

Comprehensive Progress Report

Mission: Cabot Middle School North is dedicated to preparing our students for success and independence in a safe and accepting learning environment.

Vision:

Goals:



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Evidence: Our school leadership team consists of teachers, administration, and one parent representative. We have also established Professional Learning Communities, which meets once a week for 50 minute, for our teachers to have the opportunity to plan differentiation, student data, instructional strategies, and common assessments. The groups meet with an agenda and the essential PLC questions that guide our meetings. Our School Community Council is our PTO which meets the first Wednesday of each month which consists of parents and school administration.	Full Implementation 09/29/2015		

ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited development of weekly agendas for team meetings. Topics of focus: student concerns, team pacing, data, differentiation, lesson plans, special events, supplies/assigned tasks, notes for Admin.	Limited Development 10/03/2014		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		We will select a leadership team comprised of teachers, counselors, and administrators who will meet twice a month. The leadership team will address school decisions and execute and assess progress monitoring. We will develop a content team that will facilitate weekly content area meetings based on agendas and collaborate with the building media specialist in order to utilize and maximize available resources. We currently have a Parent Teacher Organization that meets monthly, follows an agenda, and it is comprised of parents, our Parental Involvement Coordinator, administration, and counselors.	Objective Met 11/30/16	Teri Duncan	05/01/2015
Action(s)	Created Date				
1	10/3/14	Assign team members	Complete 03/04/2015	Dawn Peeples	10/31/2014
		<i>Notes:</i> Mrs. Peeples will strategically select team members for each of the three teams for our school.			
2	10/3/14	Select dates on the Google calendar and share with all team members	Complete 03/04/2015	Dawn Peeples	10/31/2014
		<i>Notes:</i> Select dates and times that are conducive to the building and leadership teams. Post dates on the school Google calendar.			
3	10/3/14	Create agenda templates in Google docs for all teams to utilize and guide their discussions during meetings.	Complete 03/04/2015	Teri Duncan	10/31/2014
		<i>Notes:</i> Create a google doc for team leads to enter notes to be shared with administration.			
4	10/3/14	Hold various meetings: Leadership Meetings- twice a month for at least 60 minutes per meeting, Content Plan- once a week for at least 35 minutes per meeting, PTO- at least 60 minutes each month.	Complete 11/30/2016	Teri Duncan	10/31/2014
		<i>Notes:</i> Monitor meetings by ensuring that members are present, agendas are followed, and minutes are kept.			
5	10/3/14	Check agendas weekly to assess the building temperature: pacing of curriculum, business that needs to be brought before the leadership team, concerns, data, and other concerns that arise.	Complete 11/30/2016	Teri Duncan	10/31/2014
		<i>Notes:</i> Read minutes from each team meeting			
Implementation:			11/30/2016		

Evidence	11/30/2016 Team meeting notes are evidence that this objective has been fully and effectively implemented.			
Experience	11/30/2016 As teams fill out their notes, we consistently monitor and provide feedback.			
Sustainability	11/30/2016 We will continue to monitor notes and provide feedback.			
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)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We have a Leadership Team established, but we only meet "as needed," a few times per semester.	Limited Development 10/06/2014		
How it will look when fully met:	Leadership Team will meet every other Wednesday for one hour each time. The evidence we will provide: agendas and meeting minutes, and we will follow through with the plans that we make during meetings.	Objective Met	Dawn Peoples	05/01/2015
Action(s)	Created Date	6 of 6 (100%)		
1	10/6/14 Create a Leadership Team consisting of various grade levels, subject areas, and select positions in the building. <i>Notes:</i> Choose members for Leadership Team	Complete 03/04/2015	Dawn Peoples	10/31/2014
2	10/6/14 Set-up consistent meeting dates and times on Google Calendar <i>Notes:</i> Will need to go on our Google Calendar and mark dates for leadership meetings	Complete 11/30/2016	Dawn Peoples	10/31/2014
3	10/6/14 Notify team members of meeting dates and times. <i>Notes:</i> Notify leadership team by email	Complete 03/04/2015	Dawn Peoples	10/31/2014
4	10/6/14 Develop agenda for meeting: Administration will develop an agenda and other leadership members will submit agenda ideas no later than the Monday preceding the leadership meeting. <i>Notes:</i> Develop agendas for leadership meetings	Complete 03/04/2015	Dawn Peoples	10/31/2014
5	10/6/14 Take minutes of leadership meetings <i>Notes:</i> Record minutes from leadership meetings	Complete 11/30/2016	Erica Riddle	10/31/2014
6	10/6/14 Stay focused during meetings (use agenda) and follow-up with previous meeting action items to see that they have been accomplished. <i>Notes:</i> Use agendas to guide meetings	Complete 11/30/2016	Dawn Peoples	10/31/2014
ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The school is a community of practice in which learning, experimentation, and the opportunity for reflection are the norm. Teams meet each week for 45 minutes. School leadership fosters and supports interdependent collaboration. Evidence: Professional Learning Community Meeting Notes Peer Visit Examples RTI Team Meeting Notes Progress Monitoring Team Notes Team Meeting Notes The school staff holds itself accountable for student success. The school collects, analyzes, and uses data as a basis for making decisions. Evidence: RTI Committee Documentation Progress Monitoring Documentation Interim Assessment Data Analysis- PLC Meetings The administrators and faculty grapple with school generated evaluation data and is used for more extensive and intensive improvement. Evidence: No Red Ink Presentation No Red Ink Data RTI Presentation MobyMax Data Data Based Decisions The staff deliniates benchmarks, and insists upon evidence and results. Evidence: Professional Learning Community Notes Team Meeting Notes	Full Implementation 03/28/2017		
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Core Function:	School Leadership and Decision Making			
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Effective Practice:	Align classroom observations with evaluation criteria and professional development			
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!	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	This year we are focusing on rigor and differentiation. To make this happen, a Principal Summary Sheet will be developed in order to collect data of rigor and differentiation being utilized in the classroom.	Limited Development 09/29/2015		
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How it will look when fully met:	When this is fully implemented Administrators will be in classrooms collecting data for the Principal Summary Report. Patterns of Practice will be observed and examined in order to make decisions for professional development needs.		Dawn Peeples	12/20/2016
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Action(s)	Created Date		0 of 2 (0%)		
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1	9/29/15	Develop a Principal Summary Report with Patterns of Practice		Dawn Peeples	12/21/2015
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Notes:

2	9/29/15	Collect data and share with staff and make decisions for professional development		Dawn Peeples	12/21/2015
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Notes:

	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Teachers use TESS evaluations in order to make goals for the upcoming school year. Teachers then choose professional development to help them reach their goals for the upcoming school year. PGP's are based on classroom observations.	Full Implementation 09/29/2015		
IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Our school provides an embedded professional development 6 times throughout the school year which focuses on differentiation and rigor. Our Principal is our facilitator for learning in differentiation and rigor.	Full Implementation 09/29/2015		

Core Function: **School Leadership and Decision Making**

Effective Practice: **Help parents to help their children meet standards**

!		IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>To the fullest extent possible, the faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school. Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events Evidence: Family Night Child Care Band Night Snack and Meal Efforts are made to eliminate barriers (transportation, child care, translation) to attend school events Evidence: Extended Learning Opportunities Transportation Parent/Teacher Conferences Extended Hours Spanish Interpreter Sign Language Interpreter Multiple forms of communication are used with families and communication is two way. Evidence: Newsletters Phone Call Documentation Remind 101 Team Websites Social Media (School and Team Facebook Pages, Twitter) Families have a voice in the decision-making process of the school. Evidence: Parent Teacher Organization Parental Involvement Committee Opportunities are provided for families to engage in supporting student learning (e.g.parenting classes, literacy programs, assessing information about student progress, making connections to the curriculum). Evidence: Home Access Center One Book, One School Parent Classroom Volunteers Volunteer Speakers</p>	Limited Development 03/28/2017			
How it will look when fully met:	<p>Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events Evidence: Family Night Child Care Band Night Snack and Meal Efforts are made to eliminate barriers (transportation, child care, translation) to attend school events Evidence: Extended Learning Opportunities Transportation Parent/Teacher Conferences Extended Hours Spanish Interpreter Sign Language Interpreter Multiple forms of communication are used with families and communication is two way. Evidence: Newsletters Phone Call Documentation Remind 101 Team Websites Social Media (School and Team Facebook Pages, Twitter) Families have a voice in the decision-making process of the school. Evidence: Parent Teacher Organization Parental Involvement Committee Opportunities are provided for families to engage in supporting student learning (e.g.parenting classes, literacy programs, assessing information about student progress, making connections to the curriculum). Evidence: Home Access Center One Book, One School Parent Classroom Volunteers Volunteer Speakers</p>		Dawn Peoples	12/15/2017	
Action(s)	Created Date		0 of 2 (0%)		
1	3/28/17	Parental Involvement Committee for a group of teachers to meet with the Parental Involvement Coordinator so that we can regularly assess our methods. What is working? What isn't working?		Erica Riddle	12/15/2017
<i>Notes:</i>					

2	3/28/17	Create surveys for parents in order to assess our parental involvement levels regularly.		Erica Riddle	12/15/2017
Notes:					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school utilizes block scheduling, a before school homework room, advisory math and literacy programs, and an after school program called ELO. Our Extended Learning Opportunities (ELO) program serves our Targeted Achievement Gap Group (TAGG) students. Progress is monitored through various forms of data including common assessments and technology based programs such as MobyMax and Front Row Ed and through progress monitoring.	Full Implementation 09/29/2015		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensure High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We collaborate with area universities by hosting the interns and the principal serves on a question and answer panel yearly for local universities. New teachers to the building are provided with mentors to help support them in growth and development. In our district, much of the recruitment process is handled at the district level.	Full Implementation 12/15/2015		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	Each subject has a professional learning community. Each professional learning community has an established leader who uses an agenda and guiding questions to ensure the effectiveness of each meeting. The guiding questions focus on differentiation and rigor. The PLC teams work together to build lesson plans that follow the state standards using technological resources, textbooks, commercial resources, and teacher created materials. During the PLC meetings, teachers discuss which standards are the focus for the following week, what the objectives are, how the standards will be met, and how they will assess students. Teachers decide which materials would be best to use with their students to achieve mastery. The curriculum is organized into units. Teachers use pre/post-assessments to determine student mastery. Assessments are differentiated to give each student the opportunity to succeed.	Full Implementation 09/29/2015		
IIA02	Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Curriculum, instruction, assessment, and appropriate academic interventions are aligned with high standards. The vision guides for what students should know and be able to do, and it is coherent. Evidence: 5th grade Science Curriculum Map 5th grade Social Studies Curriculum Map 5th grade Math Units 6th grade Science Curriculum Map 6th grade Social Studies Curriculum Map 6th grade Math Units 6th grade Literacy Units The curriculum is rigorous, non-repetitive, and moves forward substantially. Evidence: 5th grade Science Curriculum Map 6th grade Science Curriculum Map 6th grade Social Studies Curriculum Map 6th grade Literacy Units Work is demanding and steadily progresses. Evidence: Differentiated Lesson Plan Archetypal Hero Chart notes and characteristics of Hercules Archetypal Hero Presentation over Rosa Parks Archetypal Hero Presentation Rubric The curriculum emphasizes deep understanding of important concepts and the development of essential skills. Teachers make connections across the disciplines to reinforce important concepts and assist students in thinking critically and applying what they have learned to solve real-world problems. Evidence: Math Integrated with Science Lesson Science Essay Rubric Creative Writing Piece for Science Math Negative Numbers Math Number Lines (Measurements, Elevation, Heifer Ranch Global Gateway Experience Booklet Career Research with Presentation	Full Implementation 03/29/2017		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in assessing and monitoring student mastery			
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some instructional teams systematically develop and administer formative assessments at the beginning and end of units. Some teachers use the data to differentiate instruction and use the information to modify units of instruction and share the most successful teaching strategies. Since not all instructional teams have a systematic approach to creating unit pre-tests and post-tests, we develop a plan to implement this school wide.	Limited Development 03/07/2016		
<i>How it will look when fully met:</i>		When this objective is fully implemented, all teachers and instructional teams will have developed units of instruction with formative assessments to determine student mastery of objectives prior to the introduction of units and mastery at the end. This enables the teacher to adjust his or her approach to teaching the unit and differentiate assignments and supports for individual students. The pieces of information needed to provide evidence that this objective is fully met are pre-tests and post-tests given by each instructional team and differentiated activities provided by each instructional team.		Teri Duncan	06/01/2020
Action(s)	Created Date		1 of 6 (17%)		
1	11/30/17	RTI Committee will attend professional development to gain insights on creating and implementing formative assessments to drive instruction.	Complete 01/23/2018	Dawn Peeples	07/24/2017
<i>Notes:</i>					
2	11/30/17	RTI Committee will meet to reflect on insights gained from professional development and implementation of ideas to help guide the building in implementing a strong RTI program.		Kasey Hill	05/31/2018
<i>Notes:</i>					
3	11/30/17	RTI Committee will meet with teachers within PLCs to determine power standards.		Kasey Hill	08/31/2018
<i>Notes:</i>		Power standards are standards in which the PLC agrees every student must master before moving on to the next grade level. These should be aligned with the Arkansas Curriculum Frameworks as well as skills assessed through the ACT Aspire.			
4	11/30/17	PLCs will determine learning objectives based upon unpacked power standards.		Dawn Peeples	05/31/2019
<i>Notes:</i>		Once the power standards are determined, teachers will work to determine specific learning objectives that students will need to master in a logical sequence to be able to master the standard.			

5	11/30/17	PLCs will create common formative assessments based upon the learning objectives.		Teri Duncan	05/31/2019
<i>Notes:</i>					
6	11/30/17	Teachers will analyze data from common formative assessments to determine student progress towards the mastery of power standards. Teachers will provide interventions/enrichment as needed for individual students based on their mastery of learning objectives and power standards.		Teri Duncan	06/01/2020
<i>Notes:</i>					
		IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To
Initial Assessment:			Our teachers use pre-test data to adjust lessons and to differentiate assignments. A pre-test is designed by our content teams and teachers in each subject area and aligned to the curriculum and standards and is given to all students to determine their level of understanding and knowledge of the unit the teacher is getting ready to start. The results of the pre-test gives the teachers the ability to differentiate instruction based on student need. The results of the pre-test may indicate that the student is not ready for the new material, and teachers are then able to develop a plan of action to help those students be successful and master the standards. Other students who have already mastered an idea, and would need additional materials to spark interest or challenge new thinking like exploratory activities or designing new activities. Teachers use higher level bloom's activities and instruction to reach those students in order to keep them engaged. Our teachers differentiate for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. Special Education teachers are consulted in order to reach students through either Tier 2 or Tier 3 interventions to reach at-risk students. ELL Specialists also help teachers help to ensure that teachers make necessary accommodations without compromising expectations for learning and making sure that high standards for learning are there for all students.	Full Implementation 03/07/2016	

Core Function: Curriculum, Assessment, and Instructional Planning

Effective Practice: Assess student learning frequently with standards-based assessments

		IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To
					Target Date

<i>Initial Assessment:</i>	Every 6 weeks all students are assessed in all content areas through common assessments which are created collaboratively by teachers. Data is collected and analyzed to help make instructional decisions for the future.	Full Implementation 09/29/2015			
!	IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers use a variety of methods to assess and monitor the progress of student learning (e.g., tests, quizzes, assignments, exhibitions, projects, performance tasks, portfolios, student conferences). Teachers use frequent assessments to benchmark key concepts and the achievement of their students. Evidence: 2016-2017 Interim Assessment Schedule for Math & Science Student Assessment Data using Google Form Literacy Open Response Data using Google Sheets Student Assessment Data using Edulastic Math Lesson Plan using Plickers to Assess Student Growth Math Assessment Data using Kahoot End of Module 5th Grade Math Data CMSN Interim Assessment Data Summary Writing Assessment using MobyMax.com Data Students learn how to assess their own and others' work against the performance standards, expectations, or levels. Evidence: Student Fluency Self-assessment Literacy Lesson Plan including student self-assessment Literacy Lesson Plan including presentation with self-assessment Self-assessing Writing using the Arkansas Writing Rubric Student Created Character Analysis Rubric Social Studies Explorers Choice Project Rubric Native American Essay Rubric for Social Studies Writing Assessment with Self-assessment and Peer Assessment Journal Rubrics for Self-Evaluation The faculty and master schedule provide students time to meet rigorous academic standards. Students are provided more time to learn the content, concepts, or skills if needed. Evidence: 2015-2016 Master Schedule 2016-2017 Master Schedule Math Block Schedule Literacy Block Schedule Paraprofessionals Schedule Interventionists Schedule Homework Room Information with Sign in Sheets and photo A-Room Sign up Sheets with Documentation and photo R.O.A.R.S. V.I.P. Letter to Parents R.O.A.R.S. V.I.P. Lesson Plan and photo Progress Monitoring Committee Information including Parent Agreement Letter, Process for Review / Homework Plan Flexible scheduling enables students to engage in academic interventions, extended projects, hands-on experiences, and inquiry based learning. Evidence: Master Schedule 2016-2017 Alternate Schedule for Early Dismissal Incentive Schedule A-Team Members with Student Documentation	Limited Development 03/29/2017			

Interventionists Schedule Team Altered Schedule for Volcano Presentations and Eruptions Team 6-1 Altered Schedule for Weekly Team Meeting and Incentive Students are provided the support they need to meet rigorous academic standards. Teachers know what each student has learned and still needs to learn. Evidence: 2016 ESEA School Report End of Module Assessments Interim Assessment Report Summary Anticipation Guide Student KWL Chart Student Post-assessment Data using Google Forms and Google Sheets Students have multiple opportunities to succeed and receive extra help as needed, such as: co-teaching or collaborative resource model, support and intervention classes, before and after school tutoring, and homework centers. Progress Monitoring Committee Interventionists Schedule Homework Room Sign in Information Homework Room Sign in Sheets ROARS VIP forms ROARS VIP photos A-Room (Academic Room) Sign up Sheets A-Room Picture Paraprofessional Support Picture Co-teaching Picture

How it will look when fully met: When the objective is fully met, we will have more structured emphasis on pre-tests for each unit. Instructional teams will create pre-test for units that will be used by each teacher for differentiation purposes. The emphasis on pre-tests will be added to what we already have in place in regards intervention practices we already have in place.

Teri Duncan

12/15/2017

Action(s)	Created Date		0 of 3 (0%)		
1	5/1/18	PLCs will meet weekly to discuss essential standards and student progress towards mastery of essential standards.		Kasey Hill	08/31/2018
<i>Notes:</i>					
2	5/1/18	PLCs will meet periodically to collaborate and create common formative assessments.		Dawn Peoples	12/31/2018
<i>Notes:</i>					
3	5/1/18	Teachers will use data from common assessments to determine student mastery of essential standards. Students who are not mastering essential standards will be placed into small, intervention groups.		Kasey Hill	12/31/2018
<i>Notes:</i>					

Core Function:	Classroom Instruction				
Effective Practice:	Expect and monitor sound instruction in a variety of modes				
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date	

Initial Assessment:	Each content area works to plan units and differentiated lessons using a pacing guide or instructional units set by the school district. These guides and instructional units align standards, curriculum, instruction, and assessment. To sustain our efforts, the teachers attend training sessions and meetings so we can stay abreast of the most current practices and continue to use the pacing guides and instructional units.	Full Implementation 12/15/2015		
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Core Function:	Classroom Instruction			
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Effective Practice:	Expect and monitor sound classroom management			
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		IIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers spend the first day of school leading class building and team building activities with their students. Through these activities students learn about their classmates and feel more comfortable in a group with them. Teachers use games to teach classroom procedures and continue to teach them throughout the year. The students at Middle School North participate in our ROARS program, which teaches them the importance of responsibility, outstanding citizenship, academics, resilience, and service. This program teaches students to treat others with compassion, to build positive relationships, to help others whenever possible, to be responsible for their own actions, and to not give up just because something is difficult. When students exhibit these attributes, they are given stamps on their "ROARS" card and participate in an incentive.	Full Implementation 03/07/2016		
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Core Function:		Conditions for Learning			
Effective Practice:		Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
!	CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		To the fullest extent possible, staff members understand and support the family backgrounds and values its students. The school recruits a culturally and linguistically diverse staff. Evidence: ESL Schedule French Club Sign Language Club The staff members are a good match to the school's community. Evidence: School/Student Demographics Teacher Demographics Students have ongoing opportunities to learn about and appreciate their own and others' cultures. The school values knowledge from diverse cultures represented in the school, community, and our nation. Evidence: Global Challenge Informational Packet Builder's Club Application/Roster/Agenda Materials in the media center represent all of the cultures of the students. Families often come and share their traditions and beliefs Evidence: Library Statistics Veteran's Day Celebration Someone Special Day Teachers use multicultural materials and methods Evidence: Lesson Plans for "The Watsons Go to Birmingham" Student Work Sample for "The Watsons Go to Birmingham" Lesson Plans for "Bud, Not Buddy" Multiple Viewpoints are Encouraged Evidence: School Wide Lesson Plans for "The Lions of Little Rock" - African American Viewpoint Arkansas American Indian Lesson Plans - American Indian Viewpoint	Limited Development 03/29/2017		
<i>How it will look when fully met:</i>		When this objective is being fully met at our school, it will show a revision to the curriculum to be more inclusive of all backgrounds, encouraging the formation of cultural support groups, and applying their understanding of racial identity development in their interactions with students. This will be in conjunction with what we already have in place.		Dawn Peeples	05/24/2018
Action(s)	Created Date		0 of 3 (0%)		
1	3/29/17	Begin discussions in our Professional Learning Community (Content) Meetings about revising our curriculum to be more inclusive of cultural awareness.		Teri Duncan	12/15/2017
<i>Notes:</i>					
2	3/29/17	Each instructional team will brainstorm ideas to support cultural awareness in all parts of curriculum.		Teri Duncan	12/15/2017
<i>Notes:</i>					
3	3/29/17	Add a component in lesson planning in order to ensure reflection on cultural awareness while making curriculum decisions.		Teri Duncan	05/24/2018

Notes:

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
!	FE04	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each team sends a weekly newsletter home to inform parents what students are learning in the classroom. Parents are encouraged to work with students at home. The counselors send a monthly newsletter home to inform parents about specific ways they can help their children study and focus. Our school participates in the One Book, One School initiative. Students are given a reading calendar so they know which chapters to read at home with their families.	Limited Development 12/15/2015		
<i>How it will look when fully met:</i>		When this objective is fully met our school will have a school/family compact. This compact will create a stronger connection between the school and the home because it will help parents become more engaged in the learning lives of their children. With this compact combined with our One Book, One School initiative and the newsletters provided by the teams and counseling center our objective will be fully met.		Dawn Peoples	05/27/2016
Action(s)	Created Date		0 of 2 (0%)		
1	12/15/15	Survey teachers about what families can do at home to help them in the classroom.		Erica Riddle	01/31/2016
<i>Notes:</i>					
2	12/15/15	Create a document with school/teacher responsibilities and family responsibilities.		Dawn Peoples	01/31/2016
<i>Notes:</i>					
Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	FE06	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>To the fullest extent possible, the faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school. Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events Evidence: Family Night Child Care Band Night Snack and Meal Efforts are made to eliminate barriers (transportation, child care, translation) to attend school events Evidence: Extended Learning Opportunities Transportation Parent/Teacher Conferences Extended Hours Spanish Interpreter Sign Language Interpreter Multiple forms of communication are used with families and communication is two way. Evidence: Newsletters Phone Call Documentation Remind 101 Team Websites Social Media (School and Team Facebook Pages, Twitter) Families have a voice in the decision-making process of the school. Evidence: Parent Teacher Organization Parental Involvement Committee Opportunities are provided for families to engage in supporting student learning (e.g.parenting classes, literacy programs, assessing information about student progress, making connections to the curriculum). Evidence: Home Access Center One Book, One School Parent Classroom Volunteers Volunteer Speakers To the fullest extent possible, staff members understand and support the family backgrounds and values its students. The school recruits a culturally and linguistically diverse staff. Evidence: ESL Schedule French Club Sign Language Club The staff members are a good match to the school’s community. Evidence: School/Student Demographics Teacher Demographics School staff-members offer parent education activities involving families. Evidence: 1. Back to School Schedule 2. Schedule Pick-up Checklist 3. CMSN Parent Night Invitation and Reminder 4. CMSN Parent Night Emails, Teacher Assignments, Power Point Hand-outs, Photos and Parent Survey Results 5. CMSN 4th Grade Transition Night Power Point, Teacher Assignments, Station Rotation Schedule, Parent Hand-outs</p>	<p>Full Implementation 03/28/2017</p>		
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<p>Core Function:</p>	<p>High School: Opportunity to Learn</p>
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<p>Effective Practice:</p>	<p>Ensure content mastery and graduation</p>
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	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Since we are at the middle school level, our support for career development is different than the support of the high school level. In order to help students begin thinking about college and career goals, we have implemented Say Go College Week and have guest speakers who give career talks once a month throughout the school year. Counselors and teachers work together to plan an informative and motivational program centered around colleges and vocational career opportunities during Say Go College Week.	Full Implementation 12/15/2015		
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Core Function:	Student-Focused Learning
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Effective Practice:	Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path
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!	BL01	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	We are at the beginning level of implementation of training teachers to use blended learning methods. Many teachers are using chromebooks in classrooms as a means to integrate technology. We have had training in Google Classroom in an effort to encourage more teachers to extend their way of teaching with technology. As teachers become more familiar with available resources and how to incorporate these resources in the classroom, it will provide a better foundation in order to incorporate blended learning into the classroom.	Limited Development 11/30/2016		
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How it will look when fully met:	When this objective is fully met, teachers will use each other as resources to implement "flipped" classrooms. Teachers will be able use each others' expertise in strong areas in order to help all students. Teachers will ave received training in order to utilize technology that will allow them to flip their classrooms.		Dawn Peeples	12/15/2017
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Action(s)	Created Date		0 of 1 (0%)		
1	11/30/16	Teachers will need to receive training and on how to flip classrooms.		Dawn Peeples	12/15/2017
<i>Notes:</i>					

Core Function:	Student-Focused Learning
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Effective Practice:	Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency
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	SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>The evidence that this indicator as been fully and effectively implemented can be found in our daily routines such as morning announcements- student and staff/teacher recognition, joke of the day, One Book, One School trivia, community announcements. Each team holds awards assemblies each nine weeks to celebrate student successes. Our hallways are filled with our ROARS brand which promotes Responsibility, Outstanding Citizenship, Academics, Resilience, and Service. Students have ROARS cards for teachers to sign when the students are displaying a ROARS characteristic. ROARS incentive parties are given each nine weeks to celebrate students. We have a back to school ROARS bash in which we invite all students and parents to have fun together- play games, contests, enjoy food. We create a school wide atmosphere of respect and celebrating diversity with displays in the center hallways such as "Hands of Diversity" and "Legacy Chains." We also are working to create a JOY wall in which students share how they experienced JOY in a classroom.</p>	Full Implementation 11/30/2016			
	SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The staff creates a personalized environment that supports each student's intellectual, ethical, social, and physical development. Adults and students are grouped into smaller communities (e.g., teams, advisory classes, academies) for enhanced teaching and learning. Evidence: Master Schedule Team Schedule Student Schedule Essentials Schedule Team Brochure Professional Learning Community Notes These small learning communities are characterized by stable, close, and mutually respectful relationships. Evidence: 1. Advisory Structure 2. Team Meeting Agenda/Photos 2. Advisory Lesson Plans with Student Work 3. Harbor Video Emails 4. Harbor Video Website/Discussion Questions Every student has a mentor, advisory, advocate or other adult he/she trusts and stays in relationship with throughout the middle school experience. Evidence: 1. Advisory Class Roster 2. Interventionist Schedules 3. Club Sponsors 4. Club Student Survey Sheet 5. Club Rosters All teachers foster curiosity, creativity, and the development of social skills in a structure and supportive environment. Teachers enhance standards-based learning by using a wide variety of instructional strategies. Evidence: Pictures of Teachers and Students Using Technology Pictures of Hands-On and Cooperative Learning Pictures of Math Journals Google Classroom Print Outs ReadWorks Student Work Teachers incorporate well-developed procedures and routines for effective classroom management. Evidence: Pictures of Procedure Walls Lesson Plan for Procedures and Powerpoint CMSN Discipline Ladder Teachers facilitate learning by deliberately teaching study and organizational skills. Evidence: Counseling Center Lesson on Study Skills CMSN Communicator Folder Teachers integrate creative activities in the lessons, e.g., current technologies, visual and performing arts, etc. Evidence: 1. Music Lesson Plan Using Technology 2. Art Lesson Plan Teaching Parts of the Eye 3. PE Lesson Plan Teaching Multiples 4. Technology Class Research Project 5. Technology Class Creative Writing

Full Implementation
03/28/2017

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