

# 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 Middle School South** NCES - 50375000173

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 4 (50%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/16/2015	
	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:	Cabot Middle School South consists of various leadership teams comprised of student leaders, teachers, support staff from within the school, administration, parents and community member. However, the composition of the teams changes from one school year to the next based on changes within the faculty, student body, and community sponsors. The functioning leadership teams charged with providing input on the operations and policy making for the school for the 2015-2016 school year are listed below: Leadership Team Student Leadership Team Deep Knowledge Team Stakeholders	
<b>Plan</b>	Assigned to:	Georgia Chastain	
	How it will look when fully met:	When this objective if fully developed, each of the leadership teams will have a team charter which lists the duties and responsibilities of the team and expectations when faced with decision-making objectives. The teams will have a specific meeting time established in advance and placed on the school's operating calendar for the given school year.	
	Target Date:	02/02/2016	
	<b>Tasks:</b>		
	1. At the next meeting to be held on January 12, 2016, Tonya Choate will discuss with the members of the Indistar team the governing teams within Cabot Middle School South and begin planning and/or collecting team charters.		
	Assigned to:	Tonya Choate	
	Added date:	12/16/2015	

		Target Completion Date:	01/26/2016
		Comments:	
	2. Established times were set for subject level teams to meet to discuss curriculum progression, interventions, and/or new methods of instruction. SLMs will meet one time per week for approximately 50 minutes.		
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	05/25/2016
		Comments:	
		<b>Task Completed:</b>	8/17/2015 12:00:00 AM
	3. Faculty meetings are scheduled at the principals discretion. The faculty will meet approximately one time per month from 3:30 - approximately 4:30.		
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	05/25/2016
		Comments:	
	4. Team charters have been established for all subject level teams, leadership team, and the Deep Knowledge Team.		
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	08/31/2015
		Comments:	
		<b>Task Completed:</b>	1/12/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		50%
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 3 of 5 (60%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2014	
		<b>Objective Met</b> - 03/20/2015	
	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:	CMSS is at limited development for this indicator. As a building all of our professional learning communities (PLCs) use the same agenda for their meetings except the essentials team and various leadership teams. The subject level teams and instructional teams all use the same agenda. The other teams will discuss and develop an agenda for their meetings and get those to Tonya Choate, process manager.	
<b>Plan</b>	Assigned to:	Georgia Chastain	

	How it will look when fully met:	When this objective is fully met, CMSS will have a common agenda which contains criteria important to the professional learning community. The agendas being used by the grade-level and subject-level teams have been developed by Georgia Chastain, building principal, and are used to guide the meetings. When agendas have been developed for the school leadership team, ASCIP leadership team, and essentials team, the objective will be fully implemented.
	Target Date:	05/20/2016
Tasks:		
	1. Georgia Chastain will develop an agenda format with topics to be used by the various leadership teams as a guide when the teams are meeting.	
	Assigned to:	Georgia Chastain
	Added date:	10/30/2014
	Target Completion Date:	11/17/2014
	Comments:	This will be discussed at the meeting on November 3, 2014 with Georgia Chastain, and the deadline will be set to enable Tonya Choate, process manager to have that information uploaded to the ASCIP plan.
	Task Completed:	3/20/2015 12:00:00 AM
	2. An agenda will be designed to guide meetings by the essentials team (art, p.e., music, library, and computer teachers)	
	Assigned to:	TBA at meeting on November 3, 2014
	Added date:	10/30/2014
	Target Completion Date:	11/17/2014
	Comments:	
	Task Completed:	3/20/2015 12:00:00 AM
	3. Agendas have been collected from 81% of the teams of which Cabot Middle School South are comprised.	
	Assigned to:	Georgia Chastain
	Added date:	03/04/2015
	Target Completion Date:	03/20/2015
	Comments:	Agendas have now been collected from all Professional Learning Communities at CMSS.
	Task Completed:	3/20/2015 12:00:00 AM
	4. With the new 2015-2016 school year beginning, common agendas from the previous year were evaluated and discussed. All subject level teams will use a common agenda developed by the subject level lead and submitted to the members of the team for input prior to the meeting.	
	Assigned to:	Tonya Choate
	Added date:	10/28/2015
	Target Completion Date:	11/09/2015
	Frequency:	weekly

		Comments:	Tonya Choate will meet with principal, Georgia Chastain, about the agendas being used by the subject level teachers and establish a deadline of November 9, 2015 to ensure that all subject level teams are using the common agenda. The common agendas will be presented to the subject level leads by Friday, November 6, 2015.
		5. An agenda to be used in weekly team meetings has been designed by administration. The primary focus of team meetings should be student achievement and/or interventions that benefit students as they transition from one class to the next.	
		Assigned to:	Georgia Chastain
		Added date:	11/30/2015
		Target Completion Date:	05/20/2016
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:	60%	
	Objective Met:	3/20/2015	
	Experience:	3/20/2015 Because the Professional Learning Communities at CMSS operate by a developed and approved set of by-laws and/or a charter, this experience was met easily with simple modifications to update the charter or by-laws.	
	Sustain:	3/20/2015 Constant monitoring of the charters for the PLCs will occur with each new school year or at other times as needed.	
	Evidence:	3/20/2015 Evidence is gathered and saved in a binder and electronically.	
<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: 2 of 4 (50%)		
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 10/30/2014	
		<b>Objective Met</b> - 03/20/2015	
		Will include in plan	
	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:	Tonya Choate, process manager, has developed an implementation plan for this process and will present it to the leadership team at the meeting on Nov. 3, 2014	
<b>Plan</b>	Assigned to:	Tonya Choate	

	How it will look when fully met:	An implementation plan has been designed which contains meeting dates, objective/activities to be completed on that day, and the staff involved. This plan has been established and has been followed to guide the work being done on the ASCIP plan for CMSS 2014-2015. The evidence provided will be a copy of the Anticipated Implementation Plan and minutes documented of the input on the plan.
	Target Date:	10/30/2015
	<b>Tasks:</b>	
	1. Establish an anticipated Implementation Plan for Cabot Middle School South's ACSIP.	
	Assigned to:	Tonya Choate
	Added date:	01/26/2015
	Target Completion Date:	11/17/2014
	Comments:	Anticipated Implementation Plan was developed by Tonya Choate, process manager, and was modified to be reviewed by ACSIP team on November 17, 2014.
	<b>Task Completed:</b>	<b>11/17/2014 12:00:00 AM</b>
	2. The anticipated Implementation Plan was presented to ACSIP team for approval on November 19, 2014.	
	Assigned to:	Georgia Chastain
	Added date:	01/26/2015
	Target Completion Date:	12/15/2014
	Comments:	No modifications were recommended by ACSIP team on Nov. 19, 2014. Plan will be implemented as documented on the plan.
	<b>Task Completed:</b>	<b>11/17/2014 12:00:00 AM</b>
	3. New implementation plan was developed and shared with the principal and district level administrator for approval prior to presenting to the Indistar Team.	
	Assigned to:	Tonya Choate
	Added date:	10/28/2015
	Target Completion Date:	10/30/2015
	Frequency:	twice monthly
	Comments:	Once the implementation plan has been approved by the administration, it will be presented and implementation will begin.
	4. A new Indistar Team has been formed for the 2015-2016 school year. Changes to the team have been updated in Indistar.	
	Assigned to:	Tonya Choate
	Added date:	11/30/2015
	Target Completion Date:	10/30/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	50%
	Objective Met:	3/20/2015

Experience:	3/20/2015 An anticipated implementation plan was developed and presented to the leadership team for approval. Establishing and planning that far ahead with minimal information about Indistar and minimal training was more challenging.
Sustain:	3/20/2015 The plan will be reevaluated at the beginning of the 2015-2016 school year.
Evidence:	3/20/2015 The plan has been saved and uploaded electronically and in a binder.

## 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** Tasks completed: 0 of 5 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/30/2014 <b>Will include in plan</b>
	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:	Data will be gather through classroom walk throughs (CWTs) performed by the administrators at CMSS. Evidence may also include TESS development through formal and informal observations.
<b>Plan</b>	Assigned to:	Georgia Chastain
	How it will look when fully met:	When this indicator is fully met, there will be documentation of the Classroom Walk-Through (CWT) format used by the principal and assistant principals of Cabot Middle School South. This information will be uploaded as evidence. Also, there will be a log provided by the principal and assistant principals that documents when classroom walk-throughs are conducted and to which classes.
	Target Date:	05/20/2016
	<b>Tasks:</b>	
	1. Administration has documentation of the classrooms visited during classroom walk throughs (CWTs).	
	Assigned to:	Georgia Chastain
	Added date:	03/20/2015
	Target Completion Date:	05/01/2015
	Frequency:	weekly
	Comments:	Collect documentation of what administrators will be looking for as they visit the classrooms.
	2. Administration has a district-wide template for specific things they are looking for as they conduct classroom walk throughs (CWTs).	

		Assigned to:	Georgia Chastain
		Added date:	03/20/2015
		Target Completion Date:	05/01/2015
		Comments:	Provide a written copy of the template used by administrators.
	3. Administrators provide feedback to teachers through email about strengths observed in the classroom and any questions they might have about the lesson observed.		
		Assigned to:	Georgia Chastain
		Added date:	03/20/2015
		Target Completion Date:	05/01/2015
		Comments:	
	4. In the 2015-2016 school, the CMSS principal, Georgia Chastain, and assistant principals, Meredith Jones and Mike Nash, will monitor classroom instruction through Classroom Walk-Throughs (CWT). A template is used by the administrators for consistency throughout CMSS.		
		Assigned to:	Georgia Chastain
		Added date:	10/28/2015
		Target Completion Date:	05/20/2016
		Frequency:	weekly
		Comments:	Mrs. Chastain will provide a template used by the administrators in the CWTs.
	5. The first of the formal and/or informal observations have been completed, artifacts have been uploaded, and post-conferences have been held as needed.		
		Assigned to:	Georgia Chastain
		Added date:	11/30/2015
		Target Completion Date:	11/20/2015
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<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 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/16/2015	
	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:	The Deep Knowledge Team at Cabot Middle School South, after completing the first year of the Arkansas Leadership Academy, is responsible for gathering information through various sources and planning professional development opportunities that help teachers meet the individual needs of the students as well as provide support and new teaching and learning opportunities for teachers as they work toward meeting their professional learning goals.	
<b>Plan</b>	Assigned to:	Georgia Chastain	
	How it will look when fully met:	When this objective is fully met, evidence of differentiation, the focus for CMSS, will be evident in teacher planning and in observable lessons, and student engagement will increase while student frustrations will decrease.	
	Target Date:	03/29/2016	
	<b>Tasks:</b>		
	1. The Deep Knowledge Team met in August, 2015 to plan 6 embedded professional development opportunities that would support the school goal of differentiating instruction to meet the needs of all students.		
	Assigned to:	Georgia Chastain	
	Added date:	12/16/2015	
	Target Completion Date:	12/09/2015	
	Comments:		
	2. The first embedded session was led by Deep Knowledge Team member, Kelly Glaze. The session was devoted to introducing the expectations of the administration regarding differentiation as well as a pre-assessment to determine what types of activities the teachers would like to support them in differentiating and the degree of comfort with differentiation.		
	Assigned to:	Tonya Choate	
	Added date:	12/16/2015	
	Target Completion Date:	12/09/2015	
	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 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/16/2015	
	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:	To ensure that teachers are properly trained in subject area and pedagogy, the teachers at Cabot Middle School South are evaluated and required to develop Individual Professional Development Plans through the Teacher Excellence and Support System. Throughout the school year, administrators are assigned specific teachers to monitor and assess in an effort to help them target areas of growth as well as strengths.
<b>Plan</b>	Assigned to:	Georgia Chastain
	How it will look when fully met:	Teachers are assigned to a track which will determine the number and type of observation. Teachers were made aware of their evaluation track and coordinated observation dates and times with the administrator assigned to the track.
	Target Date:	08/18/2015
	<b>Tasks:</b>	
	1. Teachers set observation times using the Arkansas teacher evaluation plan, TESS. Some teachers were on a full observation track in which they are required to complete all of the steps in the evaluation plan: pre-conference, evaluation, reflection, and post-conference. The assigned administrator will look for evidence of the teacher's chosen professional growth goal as well as for evidence of the school's growth goal, differentiation.	
	Assigned to:	Georgia Chastain
	Added date:	03/21/2016
	Target Completion Date:	04/29/2016
	Comments:	Observations are expected to be completed and recorded with the district and state department through Bloomboard by the end of the district's calendar year in May, 2016.
	2. Literacy teachers will be observed and monitored by Georgia Chastain, principal. Math teachers will be observed and monitored by Meredith Jones, Assistant Principal, and science/social studies teachers will be observed and monitored by Mike Nash.	
	Assigned to:	Georgia Chastain
	Added date:	03/21/2016
	Target Completion Date:	05/25/2016
	Comments:	
	3. After the last embedded professional development session held in December, 2016, teachers at CMSS are required to include at least two completely developed differentiated lesson plans per month that they will be implementing in their classrooms. Those plans will be part of the teachers' evaluations.	
	Assigned to:	Georgia Chastain
	Added date:	03/21/2016
	Target Completion Date:	05/25/2016
	Frequency:	monthly
	Comments:	
<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>	Tasks completed: 0 of 12 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2014

	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:	The school has scheduled twelve embedded sessions for professional development. Four of those sessions have already taken place.	
<b>Plan</b>	Assigned to:	Tonya Choate	
	How it will look when fully met:	Agendas for school provided professional development opportunities will be provided which will include a breakdown of information and/or training for that session. Six of those sessions will be embedded hours offered at each building within the district. The district leaders also plan professional development sessions prior to the first day of school that are both differentiated based on teacher need and/or interest.	
	Target Date:	12/09/2015	
	<b>Tasks:</b>		
	1. Teachers will attend 12 required embedded sessions throughout the school year.		
	Assigned to:	Georgia Chastain	
	Added date:	03/20/2015	
	Target Completion Date:	05/01/2015	
	Frequency:	monthly	
	Comments:	Eleven of the twelve embedded sessions have been attended by teachers at CMSS.	
	2. Embedded sessions are planned by administrators and address areas for growth and/or trainings needed to be successful with the new teacher evaluation system (TESS)		
	Assigned to:	Georgia Chastain	
	Added date:	03/20/2015	
	Target Completion Date:	05/01/2015	
	Frequency:	twice monthly	
	Comments:		
	3. The Deep Knowledge Team works with administration to plan embedded sessions as well.		
	Assigned to:	Georgia Chastain	
	Added date:	03/20/2015	
	Target Completion Date:	05/01/2015	
	Comments:		
	4. In the 2015-2016 school year, six embedded sessions will be planned that focus on differentiation. The embedded sessions will be completed by December, 2015.		
	Assigned to:	Tonya Choate	
	Added date:	10/28/2015	
	Target Completion Date:	12/18/2015	

		Frequency:	twice monthly
		Comments:	Agendas for the sessions will be uploaded.
	5. Embedded professional development dates for the 2015-2016 were set by the administrative team for CMSS: August 26, Sept. 26 & 30, Oct. 28, Nov. 11, and Dec. 9.		
		Assigned to:	Georgia Chastain
		Added date:	11/30/2015
		Target Completion Date:	12/09/2015
		Comments:	
	6. The CMSS Deep Knowledge Leadership Team met in July, 2015 to plan the six embedded sessions for the 2015-2016 school year.		
		Assigned to:	Georgia Chastain
		Added date:	11/30/2015
		Target Completion Date:	12/09/2015
		Comments:	
	7. August 26, 2015: Introduction to Differentiation led by Kelly Glaze. Teachers took an online pre-assessment to determine the degree of implementation and understanding of differentiation. It was pointed out that a pre-assessment is a form of differentiation in which teachers gather information about students to help teachers plan instruction that meets the needs of all students.		
		Assigned to:	Kelly Glaze, presenter
		Added date:	11/30/2015
		Target Completion Date:	08/26/2015
		Comments:	
	8. Sept. 16, 2015: A differentiated session was provided by Joyce Dalton on using Menus.		
		Assigned to:	Joyce Dalton
		Added date:	11/30/2015
		Target Completion Date:	09/16/2015
		Comments:	
	9. Oct. 28, 2015: This embedded session was differentiated by subject level. Courtney Lumpkins met with math teachers and introduced them to the differentiated computer lessons that are implemented in her math class. Charlotte Eastham offered a session for the literacy teachers. Several ideas for planning and implementing differentiation were presented that would be easy to plan and implement - color coding, choice in writing prompts, literature circles, etc. Carrie Liar presented various differentiation activities that she has successfully implemented in science/social studies classes.		
		Assigned to:	Carrie Liar
		Added date:	11/30/2015
		Target Completion Date:	10/28/2015
		Comments:	
	10. Sept. 30, 2015: Jeannie O'Shields presented the results of the survey taken in the first embedded session on August 26, 2015. She also presented information on Brain Research with a specific focus on left/right brain activities, all of which are differentiated activities.		
		Assigned to:	Jeannie o'Shields
		Added date:	11/30/2015

		Target Completion Date:	09/30/2015
		Comments:	
		11. Nov. 11, 2015: Christy kittinger presented a computer-based learning tool, Moby Max. This computer-based program is designed to support learning in literacy and math. The program can be used by teachers to differentiate practice, build practice activities, monitor progress of students' mastery of skills. Ms. Kittinger also presented how reports on students learning could be used to differentiate learning and build lessons.	
		Assigned to:	Christy Kittinger
		Added date:	11/30/2015
		Target Completion Date:	11/11/2015
		Comments:	
		12. The Deep Knowledge Team scheduled the last of the embedded professional development sessions in December. Principals will monitor how differentiated instruction, the school's professional growth goal, through classroom walk-throughs (CWTs) and through formal and informal observations of classrooms.	
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	12/18/2015
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<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 5 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/21/2016	
	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:	Cabot Middle School South academic times follow a block schedule of 100 minutes for literacy, math, and science/social studies classes. Students at CMSS also participate in 50 minute essentials classes per day: physical education, technical development, media/library, music, and art.	
<b>Plan</b>	Assigned to:	Georgia Chastain	
	How it will look when fully met:	All fifth and sixth grade students at CMSS will receive 100 minutes of math instruction and literacy instruction per day. The science and social studies block will also include 100 minutes of instruction which will be split between the two subjects.	
	Target Date:	05/25/2016	

		<b>Tasks:</b>	
		1. Students who have been identified as scoring below grade level in both literacy and math will participate in the VIP club which is an after school program that provides interventions to help students better reach mastery of the standards required of them for success in fifth and sixth grades.	
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	03/17/2016
		Comments:	This program will end in March, 2016.
		2. Fifth and sixth grade students were identified for the VIP program based on their PARCC scores from the previous year and/or their performance in literacy and math classes.	
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	10/15/2015
		Comments:	
		3. Students received invitations to VIP and sessions began in October, 2015.	
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	03/17/2016
		Comments:	
		4. Students identified received interventions in both literacy and math as they rotated between six to eight math and literacy educators from Cabot Middle School South. Students were served from 3:30 p.m. til 5:00 p.m. two days per week: Tuesday and Thursday afternoons.	
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	03/17/2016
		Comments:	
		5. The last VIP session was held on March 17, 2016.	
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	03/17/2016
		Comments:	
<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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/22/2016	

Evidence:	The administration at Cabot Middle School South works closely with the district's Director of Personnel, Lisa Baker, to ensure that certified staff meet the requirements established to consider them highly qualified. The educators are evaluated using the TESS, Teacher Excellence Support System. Teachers, in collaboration with the administrator assigned to their evaluation process, set yearly professional growth goals and monitor those goals by collecting evidence that is uploaded to the teachers' dashboards on Bloomboard. Administrators are assigned to teachers based on qualification and expertise: Georgia Chastain - literacy, Meredith Jones - math, and Mike Nash - science/social studies. Administrators monitor teacher progress and evidence through classroom walk-throughs and through formal and informal evaluations. If a teacher does not meet certain requirements that ensure that he/she maintain his/her highly qualified status, the administrator, teacher and district's Director of Personnel work together to develop a plan to support the teacher. Novice teachers are supported by peer mentors who have been trained in the state's mentor program which is linked with the teacher evaluation system TESS. Cabot Middle School South's Deep Knowledge Team considered the diverse needs among the disciplines as they planned and presented the embedded professional development sessions offered to educators as they designed differentiated sessions.
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Added date:	
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**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>
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<b>Status</b>	Tasks completed: 0 of 4 (0%)
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<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/22/2016
	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:	By employing research-based practices, Cabot Middle School South is continually evaluating teacher methods and instructional practices that prepare students to become critical thinkers in the real world as well as in school.
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<b>Plan</b>	Assigned to:	Georgia Chastain
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	How it will look when fully met:	When this objective is fully met, students will be encouraged to synthesize learning across the disciplines with the real world which will positively impact student achievement.
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	Target Date:	05/25/2016
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	<b>Tasks:</b>	
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		1. Essentials teachers will work with students who are considered "bubble students" to provide interventions that help them bridge gaps in their learning. Essentials teachers work closely with classroom teachers to develop plans that will serve the students with whom they have been assigned based on individual student need. These students are part of the SPECTRUM program.
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	05/25/2016
	Comments:	
		2. CMSS has implemented a program entitled M & Ms. This program utilizes military personnel from Little Rock Air Force Base as mentors for those students who have been identified by their teachers as needing extra support academically, socially, and/or behaviorally.
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	05/25/2016
	Comments:	
		3. The first M & Ms meeting was held on Thursday, March 17, 2016.
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	05/25/2016
	Comments:	
		4. Assistant Administrator Meredith Jones developed a data spreadsheet for each team to track the growth of lower performing students. Teachers are to update the data a minimum of three times per grading period and discuss with the students the growth observed and/or establish learning goals to help students achieve mastery and/or growth.
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	05/25/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>		
<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>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/22/2016

Evidence:	Certified staff from Cabot School District have worked with both elementary and secondary curriculum directors to develop units that ensure the the standards mandated by Common Core Curriculum are mastered. The literacy team from Cabot Middle School South have developed five units of study. Those units progress in difficulty and are developed to implement, monitor, and assess student mastery of the standards addressed in each of the five units. The units include research-based practices and methods of instruction as well as common assessments that are given throughout each unit to assess student mastery and to guide instruction or develop interventions. The math program is organized into specific units of study and progress in a manner that will encourage connection of skills as they progress in difficulty. Pre-assessments and post-assessments are used in both literacy and math programs to evaluate student background knowledge, determine the need for interventions, and to guide instruction. The district with continue with the units established until the introduction of the state's curriculum changes which will begin in the 2016-2017 school year.
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Added date:	
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### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<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>
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**Status** Tasks completed: 0 of 3 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/16/2015
	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:	Math and literacy teachers have been working together to develop Common Assessments and End-of Unit Assessments to evaluate student progress. The assessments will be given according to a district schedule, and each student will be assessed and monitored for progress at least four times in literacy and at least six times in math.
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<b>Plan</b>	Assigned to:	Tonya Choate
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	How it will look when fully met:	Fifth and sixth grade literacy and math teachers were selected to participate in the development of Common Assessments to be used to monitor student growth and to build a database of student scores based on mastery of grade level skills.
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	Target Date:	05/25/2016
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#### Tasks:

	1. The team of math teachers who were chosen by principal, Georgia Chastain, met with district curriculum director, Beverly Thompson and developed pre and post assessments for math units.
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		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	05/25/2016
		Comments:	The pre and post assessments are given throughout the school's calendar year. Feedback from teachers will determine modifications to assessments.
	2. The team of fifth and sixth grade literacy teachers met with curriculum directors, Kaye Smith and Dr. Melanie Duerkop, to develop four common assessments to be given during agreed upon times which were strategically placed to ensure that the assessments will evaluate mastery of the standards as they occur in the curriculum design.		
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	05/25/2016
		Comments:	
	3. A spreadsheet was developed by B.J. Brooks from the district's technology department. The spreadsheet is broken into skill assessed. This spreadsheet will be used by the district as a database of student scores.		
		Assigned to:	Georgia Chastain
		Added date:	03/21/2016
		Target Completion Date:	05/25/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%

### Classroom Instruction

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

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/30/2014	
		Will include in plan	
	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:	Common Core Curriculum is the curriculum used to guide instruction at CMSS.	
<b>Plan</b>	Assigned to:	Tonya Choate	

	How it will look when fully met:	Cabot Public School District is using the Common Core Curriculum to guide instruction. Evidence will be provided that teachers are using the Common Core Curriculum to guide education through lesson plans which indicate standards students and teachers will be working with each week as well as copies of assessments that indicate skills tested.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		
	1. Cabot School District is guided by Common Core Curriculum.		
	Assigned to:	Georgia Chastain	
	Added date:	03/20/2015	
	Target Completion Date:	05/29/2015	
	Frequency:	daily	
	Comments:		
	2. Teachers meet weekly for a minimum of 30 minutes with other teachers within their subject areas to plan and discuss interventions, activities, etc. that are being used successfully in the various classrooms. At the subject level meetings teachers plan lessons together, build and evaluate assessments that encourage critical, analytical thinking, and monitor the progress and successes of their students.		
	Assigned to:	Georgia Chastain	
	Added date:	11/30/2015	
	Target Completion Date:	05/20/2016	
	Frequency:	weekly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/30/2014	
		Will include in plan	
	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:	This indicator will be assessed through evidence collected by administrators as they observe, either formally or informally, in each classroom at CMSS.	
<b>Plan</b>	Assigned to:	Georgia Chastain	

	How it will look when fully met:	Student engagement will be monitored through the Classroom Walk-Throughs conducted by the administration at CMSS - Georgia Chastain, Mike Nash, and/or Meredith Jones. With the focus on differentiating lessons and activities to meet the needs of all students, student engagement will create an classroom environment in which students may be at various places in assignments, may be using diverse text about the same topic, and/or may be working in various learning structures - small groups, one-on-one with teachers, with peers, and/or independently. However, all students will be working on an assigned task by the teacher.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		
	1. A series of Classroom Walk-Throughs have been conducted in all of the classrooms and feedback has been provided by the administration who conducted the observation concerning the degree of student engagement.		
	Assigned to:	Georgia Chastain	
	Added date:	11/30/2015	
	Target Completion Date:	05/20/2016	
	Frequency:	weekly	
	Comments:		
	2. Principal Georgia Chastain has provided Process Manager, Tonya Choate, with the format used during classroom walk-throughs.		
	Assigned to:	Tonya Choate	
	Added date:	03/22/2016	
	Target Completion Date:	03/28/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<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: 0 of 5 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/22/2016	
	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:	Cabot Middle School South's growth goal in the school year 2014-2015 was to improve communication between parents and the school. In response to this goal, CMSS has put into place several means of communication between the school, the learning teams, the teachers, and the parents. The Deep Knowledge Team planned the twelve embedded professional development sessions in the 2014-2015 school year to support teachers in their development and implementation of resources that improve communication with parents. The district uses Home Access Center and provides parents/guardians with the log-in information for each student. HAC enables parents to monitor student performance in all classes.
<b>Plan</b>	Assigned to:	Georgia Chastain
	How it will look when fully met:	When fully developed, each team will have an active online resource for parents to access information about what is happening in the learning environments in each of the three-man teams as well as school announcements, upcoming events, and deadlines. For those students who do not have access to online resources, teams will have available hard copies of such announcements. Agendas and Assessment binders are also used at Cabot Middle School South as source of communication between the school, teachers, and parents.
	Target Date:	09/28/2015
	<b>Tasks:</b>	
	1. Each of the five fifth grade teams and four sixth grade teams have created a team Celly to be used to inform parents of upcoming deadlines on homework, projects, and assignments as well as upcoming texts and quizzes.	
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	09/28/2015
	Comments:	
	2. Many of the teams actively use online resources to communicate with parents and keep them abreast of team activities such as Edublogs, SchoolNotes, and/or Team Webpages. Some of the online sources are by team and some are by teacher.	
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	09/28/2015
	Comments:	
	3. Many of the fifth and sixth grade teams use Assessment Binders which are sent home weekly with updates on assignments that have been graded. The binders include the assignment and a place for the parents' signatures. Those teams who use Assessment Binders send the binders home weekly, and the parents are made aware of the binder and the day in which the binder will be sent home.	
	Assigned to:	Georgia Chastain
	Added date:	03/22/2016
	Target Completion Date:	09/28/2015
	Comments:	

		4. Cabot Middle School South has an active Parent Teacher Organization who also participates in decisions that are made for the benefit of the school and its students.	
		Assigned to:	Georgia Chastain
		Added date:	03/22/2016
		Target Completion Date:	08/17/2015
		Comments:	
		5. Cabot Middle School South has also implemented a Stakeholders Meeting comprised of citizens, parents, and teachers who are invested in the success of the students at CMSS. There are four Stakeholders Meetings per year.	
		Assigned to:	Georgia Chastain
		Added date:	03/22/2016
		Target Completion Date:	05/25/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%