programs for students and staff.	Jared Walters Reed Fisher	Monthly	Bookstore Funds	Survey students, staff, and faculty to determine effectiveness of program and make changes as necessary.
PRIDE Time: PRIDE Time is a time built into the master schedule to provide intervention for students who are not mastering the content.	Dr. West Lance Schichtl Mandee Carmical	Daily	N/A	
Target Lab				

Priority #3

Improvement Plan Focus Area: Peer Learning Community (PLC)

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

- Based on students not mastering the content, PLC provides collaboration time for teachers and staff to identify deficits in curriculum, provide best practices for intervention for struggling students.

Team Member(s) Responsible:

- Dr. West
- Mande Carmical
- Lance Schichtl

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?*

CJHS's student population is represented by a wide variety of ethnic/cultural backgrounds, ability levels, and parental support at home.

According to CJHS building statistics,

- 5% of students speak another language other than English at home. (Including: Chinese, Mandarin, Spanish Tagalog, Vietnamese, and Korean)
- 23% of students have been identified as receiving free/reduced lunch.
- 14% of students receive special education services.
- 8.5% of students have a current 504 Accommodation Plan in place.

According to the High Reliability Schools Survey conducted by the Arkansas Department of Education 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:

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
ACSIP Committee will review the High Reliability Schools Survey	Mandee Carmical	Annually	N/A	Committee members will analyze the results from the survey and develop ways to improve parental involvement. Develop a survey to specifically seek ways to involve parents at CJHS and support them with their child's learning at home.
Professional Development for instructional strategies to increase student engagement during instruction	Dr. John West Lance Schichtl Mandee Carmical	Summer 2021	N/A	Committee members will discuss instructional strategies to share with faculty in summer professional development.
Common Assessments are created for each essential standard. These common assessments are created in Edulastic and shared with district	Dr. John West Lance Schichtl Mandee Carmical Department Chairs	On Going	N/A	Teachers will meet regularly to create and/or analyze data from these assessments.

personnel.				
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CJHS 2020-2021 Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Dr. John West	Principal
Mandee Carmical	Assistant Principal
Lance Scichtl	Assistant Principal
Amy Youngblood	Community Member
Carmen Jones	Community Member
Adam Collie	Teacher
Maggie Beck	Teacher
Joyce Permenter	Classified Staff Member