

Comprehensive Progress Report

Mission: The mission of Cabot Junior High South is to provide a supportive learning environment that will enable all students to develop skills and knowledge necessary for becoming productive and responsible citizens in a diverse and changing society. At CJHS, we promote excellence and a culture of mutual trust and respect among students, parents, staff, and community as we act with integrity, show dignity in all circumstances, and encourage perseverance in all endeavors.

Vision:

Goals:

School Wide Goals: We will monitor the following indicators to mark our progress. Increase individual success and growth for both students and adults. Implement a peer observation system to grow as individuals and professionals. Design and implement initiatives to develop the “whole child” Develop and implement a guaranteed and viable curriculum for ALL students Create a system to monitor student achievement Create and utilize a tiered RTI pyramid to support PRIDE Intervention



! = Past Due Objectives KEY = Key Indicator

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>		<p>Describe your current implementation efforts:</p> <p>In the 2016-2017 school year, Cabot Junior High South began implementation of PRIDE time. In order for PRIDE time to be implemented the school day schedule had to be re-arranged. There is a 37 minute period inserted between 1st and 2nd periods. During PRIDE time, there are several interventions and faculty meetings that occur throughout the week.</p>	Limited Development 11/27/2017		

- **Advisory:** Each Monday, teachers are sent a lesson plan to go over with students concerning organization, study habits, character education, and goal setting.
- **PLC meetings** - These are meetings for core teachers to collaborate common assessments, analyze data results from interim assessments, collaborate intervention resources and strategies. In 2016-2017 only core teachers met on Tuesday - Friday during the PLC assigned days. After reflecting and visiting with staff, the PLC assigned weeks were changed to core teachers meet 3 times a month and non-core teachers meet once a month.
- **Intervention time** - Each core department is assigned an intervention day. Teachers/departments use this time to meet with students that have been identified as needing assistance with a skill. Students are requested to come into the teacher's room by the teacher signing the student's PRIDE form.

FASTT Math - FASTT Math is program designed to help students become more fluent with their math facts.

Developed by Dr. Ted Hasselbring, FASTT Math employs the research-validated FASTT algorithm (Fluency and Automaticity through Systematic Teaching with Technology) to build fact fluency—retrieval of facts with accuracy, automaticity, and understanding. Designed to carefully manage cognitive load, the FASTT algorithm uses the expanding recall model to help students move facts from working memory to long-term memory by strategically interspersing new facts with fluent facts, controlling response time, and providing instant corrective feedback. By using FASTT Math, students will become more fluent with their math facts and be able to learn algebraic systems/skills

that are taught in 7th and 8th grade.

How it will look when fully met:

Once this objective is fully met:

- discipline infractions will have gone down due to advisory lessons
- less/no failing grades due to academic intervention
- less/no failing grades due to parent communication through ICU, teacher webpages, and parent-teacher communications via email
- all students will be proficient in identified essential skills

Mandee Carmical

05/22/2020

Actions

0 of 5 (0%)

12/1/17

Students will utilize FASTT Math an average of 3x times per week.

Dr. West as well as all PRIDE time teachers, analyze the results of reports provided by FASTT Math in order to determine what students have completed an operation as well as averaging 3 lessons for the week. PRIDE time teachers are able to move students to the next operation (addition, subtraction, multiplication and division).

John West

05/21/2018

Notes: Purpose of the Program

FASTT Math is an intervention program designed to support students in 2nd grade and up in establishing fluency with basic math facts from numbers 0-9 or 0-12. With interactive software, comprehensive teacher resources, and individualized practice sheets, students gain automatic recall of basic addition, subtraction, multiplication, and division facts, allowing them to free up critical mental resources so that they can focus on higher-order math. With the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology), computer-based instruction is automatically differentiated in customized daily sessions based on continuous assessments of students' fluency.

The goal of FASTT Math is to support students in developing the ability to retrieve basic math facts from memory, accurately and fluently. Educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. Through an adaptive program of systematic instruction and practice, FASTT Math helps students to abandon the use of inefficient strategies for determining the answers to basic facts, such as finger counting, and helps them develop the capacity to retrieve the basic facts from memory quickly and effortlessly. Without fluency, these basic computations become effortful, slow, and error-prone. In fact, studies have shown that a lack of automatic math fact retrieval presents obstacles in attaining higher-order math skills (Resnick, 1983) participating in math class discussions (Woodward & Baxter, 1997), engaging in math problem solving (Pellegrino & Goldman, 1987), and even developing everyday life skills (Loveless, 2003).

12/1/17

Intervention: students have not met mastery/proficiency on an identified essential skill will be required to report to that department for intervention. The intervention may include a re-teach of the skill, practice demonstrating the skill, or reassessing the skill during this time. Each department is assigned an intervention day. English - Tuesdays, Science - Wednesdays, Math - Thursdays, and Social Studies - Fridays. IF the student has not been assigned to PRIDE time to a core class, an elective course may request the student to come to their classroom for a re-teach of the skill, practice demonstrating the skill, or reassessing the skill during this time.

Mandee Carmical

05/28/2018

Notes:

12/1/17	PRIDE Room: an incentive room has been set up to recognize students that have achieved or demonstrated growth in various aspects. (FASTT Math progression, growth in academic achievement, etc.) The PRIDE Room attendees are invited to come to the room to play and interact for their achievement.		Jared Walters	05/28/2018
<i>Notes:</i>				
11/27/17	PLCs will meet each week with a specific agenda. A priority of PLC discussions include: Who did you meet with during your intervention and why? What specific intervention did you do with those students? In addition to interventions, teachers will also analyze results from common assessments and ACT Aspire Interim results.		Mandee Carmical	05/31/2018
<i>Notes:</i>				
11/27/17	All teachers will collaborate to establish essential skills for the content area that they teach. The essential standards were written for each subject area at CJHS. These standards are based upon tested areas within the ACT Aspire as well as required state curriculum. Teachers meet weekly to discuss the standards, the methods/strategies of how to teach these standards. Teachers will be asked at the end of the school year to reflect upon the essential standards and to suggest any changes that need to be made for the upcoming school year.		John West	05/20/2020
<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
<i>Initial Assessment:</i>		Teachers plan their instruction with the guidance of pacing guides, which are based on the Common Core Standards adopted by the state of Arkansas. Grade level committees created the pacing guides from these standards. Pacing guides are revised at the end of each school year and are posted on the district website for teacher access. Teachers are monitored by school administrators on the use of the pacing guides through lesson plan documentation and classroom observations.	Limited Development 02/08/2016		
<i>How it will look when fully met:</i>		The district will continue to provide pacing guides for teachers to utilize in the process of aligning standards, curriculum, instruction and assessment. Administration will monitor classrooms to ensure all teachers are using the provided pacing in aligning their units. Pacing guides will be used as documentation. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.		Lisa York	06/01/2017
<i>Actions</i>					
Notes:					