

# Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

## Cabot Freshman Academy NCES - na

Cabot School District

### School Success Indicators

Key Indicators are shown in **RED**.

#### School Leadership and Decision Making

##### Establishing a team structure with specific duties and time for instructional planning

**Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/16/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the Cabot Freshman Academy, a leadership team has been developed. Members of the leadership team include the administrative staff (principals), PLC Chairs, the ACSIP Process Manager, and the counselors. The leadership team meets regularly for the purpose of guiding the CFA in accomplishing its mission, "Graduation Starts Here". All members of the Cabot Freshman Academy faculty are assigned to a Professional Learning Communities (PLCs). PLC members share a common group of students. PLCs meet weekly to discuss the personal and academic needs of their shared students. Each PLC is governed by a PLC Chair, designated by the Principal. When placing students on PLCs, counselors first identify students with special needs, including both special education and pre-advance placement, and place them on the PLCs designated to serve their needs then use the eschool database to randomly place the remaining students on PLCs.	
<b>Plan</b>	Assigned to:	Kasey Hill	
	How it will look when fully met:	The Leadership Team will meet regularly with the principals to guide the academic policies of Cabot Freshman Academy. PLC chairs will meet on a weekly basis with their members to discuss information regarding the operation of the school as well as student progress.	
	Target Date:	05/31/2017	
	Added date:		
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		

<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/23/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers and students are assigned to a Professional Learning Communities (PLC). At the beginning of the year, a manageable grouping of students are assigned to a PLC and share the same teachers for their core subjects, such as Math, Science, Social Studies, and English. The PLC teachers meet on a weekly basis to discuss student progress and coordinate curricular activities among their grade level team. The Parental Involvement Coordinator works with administration and parents to bridge the gap between parents and school personnel.	
<b>Plan</b>	Assigned to:	Tanya Spillane	
	How it will look when fully met:	Communication between administration and PLC chairs is fluid and routine. PLC chairs are conducting regularly scheduled meetings with their assigned teachers and records of meetings are accurately maintained.	
	Target Date:	12/18/2015	
	<b>Tasks:</b>		
	1. Administration will communicate specific information that needs to be addressed in regularly scheduled PLC meetings.		
	Assigned to:	Administration Team	
	Added date:	03/23/2015	
	Target Completion Date:	12/18/2015	
	Frequency:	weekly	
	Comments:	Mrs. Spillane communicates specific information to be addressed in weekly PLC meetings through her Monday Memo. Each PLC Chair will add this information to their agendas for their weekly meetings.	
	<b>Task Completed:</b>	<b>12/31/2015 12:00:00 AM</b>	
	2. PLC chairs are responsible for creating agendas and communicating information to PLC members. The PLC Chair or designated person will be responsible for keeping minutes of the meetings and share meeting minutes with administration.		
	Assigned to:	PLC Chairs	
	Added date:	03/23/2015	
	Target Completion Date:	12/18/2015	
	Frequency:	weekly	
	Comments:	Each PLC chair regularly communicates information to PLC members. PLC chairs have agendas available to PLC members prior to meeting times. Minutes of each meeting are created and shared with administration.	
	<b>Task Completed:</b>	<b>12/18/2015 12:00:00 AM</b>	

		3. Agendas and minutes from PLC and leadership meetings will be collected from PLC chairs or designated member.	
		Assigned to:	Kasey Hill
		Added date:	03/23/2015
		Target Completion Date:	12/18/2015
		Frequency:	weekly
		Comments:	Communicate with PLC chairs to share PLC agendas and minutes via Google Docs.
<b>Implement</b>	Percent Task Complete:	67%	
<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/23/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CFA Leadership team consists of the three principals, the PLC chairs, the Process Manager, and the building counselors. Agendas are provided beforehand and give focus to the meetings. Meetings are generally held monthly.	
<b>Plan</b>	Assigned to:	Tanya Spillane	
	How it will look when fully met:	This objective will be fully met when the Leadership Team is meeting twice per month for an hour or more each meeting. Agendas and Minutes from meetings will provide evidence that this objective is being fully met.	
	Target Date:	06/30/2016	
	<b>Tasks:</b>		
	1. Administrative team will work to give focus to regularly scheduled Embedded Session for all staff. Content covered during Embedded Sessions will give focus to weekly PLC meetings. Encouraging students to earn all credits needed for graduation continues to be our main area of focus for our PLCs. Embedded Sessions provide tools, strategies, techniques, and discussions based on research to pursue our focus area.		
		Assigned to:	Administration Team
		Added date:	03/31/2015
		Target Completion Date:	12/18/2015
		Frequency:	twice monthly
		Comments:	
	2. The Administrative team will work with the Leadership Team at the end of the school year to discuss the pros/cons of the first year as a new school. They will also schedule regular monthly meetings for the next school year to continue progressing toward our focus: Graduation Starts Here.		
		Assigned to:	Administration Team

		Added date:	03/31/2015
		Target Completion Date:	08/31/2015
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are a new building with a complete collection of new staff members. All administrators are assigned designated departments and areas. Each administrator is assigned specific teachers to observe and provide feedback regarding instructional practices and their individual classroom environments.	
<b>Plan</b>	Assigned to:	Tanya Spillane	
	How it will look when fully met:	All administrators will attend specific department meetings. Each department will meet once per nine weeks to align curriculum and develop assessments. Administrators will be present for these meetings. They will also provide focus areas for these meetings. Our building will have one department focus 1/2 day per nine weeks. Administrators will utilize the information from these meetings to monitor professional learning community conversations regarding curriculum and assessment. They will also use this knowledge when observing specific classrooms and conducting evaluations.	
	Target Date:	12/17/2014	
	<b>Tasks:</b>		
	1. Each department will meet once per nine weeks to align curriculum and develop assessments. Administrators will be present for these meetings. They will also provide focus areas for these meetings. Our building will have one department focus 1/2 day per nine weeks. Mr. Floyd: Science, Foreign Language, Math, Band, Choir, Agri MS. Davis: English, Oral Communications, History, Special Education, and Art Mrs. Spillane: PE, Construction, and all others as possible		
	Assigned to:	Administrative Team members	
	Added date:	10/30/2014	
	Target Completion Date:	12/17/2014	
	Frequency:	twice a year	

		Comments:	Administrators will attend designated department content meetings. They will establish the purpose for the meeting (aligning assessment and curriculum). Artifacts will be collected via google docs.
		Task Completed:	1/30/2015 12:00:00 AM
		2. Administrators will utilize the information from these meetings to monitor professional learning community conversations regarding curriculum and assessment. They will also use this knowledge when observing specific classrooms and conducting evaluations.	
		Assigned to:	Administrative Team Members
		Added date:	10/30/2014
		Target Completion Date:	12/17/2014
		Frequency:	twice a year
		Comments:	Administrators will utilize information to monitor professional learning communities in the area of curriculum and assessment. Administrators will also provide specific feedback utilizing the TESS rubric.
		3. Administrators will drop into their designated classrooms to observe instructional practices and assessment. These observations will help guide conversations within the professional learning communities as well as department meetings.	
		Assigned to:	Administrative Team Members
		Added date:	10/30/2014
		Target Completion Date:	12/17/2014
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:		33%
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Administration provides focus areas to PLC meetings through a weekly emails. These focus areas are often in response to trends that administration see as a need to support teachers and student achievement. Embedded professional development is offered approximately 6 times per school year. Embedded PD is focused toward the building goal and is aligned with Teacher Excellence and Support System (TESS). This goal is set by administrators at the beginning of each school year. It is a building expectation that all faculty members use a Progress Monitoring Form to track students who are not on track to earning all credits for graduation. Conversations through PLC meetings when updating the progress monitoring form analyze student achievement as well as instructional practices and interventions that are being used to support student success.
<b>Plan</b>	Assigned to:	Tanya Spillane
	How it will look when fully met:	To fully implement this objective, CFA will conduct peer observations. Peer observations will occur periodically throughout the school year and will be given a focus set by the administration team. Observations will be focused on purposeful and research based strategies. Information from peer observations and administrative will be used to guide professional development for the entire building. PLCs will be given enrichment focuses to discuss research based strategies to improve student behavior and academic achievement.
	Target Date:	06/01/2018
	<b>Tasks:</b>	
	1. Administration will review data from the progress monitoring forms and discipline tracker to guide peer observations and PLC enrichment focus areas.	
	Assigned to:	Administration Team
	Added date:	03/30/2016
	Target Completion Date:	12/31/2016
	Frequency:	monthly
	Comments:	
	2. The leadership and administration team will develop specific components to observe during peer observations. Components will be aligned with TESS and general academic or behavioral needs within the building.	
	Assigned to:	Leadership Team
	Added date:	03/30/2016
	Target Completion Date:	12/31/2016
	Frequency:	monthly
	Comments:	
	3. Teachers will observe another teacher at least once per semester.	
	Assigned to:	PLC Chairs
	Added date:	03/30/2016
	Target Completion Date:	05/31/2018
	Frequency:	twice a year

		Comments:	Observations will take place during regularly scheduled PLC meetings. Focus areas will be given by administration in advance of the observation and will be tied to specific components aligned with TESS.
	4. Information from observations will be reviewed and analyzed by the administration and leadership team. This information will be used to guide and plan Embedded professional development and PLC Enrichment focus areas.		
		Assigned to:	Leadership Team
		Added date:	03/30/2016
		Target Completion Date:	06/01/2018
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Building administrators have been trained and certified through Arkansas' Teacher Excellence and Support System (TESS). Administrators must pass a proficiency examination before they are able to conduct observations and assist teachers in preparing professional growth plans. Teachers develop individual professional development plans, with guidance from building administrators. This is typically done at the end of year, as teachers began planning their required professional development during non-contract hours. Teachers are placed on a professional growth track based upon their years of experience and data from previous evaluations. The individual teacher's professional growth plan and classroom observations are part of their annual evaluation process. Administrators discuss the results from classroom observations to formalize results into a plan of professional growth for the upcoming school year.	
<b>Plan</b>	Assigned to:	Ahna Davis	
	How it will look when fully met:	When this objective is being fully met at the Cabot Freshman Academy, emphasis on teachers professional development will be aligned by department to make the strongest impact on student achievement. When developing professional growth plans, groups of teachers within a given subject area will work together in order to prevent individual plans from fragmenting the efforts of the building as a whole. PLC members or department members will work together to strengthen their efforts to impact student learning as a collective group.	

	Target Date:	08/21/2017
	<b>Tasks:</b>	
	1. The administrative staff will work with department chairs to guide teachers in developing professional growth ideas and/or plans based upon the needs of each subject area.	
	Assigned to:	Ahna Davis
	Added date:	11/15/2015
	Target Completion Date:	05/31/2017
	Comments:	Although professional development plans should be individualized, based upon the needs of each teacher, all teachers within a given department should have a clear focus to strengthen the department. Department chairs will be able to encourage other teachers within the department for the benefit of the department as a whole.
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are assigned to a Professional Learning Community (PLC) based upon a common group of students. All four core subject areas are represented in each PLC. PLC members meet weekly to discuss student achievement and create goals/plans to see continued academic improvement among their students. Building administrators and counselors attend the PLC meetings to monitor and coordinate resources to assist teachers in seeing all students achieve their highest potential. Embedded professional development is provided monthly, led by the principal to guide all teachers to accomplish the Cabot Freshman Academy's mission and professional development focus.
<b>Plan</b>	Assigned to:	Tanya Spillane
	How it will look when fully met:	Currently, student data drives the focus of embedded professional development. When this objective is being fully met at the Cabot Freshman Academy, data collected from teacher performance will also be considered when planning embedded professional development.
	Target Date:	06/01/2020
	Added date:	
<b>School Leadership and Decision Making</b>		
<b>Expanded time for student learning and teacher collaboration</b>		



<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/09/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>There are several levels of implementation at the Cabot Freshman Academy. Currently, we encourage students to utilize our "Homework Lab" before school for extra help with homework, especially Math and English. Several students who have been designated "at risk" for failure meet with the principals on a regular basis to ensure they are staying on track to receive their credits for graduation. The district hosts a "Math Lab", an after school tutoring at ACE North. We encourage our students to attend tutoring sessions for extra help with Math. Academic Intervention and Credit Recovery are courses in which students can catch up on credits that they failed to earn the previous semester. Algebra A/B is a course offered at CFA, designed to provide students with an extra support system who have struggled in Math classes previously. Both the Algebra A/B and Resource Math are double blocked classes, in which students spend two class periods each day, rather than just one class period. Many teachers at CFA implement Student/Teacher conferences periodically, to talk with students one on one to identify areas in which they are struggling academically. This is also designed to catch students before they fail. PLC assessment calendars are utilized by PLCs to oversee major assessments and to spread out among the core classes and students are not bombarded on one day. Keystone is a required class that designed to help successfully navigate high school. Through Keystone classes, students receive instruction on study skills, transcript analysis, time management, and goal setting strategies. Incentive Days are offered to students who meet certain criteria, geared toward earning their credits for graduation. Students are rewarded through Incentive Days for their positive academic behavior. PLCs also track student progress through our "Progress Monitoring Form". PLC teachers add failing or at risk students to the form in order to track their progress and to keep them accountable to their academic needs. This form is updated regularly through the PLC meetings. Behavior Contracts are another intervention used by several PLCs and teachers for students' whose behavior ultimately effects their academic performance. Rewards and consequences are set by the teacher and student. Finally, it is a goal of CFA to provide Differentiated Instruction to students to ensure that all students are given the instructional means and methods that help them succeed in the classroom.</p>	
<b>Plan</b>	Assigned to:	Deanne Tonnessen	

	How it will look when fully met:	Administrators, PLC chairs, and teachers will meet to discuss the positive and negative effects of our interventions and extended learning opportunities to best fit the academic needs of our students.
	Target Date:	05/22/2020
	<b>Tasks:</b>	
	1. Each nine weeks, administrators will create a progress monitoring form to track students who are failing or at risk of failing core classes. Teachers will update the progress monitoring form weekly by adding the name(s) and grade(s) of students who are failing or at risk for failure in their class. Teachers may also add notes regarding conversations with the student, parents, and/or administration and any action that has been taken to keep them on track to earn credits.	
	Assigned to:	Angie Simon
	Added date:	03/28/2016
	Target Completion Date:	09/05/2016
	Frequency:	weekly
	Comments:	
	2. PLC Chairs will meet with their members to discuss the pros and cons of the various intervention strategies that are currently implemented. PLCs will discuss ways to improve intervention strategies that are already in place or suggest other methods to increase student achievement.	
	Assigned to:	Deanne Tonnessen
	Added date:	03/28/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice a year
	Comments:	
	3. The Leadership Team will review feedback from PLC discussions to analyze current interventions. The Leadership Team will work with administration to develop plans to improve extended learning opportunities and intervention methods to fit the academic needs of our students.	
	Assigned to:	Angie Simon
	Added date:	03/28/2016
	Target Completion Date:	12/31/2018
	Frequency:	twice a year
	Comments:	At the Freshman Academy, we have a new class of students each year and only for one year. Academic needs of students vary from year to year and among the body of students. This task needs to occur no less than twice per year in order to best meet the academic needs of the student body.
<b>Implement</b>	Percent Task Complete:	0%
<b>School Leadership and Decision Making</b>		
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>		
<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>	

<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Director of Personnel attends job fairs at local colleges and universities to recruit potential teachers. All teachers new to the profession and new to the district are assigned to a mentoring program. Building administration works closely with the Director of Personnel to ensure that all certified personnel meet HQT (Highly Qualified Teacher) requirements for each position. If the candidate is not HQT but is still the best candidate for the position, the Director of Personnel to create a plan for the teacher to earn HQT status. Building administration and the personnel department work together to monitor the teacher's progress on the teacher's plan.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

### Opportunity to Learn

#### Post-Secondary School Options

<b>Indicator</b>	<b>VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/16/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students at the Cabot Freshman Academy are provided hands-on opportunities for students to explore different careers and assist them in aligning post secondary plans with their career aspirations through job shadowing, career and college fair, college visits, post high school research projects, and guest speakers. Through Keystone classes, students develop a four year plan to ensure all students understand what credits they need in order to graduate, both with or without honors. Keystone teachers emphasize a student's post secondary plan to guide each student in creating their four year plan for graduation. Since CFA is a ninth grade campus, students are not able to earn college credit while attending our building. Emphasis is strictly placed on seeing that all students earn their Freshman	

credits and are on track to graduate with all credits on time. During the creation of each student's four year plan, students are made aware of the many opportunities Cabot High School offers students, once they leave CFA. Course offerings at the high school include test preparation classes, like GT Seminar and Literacy Ready. Students learn about opportunities to earn college credit as a high school student through Concurrent and Advanced Placement classes. Students also learn about many bridge programs offered at the high school that emphasize various professions, like the Medical Academy, Automotive Technology, and others. These bridge programs blend basic skills with workplace readiness skills students will need to be successful in a particular career field. Ninth grade is a little early to start the application process for college and vocational schools. However, each student at CFA has the opportunity to visit a college campus. Keystone teachers work to coordinate college visits each fall. During these college visits, students learn admissions requirements and admissions process, as well as opportunities for financial aid. In addition to these visits, students also research colleges that they are interested in attending through Keystone classes to learn what colleges/universities offer quality programs to match their potential major(s). Students also research the financial burden of each college and what is required of them to enter the college of their choice. Students are encouraged by college personnel and Keystone teachers to take the ACT or SAT early and multiple times. Through both of these activities, students understand what it means to be "college ready". During the spring semester, Keystone teachers arrange a college and career fair. Students are able to listen and speak to professionals, in a variety of career fields. Students learn about the various post-secondary education that is required and maintained by these professionals. Alumni are encouraged to speak to students about their experiences in obtaining their career choice(s). Colleges from across the state are encouraged to speak with students about what degrees and certifications are offered on their campus. Vocational training schools, like cosmetology, are also represented. Through Keystone classes, students are also provided the opportunity to job shadow a professional in a career field they are interested in pursuing after completing high school. This one of a kind experience provides students with a mentor in whom they can discuss the pros/cons of the career as well as the path they took to achieve their career goals. Students and professionals begin to build relationships with their common interests. Beginning in the 2015-2016 school year, students will be required to take the ACT Aspire, as their annual end-of-year assessment. Upon completing this assessment, students will be given scores measuring their college and career readiness, aligned with the Common Core State Standards.

<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers of core subjects work together as an instructional team and have worked together to develop standards-aligned units of instruction. These are reviewed and adjusted on a regular basis to have its greatest impact on student learning. Units of instruction are aligned with Common Core State Standards (CCSS) and the Arkansas Curriculum Frameworks. Instructional teams create lessons and activities that provide differentiated learning activities and strategies for all students to be able to master content standards. Instructional teams meet at least once per semester and during the summer to evaluate the effectiveness of the units of instruction.	
<b>Plan</b>	Assigned to:	Matt Sheets	
	How it will look when fully met:	Instructional teams should meet more regularly when this objective is being fully met at the Cabot Freshman Academy. Teachers should be given regular amounts of time to plan units of instruction. English Language Learners (ELL) teachers should also be included when planning units of instruction. Each year, the Cabot Freshman Academy serves more students identified as ELL. These students are provided services to help aid the transition between their native language and a school that dominantly uses English for instructional purposes.	
	Target Date:	08/31/2020	
	<b>Tasks:</b>		
		1. Teachers will work within their departments will work to develop, adjust, and coordinate units of instruction. Department chairs should seek the professional advice of Special Education and ELL teachers when planning and implementing units of instruction. Teachers should also be encouraged to attend the district's ESL Academy to learn strategies to aid students with	
		Assigned to:	Matt Sheets
		Added date:	11/15/2015
		Target Completion Date:	08/31/2020
		Frequency:	twice a year
		Comments:	Department chairs should contact Candice Castillo, who currently serves as the part-time ESL teacher at the Cabot Freshman Academy. She will be able to provide strategies to help differentiate instruction to help ELL students master content in each content area.

<b>Implement</b>	Percent Task Complete:	0%
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Assessing student learning frequently with standards-based assessments</b>		
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers meet within their content/subject areas during the summer and throughout the school year to develop common assessments based upon their identified "power standards". These "power standards" are identified by the content teachers as the most valuable content standards and work to see all students master these particular standards. Teachers use these common assessments during the year, either as a pre-assessment or post-assessment.
<b>Plan</b>	Assigned to:	Ahna Davis
	How it will look when fully met:	When this objective is being fully met, all teachers will implement common assessments as a means to gather data in regards to student progress and achievement. Results from common assessments will guide teachers to make adjustments in their lesson plans and pacing guides. Results will also be used to differentiate assignments and assessments based upon individual student needs.
	Target Date:	05/31/2018
	<b>Tasks:</b>	
	1. All core teachers (Math, Science, and English) will work to develop at least 3 common assessments to assess student achievement of their respective "power standards".	
	Assigned to:	Stephanie Harper
	Added date:	03/28/2016
	Target Completion Date:	09/01/2017
	Frequency:	four times a year
	Comments:	Power standards have been identified by each subject area (Math, Science, and English). Teachers need to develop at least 3 common assessments to be used throughout the school year. Teachers will review power standards and assessments to ensure their effectiveness.
	2. Each team of core teachers (Math, Science, and English) will develop a plan for implementation of common assessments.	
	Assigned to:	Stephanie Harper
	Added date:	03/28/2016

		Target Completion Date:	01/01/2018
		Frequency:	twice a year
		Comments:	Teachers will determine how each common assessment will be implemented. Example: Common assessments can be used as a pre-assessment to determine at what level students are currently achieving. Common assessments can be used as a post-assessment to determine their level of mastery over a particular power standards.
		3. Teachers will review data collected from common assessments to prepare and/or adjust lesson plans. Teachers will review data collected to adjust pacing guides, if necessary.	
		Assigned to:	Stephanie Harper
		Added date:	03/28/2016
		Target Completion Date:	05/31/2018
		Frequency:	four times a year
		Comments:	Data will be collected and reviewed after the administration of each common assessment. Individual teachers may need to adjust lesson plans to ensure all students are mastering the designated power standards. Teams of teachers will meet within their respective content areas to review data to make necessary adjustments to the pacing guides.
<b>Implement</b>	Percent Task Complete:		0%

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

**Indicator**    **IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)**

**Status**        Tasks completed: 3 of 4 (75%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/29/2014
		<b>Objective Met</b> - 03/23/2015
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	All subjects have district level pacing guides with the exception of some of our essentials classes (band, Agri, Construction). These pacing guides are utilized in planning instruction within each department. The core departments meet once per nine weeks to develop assessments, align instruction and develop grade level activities that enhance comprehension and application of skills. Teachers utilize a variety of resources to include textbooks, teacher created materials and digital media. Our Pre-AP teachers also meet twice a year with the district gifted and talented director to discuss vertical alignment and assessments. Finally, our professional learning communities share responsibility for holding students accountable for the knowledge within the district pacing guides across content areas.
<b>Plan</b>	Assigned to:	Ahna Davis
	How it will look when fully met:	All departments will have department specific lesson plan formats. Each department will create an unique lesson plan that best meets the needs of their specific content area. Lesson plan formats will be approved by administration. Once approved, teachers will utilize these templates within their department area. Standards and assessments will be annotated on the lesson plan. When the objective is fully met in our school, all departments will have developed an unique electronic or paper lesson plan format. The evidence will be the developed lesson plan formats.
	Target Date:	12/17/2013
	<b>Tasks:</b>	
	1. Ahna Davis will develop a uniform template and share it with department representatives.	
	Assigned to:	Ahna Davis
	Added date:	10/30/2014
	Target Completion Date:	11/05/2014
	Comments:	Please share the generic lesson plan template with each department. Department representatives must adapt the lesson plan format to best meet their individual needs.
	<b>Task Completed:</b>	<b>12/19/2014 12:00:00 AM</b>
	2. Department representatives will meet with their individual departments and create a generic lesson plan that best suites their needs. The lesson plan will include concepts and assessments.	
	Assigned to:	Jodi Hennesy
	Added date:	10/30/2014
	Target Completion Date:	11/14/2014



		Comments:	Please meet with your departments and enhance the template lesson plan provided by Ms. Davis. Ensure that the lesson plan format best meets the needs of your individual departments. (Science would include labs, math might include Ipad activities and English would include specific book titles.)Your lesson plan should reflect your academic concepts as well as your assessments. Submit your electronic lesson plan format to your designated administrator: Mr. Floyd: Science, Foreign Language and Math Mr. Donham: Agri, Construction, Art, Choir, Band, PE, Health MS. Davis: English, Oral Communications, History and Special Education Submit your department lesson plan template by 11/14/14
		Task Completed:	1/30/2015 12:00:00 AM
		3. Final lesson plan templates will be distributed to departments by the department representatives. Math: Matt Sheets Science: Justin Acree English: Jodi Hennesy Social Studies: Kasey Hill Special Education: Deanne Tonnessen Essentials: Jamie Layes Shelton	
		Assigned to:	Kevin Floyd
		Added date:	10/30/2014
		Target Completion Date:	11/20/2014
		Comments:	Department Representatives will distribute approved electronic lesson plan templates to their departments. Math: Matt Sheets Science: Justin Acree English: Jodi Hennesy Social Studies: Kasey Hill Special Education: Deanne Tonnessen Essentials: Jamie Layes Shelton
		Task Completed:	3/13/2015 12:00:00 AM
		4. Department representatives will submit their department created lesson plan to a designated administrator. Math, Science, Foreign Language: Mr. Floyd Special Education, Oral Communications, English, History and Keystone: Ms. Davis Art, Choir, Band, Agri, Construction and PE: Mr. Donham	
		Assigned to:	Administrative Team Members
		Added date:	10/31/2014
		Target Completion Date:	12/17/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	75%	
	Objective Met:	3/23/2015	
	Experience:	3/23/2015 This was a relatively easy task to accomplish. It took a collaborative effort between administration and teachers as well as teachers within each content specific department.	
	Sustain:	3/23/2015 Department chairs will need to review the department specific lesson plans on an annual basis as the department chair or the needs of the department change from year to year.	
	Evidence:	3/23/2015 Electronic lesson plans are being utilized by departments for their formal observations.	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	Tasks completed: 2 of 2 (100%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/23/2015	

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Within our district, it is an expectation that teachers will enter one grade per week into the online gradebook to provide parents and students with feedback regarding their progress in the class. Additionally, this assignment must be graded and entered within one week of the assignment's due date. It is a building expectation that all teachers will dedicate multiple days during the first week of each semester for team building activities to create an emotionally safe classroom environment and to build relationships with students for a more productive and positive learning experience. Teachers work together within the PLCs to create common classroom procedures for students. Classroom expectations and procedures are expected to be clearly communicated with students and consistently enforced. Additionally, teachers are required to attend focused embedded sessions and PLC meetings that gear toward monitoring student progress in an attempt to catch gaps in student learning. Teachers meet within their content departments to align curriculum and create common assessments. These common assessments provide teachers the opportunity for "backwards planning" to ensure all objectives from state and common core frameworks are being achieved.</p>	
<b>Plan</b>	Assigned to:	Matt Sheets	
	How it will look when fully met:	<p>PLC members will compile information to constantly monitor student progress to ensure they are on track to earn their credits for graduation. PLCs will continue meeting on a regular basis and continue discussions regarding student achievement. PLCs will also use this information to develop and implement plans to help those students who are struggling.</p>	
	Target Date:	06/30/2016	
	<b>Tasks:</b>		
		1. A "Progress Monitoring Form" will be created for each PLC to track student progress throughout the nine week grading period.	
		Assigned to:	Tanya Spillane
		Added date:	11/16/2015
		Target Completion Date:	12/18/2015
		Frequency:	four times a year
		Comments:	Information could be compiled through Google Sheets or Google Docs so that all teachers can have access to regularly update the Progress Monitoring Form.
		<b>Task Completed:</b>	<b>12/18/2015 12:00:00 AM</b>

		2. Each teacher is responsible for updating the Progress Monitoring Form to catch students who are failing to earn their required credits. Information in the Progress Monitoring Form can be used for discussion during PLC weekly meetings to brainstorm strategies to help these students who are struggling.	
		Assigned to:	PLC Chairs
		Added date:	11/16/2015
		Target Completion Date:	12/18/2015
		Frequency:	weekly
		Comments:	
		<b>Task Completed:</b>	3/8/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%	
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			
<b>Indicator</b>	<b>IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Basic information to guide parents to support their child's learning is provided primarily during Open House and Fall Parent Teacher Conferences. Teachers work with parents to provide interventions to help students throughout the school year.	
<b>Plan</b>	Assigned to:	Kasey Hill	
	How it will look when fully met:	Cabot Freshman Academy will create, distribute, and implement a compact with parents and students that includes the responsibilities and expectations of all parties to ensure the success of all students. This will include suggestions for parents and families to support their student's learning at home.	
	Target Date:	08/15/2018	
	<b>Tasks:</b>		
		1. Faculty members will create a compact between themselves, parents, and students to ensure their success at Cabot Freshman Academy. The compact will include practical expectations and responsibilities of teachers, parents, and students to see all students achieving at their highest potential.	
		Assigned to:	Kasey Hill

		Added date:	03/28/2016
		Target Completion Date:	05/31/2016
		Comments:	
		<b>Task Completed:</b>	12/18/2015 12:00:00 AM
		2. The Leadership Team will determine how to implement the compact. The Leadership Team will determine the level of accountability between CFA faculty members and the parents/students.	
		Assigned to:	Kasey Hill
		Added date:	03/28/2016
		Target Completion Date:	06/01/2017
		Comments:	For example: Does this need to be a document that is mailed home with students prior to starting the school year? Does this need to be made available during Schedule Pick Up Day, Open House, and Fall Parent Conferences? Will we require signatures of parents and students for accountability purposes?
<b>Implement</b>		Percent Task Complete:	50%