

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 29, 2016

Cabot Junior High North NCES - 50375000399

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 Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 10/14/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Currently our school has all three teams in place. We have a Leadership Team, Departmental Instructional Teams and a Parental Involvement School Community Council Team. All three teams meet at a scheduled time and have a specific purpose.	
Plan	Assigned to:	Jennifer Akers	
	How it will look when fully met:	When this indicator is fully met, there will be a common team structure for our school that consists of a Leadership Team (in place), Instructional Teams (in place), and a School Community Council (in place) that meet at a scheduled time, has a specific purpose, is established within district policy, and has communication flow between teams and school faculty.	
	Target Date:	12/23/2016	
	Tasks:		
	1. Find out if team structures are incorporated into the school governance policy. Also need to know if it includes description of team purposes, how teams are constituted, are new school leaders apprised of the expectations, and how is effectiveness of the teams determined?		
	Assigned to:	Rene Embrey	
	Added date:	10/14/2015	
	Target Completion Date:	01/31/2016	

		Comments:	Currently, all of our schools have ACSIP Leadership Teams as well as teacher instructional teams based on best practices. The district continues to provide professional development and conversations regarding the importance of these teams and their functions. However, to allow the schools autonomy in choosing the focus and the members of the team that align to that focus, we do not wish to create a district policy mandating the types/members of those teams.
		Task Completed:	3/18/2016 12:00:00 AM
	2. Need 1)Updated version of Parental Involvement Plan. 2)Link to district policy with Act 307		
		Assigned to:	Jessica Moser
		Added date:	10/14/2015
		Target Completion Date:	01/31/2016
		Comments:	A copy of 2015-2016 Parental Involvement Plan has been obtained. Link on Cabot School District Website for Act 307 http://www.cabotschools.org/search?q=act+307&x=0&y=0
		Task Completed:	1/8/2016 12:00:00 AM
	3. All three school teams will communicate to faculty by sending emails of meeting agendas asking for faculty input.		
		Assigned to:	Debora Brown
		Added date:	10/14/2015
		Target Completion Date:	09/30/2016
		Comments:	
Implement	Percent Task Complete:		67%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 1/20/2015		
Assess	Level of Development:		Initial: Limited Development 10/15/2014
	Objective Met - 01/20/2015		
	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:		Most teams prepare an agenda for their meetings.
Plan	Assigned to:		Debora Brown
	How it will look when fully met:		All teams will prepare an agenda for their meetings.
	Target Date:		01/30/2015
	Tasks:		
	1. Debora Brown will create a google docs sheet that will be sent to group chairs asking if they currently prepare an agenda for their meetings.		
		Assigned to:	Debora Brown
		Added date:	10/20/2014

		Target Completion Date:	10/24/2014
		Comments:	A Google Docs was sent out to the following asking for agendas of meetings: (1) Leadership Team, (2) Instructional Team(Department Heads/Teachers, (3) School Community Council Team chairs were asked to send agendas to Leadership Team member Kim Hill. Sent October 28, 2014
		Task Completed:	10/28/2014 12:00:00 AM
	2. Collect agendas from team chairs.		
		Assigned to:	Kim Hill
		Added date:	10/30/2014
		Target Completion Date:	01/30/2015
		Comments:	Agendas were turned in from Social Studies Dep., English Dept., Science Dept., Math Dept., and Leadership Team.
		Task Completed:	1/12/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/20/2015
	Experience:		1/20/2015 Teams use(d) agendas for meetings and were easily gathered.
	Sustain:		1/20/2015 The Leadership team will need to periodically ask for agendas to ensure that groups are using them for every scheduled formal meeting.
	Evidence:		1/20/2015 The Leadership has a copy of meeting agendas from all departmental meetings.
Indicator	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)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 10/23/2014
	Evidence:		A Leadership Team has been established. Members include: Amy Butler, Assistant Principal; Jennifer Akers, Teacher; Debora Brown, Teacher; Jessica Moser, School Counselor; Rene Embrey, Teacher. The Leadership Team will meet twice a month. (Dates and times to be established at the end of each meeting.)
		Added date:	
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Objective Met 10/14/2015		
Assess	Level of Development:		Initial: Limited Development 01/08/2015
			Objective Met - 10/14/2015
	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:	Currently principals monitor curriculum and classroom instruction by being visible regularly in classrooms; however, principals feel that they are not 100% in providing feedback to teachers regularly.	
Plan	Assigned to:	Amy Butler	
	How it will look when fully met:	Principals will be 100% in monitoring curriculum and instruction in all classrooms and will be 100% in providing regular feedback to teachers on classroom observations.	
	Target Date:	12/12/2016	
	Tasks:		
	1. Principal will hold a meeting with Assistant Principals and discuss a plan on how to provide regular feedback to teachers on classroom observations/walk-throughs.		
	Assigned to:	Amy Butler	
	Added date:	01/08/2015	
	Target Completion Date:	04/30/2015	
	Comments:	Principals have sent emails to faculty after completing classroom observations and/or walk-throughs. Principal Butler will provide evidence from each principal.	
	Task Completed:	10/13/2015 12:00:00 AM	
	2. Principals will provide verbal/nonverbal feedback on a monthly basis to assigned teachers.		
	Assigned to:	Amy Butler	
	Added date:	01/08/2015	
	Target Completion Date:	05/29/2015	
	Comments:	Principals have met and will provide faculty with feedback on classroom observations and/or walk-through by sending an email to the faculty observed.	
	Task Completed:	10/13/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	10/14/2015	
	Experience:	10/14/2015 This objective was easily met. Principals were receptive of providing feedback and understood its importance for faculty growth.	
	Sustain:	10/14/2015 The Leadership Team will need to monitor by asking principals for evidence that emails are being sent to faculty for feedback on classroom observations and/or classroom walk-throughs.	
	Evidence:	10/14/2015 Principal Butler will provide copies of emails sent out to faculty that provide feedback to the faculty person being observed. A copy from each principal will serve as evidence.	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator 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)

Status Tasks completed: 0 of 3 (0%)

Assess Level of Development: Initial: **Limited Development** 10/14/2015

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: Our principal(s) currently asses TESS data from classroom observations to plan professional development.

Plan Assigned to: Jennifer Akers

How it will look when fully met: When this indicator is fully met, the Leadership Team will meet with principal(s), analyze TESS data and develop a plan for professional development for the 2016-2017 school year.

Target Date: 05/13/2016

Tasks:

1. Check with principal(s) for summary reports and/or previous data from TESS to analyze for faculty professional development plan.

Assigned to: Amy Butler

Added date: 10/14/2015

Target Completion Date: 05/02/2016

Comments:

2. Meeting between principal(s) and Leadership Team to analyze 2015-2016 TESS summary reports and plan professional development for 2016-2017 school year.

Assigned to: Jessica Moser

Added date: 10/14/2015

Target Completion Date: 05/13/2016

Comments:

3. Analyze TESS data and/or summary reports to reflect on professional development offered and its effectiveness.

Assigned to: Rene Embrey

Added date: 10/14/2015

Target Completion Date: 05/12/2017

Comments:

Implement Percent Task Complete: 0%

Indicator IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)

Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 10/15/2014
	Evidence:	Fully implemented through TESS model.
	Added date:	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 10/15/2014
	Evidence:	Full implementation through TESS model.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/17/2015
	Evidence:	Copy of our school's required embedded professional development sessions and a copy of our Back-To-School district/school professional development agenda. To sustain this indicator, professional development will continue to be offered to staff.
	Added date:	
School Leadership and Decision Making		
Expanded time for student learning and teacher collaboration		
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/17/2015
	Evidence:	Programs that we use for full implementation are: Tutoring provided by the AP Academy at the the high school, a mentoring program, a weekly advisory class, a homework lab. To sustain these programs, the Leadership Team, along with the principal, will look at semester and end-of-year testing scores to see if these extended learning programs are beneficial to/for the progress of the students.
	Added date:	
School Leadership and Decision Making		
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention		
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	

Assess	Level of Development:	Initial: Full Implementation 12/01/2015
	Evidence:	Administration works with human resources to ensure that all teachers are HQT. If the teachers are not HQT, administration and human resources and teacher work together to put a plan into place.
	Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator	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)	
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Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	To provide students with guidance and support in preparing them for college and career, we offer a GT Program, Career Development Class, Freshman Orientation and Say Go College Week. These programs will be offered throughout to sustain our efforts.
	Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)	
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Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 10/23/2014
	Evidence:	The link below is the link to the Arkansas Department of Education Frameworks that each Instructional Team uses to develop standards-aligned units of instruction for each subject and grade level. http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks
	Added date:	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)	
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Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 02/10/2016
	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:	School administration currently works with district administration discussing the possibility of creating common assessments, based on the pacing guide and standards, in all four core areas to be given 3 times per year. Mrs. Butler currently works with both Jr. Highs in developing 9 weeks common assessments.	
Plan	Assigned to:	Amy Butler	
	How it will look when fully met:	All four core areas will give common assessments three times a year.	
	Target Date:	05/01/2017	
	Tasks:		
		1. The school administration will work with district administration to develop common assessments, based on pacing guides and standards, in all four core areas to be given three times per year.	
		Assigned to:	Amy Butler
		Added date:	02/10/2016
		Target Completion Date:	05/01/2017
		Comments:	
Implement	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: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 10/23/2014	
	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:	All core teachers have established pacing guides used to align standards, curriculum, instruction and assessment. Not sure if elective teachers have established pacing guides used to align standards, curriculum, instruction and assessment within their subject areas.	
Plan	Assigned to:	Amy Butler	
	How it will look when fully met:	All teachers, core and elective, will have pacing guides that align standards, curriculum, instruction and assessment.	
	Target Date:	12/12/2016	

	Tasks:		
	1. Obtain link to school district website for Pacing Guides.		
	Assigned to:	Kim Hill	
	Added date:	10/23/2014	
	Target Completion Date:	12/19/2014	
	Comments:	The following link is to Pacing Guides used by core teachers. www.cabotschools.org/curriculum/pacing-guides	
	Task Completed:	10/22/2014 12:00:00 AM	
	2. Check with elective departments about use of pacing guides.		
	Assigned to:	Kim Hill	
	Added date:	10/23/2014	
	Target Completion Date:	01/30/2015	
	Comments:	Elective classes do not have Pacing Guides. To make this happen, elective teachers will need time to work with colleagues from other buildings to create pacing guides.	
	Task Completed:	1/7/2015 12:00:00 AM	
	3. Time provided for elective teachers to collaborate with colleagues from other buildings to create pacing guides for elective classes.		
	Assigned to:	Amy Butler	
	Added date:	01/08/2015	
	Target Completion Date:	08/31/2016	
	Comments:	Principal Sandage will need to meet with CAO to develop a plan and time for elective teachers from various buildings to have plan time to create pacing guides.	
Implement	Percent Task Complete:	67%	
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/05/2014	
	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:	80% of students are engaged and on task.	
Plan	Assigned to:	Amy Butler	
	How it will look when fully met:	100% of students will be on task.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Provide faculty with professional development on student engagement.		
	Assigned to:	Amy Butler	

		Added date:	11/05/2014
		Target Completion Date:	04/28/2017
		Comments:	
		2. Use TESS evaluations to compare 3 years of data: 1. To measure students on task BEFORE professional development on student engagement has been provided to teachers. 2. Use TESS evaluations to measure two years (after professional development on student engagement has been provided to teachers) to see improvement in student engagement within the classroom.	
		Assigned to:	Amy Butler
		Added date:	03/29/2015
		Target Completion Date:	05/01/2017
		Comments:	
Implement	Percent Task Complete:		0%
Classroom Instruction			
Expecting and monitoring sound homework practices and communication with parents			
Indicator	IIIB01 - All teachers maintain a file of communication with parents.(150)		
Status	Objective Met 1/20/2015		
Assess	Level of Development:	Initial: Limited Development 12/14/2014	
		Objective Met - 01/20/2015	
	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:	86% of teachers use sign-in sheets from Open House. 84% of teachers use sign-in sheets from PT conferences. 95% of teachers file copies of emails. 60% of teachers maintain a log of PT phone calls. 44% of teachers keep a log of parent conference. 5% of teachers use "other" form of file. 14% of teachers use electronic file. 12% of teachers use paper file. 56% of teachers use a combination paper/electronic file.	
Plan	Assigned to:	Rene Embrey	
	How it will look when fully met:	100% of teachers will maintain a file of communication with parents.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Create a google doc questionnaire to get feedback on the types of file teachers currently use to maintain a file of communication with parents.		
		Assigned to:	Katherine Karkkainen
		Added date:	12/14/2014
		Target Completion Date:	11/19/2014
		Comments:	

		Task Completed:	12/12/2014 12:00:00 AM
		2. Create an Assurance Statement for all teachers to sign stating that they will maintain a paper or electronic file of communication with parents. Statement will be handed out for signature at embedded meeting on January 14, 2015.	
		Assigned to:	Carrie Stewart
		Added date:	12/31/2014
		Target Completion Date:	01/14/2015
		Comments:	
		Task Completed:	1/7/2015 12:00:00 AM
		3. Faculty will sign affidavit stating that they do and will continue to maintain a file of communication with parents.	
		Assigned to:	Rene Embrey
		Added date:	01/08/2015
		Target Completion Date:	01/14/2015
		Comments:	Jennifer Akers will make copies of affidavit and give to Principal Byrd to hand out during Jan. 14th embedded to teachers.
		Task Completed:	1/14/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	1/20/2015	
	Experience:	1/20/2015 Determining that all teachers maintain a parent communication file was a little difficult. We had several teachers that did not respond to the google doc that was sent out to see how many teachers kept a communication file and what type of file they kept for records. Having each teacher sign an affidavit saying that they do and will continue to keep a parent communication record was easy to obtain. It was provided for signature at our faculty embedded professional development session.	
	Sustain:	1/20/2015 The Leadership Team will continue to monitor faculty and ensure that all faculty members are maintaining a form of parent communication log.	
	Evidence:	1/20/2015 The Leadership Team has a signed affidavit stating that they do and will continue to maintain a form of parent communication log.	
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	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)		
Status	Tasks completed: 1 of 3 (33%)		
Assess	Level of Development:	Initial: No development or Implementation 12/01/2015	
		Will include in plan	

	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:	Our school currently does not incorporate a Family-School Compact.	
Plan	Assigned to:	Jennifer Akers	
	How it will look when fully met:	When this objective is fully met, our school will have a developed Family-School Compact.	
	Target Date:	09/30/2016	
	Tasks:		
	1. Our school's parent involvement group will collaborate and develop the "family" objectives that will be incorporated into the Family-School Compact.		
	Assigned to:	Jessica Moser	
	Added date:	12/01/2015	
	Target Completion Date:	05/06/2016	
	Comments:	The Parent Involvement group discussed and noted what items they would like to see on such a document. Items parents would like to see from teachers is providing study guides and meaningful homework (preferably in advance for the week). They also discussed a family's responsibility to check the student's grades online and encourage reading for pleasure.	
	Task Completed:	2/4/2016 12:00:00 AM	
	2. During back-to-school professional development sessions, teachers will collaborate and develop the "school" objectives that will be incorporated in the Family-School Compact.		
	Assigned to:	Amy Butler	
	Added date:	12/01/2015	
	Target Completion Date:	08/22/2016	
	Comments:		
	3. The Family-School Compact will be developed and ready to send home for family signatures. This will be completed through our advisory program.		
	Assigned to:	Rene Embrey	
	Added date:	12/01/2015	
	Target Completion Date:	09/12/2016	
	Comments:		
Implement	Percent Task Complete:	33%	