

Comprehensive Progress Report

Mission: We believe R.E.A.L. panthers show RESPECT by being honest and kind to our campus and to all students, all adults, and ourselves; will EXPLORE by being ready to learn with materials and supplies and with a willingness to try; will ACHIEVE success by creating a safe environment with our actions and choices; and will LEAD by helping and serving others in our learning and our school work.

Vision: We pledge to create R.E.A.L. panthers.

Goals:
All students will participate in a daily Walk to Intervention program called LEAD (Learning Enrichment and Development) to promote literacy growth.
All students will participate in a daily advisory lesson.



! = 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			
	ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Cabot Middle School South (CMSS) is currently focusing school improvement efforts on ID13: Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. CMSS recognizes the importance of distributive leadership in decision making and is finding ways to make this possible within a team approach. Professional Learning Communities take place twice a month for instructional teams and content area teams in order to analyze data and collaborate on curricular and instructional planning. A faculty meeting takes place once a month in order to focus on schoolwide matters as well as to meet in school committees. Cabot Public Schools (CPS) developed a professional development plan that allowed for team planning before the school year started. CPS also endorses time out of the classroom throughout the year to extend professional development as in Argument Driven Inquiry or ASPIRE Crosswalk. However, it is very difficult to find a large block of time in intervals of 4-6 hours consistently every month. We have smaller blocks of time in place consistently each month but realize that a larger block of time can lead to a deeper focus in instructional planning.	Limited Development 11/26/2017		
<i>How it will look when fully met:</i>		Teachers at Cabot Middle School South will be provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and improve their standards-based practice. Instructional teams will have organized amounts of time to plan and monitor instruction. Instructional teams will meet for 4-6 hour blocks of time once a month, whole days before and after school, and during other planned meeting formats to develop and refine units of instruction and review student data. Professional development records, meeting minutes, and calendar dates will all be utilized in the documentation of this implementation.		Casey Hanna	05/29/2020
<i>Actions</i>			10 of 11 (91%)		
	11/26/17	A Leadership Team will be assembled to promote the school improvement process. This collaborative team will meet once a month.	Complete 10/01/2018	Amy Morrow	05/31/2018

	<i>Notes:</i> Our leadership team is made up of one teacher from each instructional team on our campus.			
11/26/17	Grade level teams will meet once a month during their plan time to analyze student data.		Casey Hanna	05/31/2018
	<i>Notes:</i> Minutes from these meetings are shared in a Google document.			
11/26/17	Department Professional Learning Communities will meet once a month to plan for instruction and discuss curriculum needs and successes.	Complete 10/01/2018	Casey Hanna	05/31/2018
	<i>Notes:</i> Department PLCs are held in the morning during advisory.			
11/26/17	Faculty meetings are held once a month to address school wide issues and meet in various school committees.	Complete 05/31/2018	Casey Hanna	05/31/2018
	<i>Notes:</i> Committees include Clubs, Advisory, Spirit, Curb and Building Appeal, and Leadership.			
11/27/17	The professional development plan for Cabot Public Schools has 18 hours of team planning in buildings before school starts and 6 hours of embedded collaboration throughout the school year. There is also a day after Christmas break and at the end of the year built into the faculty calendar for teachers to use in the planning process as well.	Complete 05/31/2018	Casey Hanna	05/31/2018
	<i>Notes:</i>			
11/30/17	All science teachers will participate in Argument Driven Inquiry professional development.	Complete 12/20/2018	Linda Payne	05/31/2018
	<i>Notes:</i> Half day professional development sessions are scheduled intermittently during the year.			
11/30/17	Middle school literacy teachers will collaborate for one day to build Edulastic interim assessments.	Complete 05/31/2018	Melanie Duerkop	05/31/2018
	<i>Notes:</i>			
11/30/17	Math and literacy teachers will collaborate to align state standards with ACT Aspire Performance Level Descriptors. This collaboration will be developed into a document that can be used by teachers to plan future instruction.	Complete 05/31/2018	Rebecca Coda	05/31/2018
	<i>Notes:</i>			
12/5/17	Teachers will receive a 45 minute plan time each day school is in session.	Complete 09/03/2018	Casey Hanna	05/31/2018
	<i>Notes:</i>			

12/5/17	Agendas will be provided electronically or in a hard copy form at all meetings. Minutes from team meetings will be shared via Google Docs to all involved for collaborative revisions.	Complete 10/01/2018	Casey Hanna	05/31/2018
<i>Notes:</i>				
4/27/18	The Leadership Team will meet in the summer to plan for the upcoming school year.	Complete 06/29/2018	Casey Hanna	05/31/2018
<i>Notes:</i> Summer Leadership Team participated in team building and in planning the Discipline Ladder. They further analyzed test scores.				

Core Function:		School Leadership and Decision Making		
Effective Practice:		Align classroom observations with evaluation criteria and professional development		
	IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)	Implementation Status	Assigned To
Initial Assessment:		As part of the 36 hours professional development required for 2018/2019, teachers completed the RISE requirement which included viewing modules through IDEAS on the Science of Reading. This information will be listed for each teacher on the professional development verification form. Further, all literacy teachers were trained in Structures to implement during intervention and within the classroom. Future professional development will address additional components of RISE.	Full Implementation 04/25/2019	

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
	IIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Administration, parents, and teachers have all cited student discipline as a focus area for school improvement. Ruby Payne's book, <i>Working with Students: Discipline Strategies for the Classroom</i> , was provided to all building teachers last summer to use in this year's back to school professional development. Changes were made to the Cabot Middle School South Discipline Ladder to aid teachers in identifying different levels of behavior and when to use their classroom discipline plans, the R.E.A.L. room, and/or administration. Even though school rules and consequences are in place, some teachers are still not taking the time to teach or reinforce codes of conduct to their students at appropriate times or in advisory lessons.	Limited Development 12/13/2018		
How it will look when fully met:		To meet this objective fully, schoolwide and classroom rules and procedures will blend smoothly, so all students are not confused about what behaviors are and aren't acceptable throughout the entire building. Social and emotional learning will occur daily to educate students on such topics as responsibility, emotions, problem solving, respect, communication, relationship building, collaboration, and ethics. Lessons on conduct will occur during advisory lessons, assemblies, and on the spot situations. Ideas on organization, curriculum planning, rewards, and interventions will be shared during team, department, and faculty meetings.		Hannah Sullivan	05/25/2020
Actions			3 of 5 (60%)		
	12/13/18	Each teacher will be provided with a copy of <i>Working with Students: Discipline Strategies for the Classroom</i> by Ruby Payne. This book will serve as a guide for discussion at back-to-school professional development.	Complete 09/02/2019	Casey Hanna	09/01/2018
<i>Notes:</i>					
	12/13/18	A R.E.A.L. room has been designated for students needing reflection and space as a result of negative behavior(s).	Complete 05/20/2019	Hannah Sullivan	09/01/2018
<i>Notes:</i>					

12/13/18	A Discipline Ladder will be established for parents, teachers, and students. This ladder will levelize negative behaviors and outline possible consequences.		Amy Morrow	09/01/2018
<i>Notes:</i>				
12/13/18	R.E.A.L. Panthers will be identified from each classroom at the end of each nine weeks. These students will be recognized for exhibiting traits of respect, exploration, achievement, and leadership at a grade level assembly.	Complete 05/20/2019	Casey Hanna	05/25/2019
<i>Notes:</i>				
12/13/18	Daily Advisory lessons will be structured to address specific behavioral and social-emotional concerns occurring in the classroom and/or school.		Hannah Sullivan	05/25/2020
<i>Notes:</i> An Advisory committee meets to organize lessons. These lessons have been placed in a Google folder and shared with all the faculty and staff.				

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
<i>Initial Assessment:</i>		Regular communication with parents is a non-negotiable at Cabot Middle School South. Our principal sends out a weekly electronic newsletter, utilizing the Smores application. Teachers regularly inform parents of school events and student progress through Remind, e-mail, phone calls, social media, text, and newsletters. Various events (i.e. Frontier Fest, Rockin' at the Hop, PTO meetings) are held throughout the year to encourage parent communication and participation. Parents and teachers are also instrumental in providing opinions on a yearly needs survey to help promote school improvement.	Limited Development 12/13/2018		
<i>How it will look when fully met:</i>		Providing two-way, school-home communication linked to learning is a highly effective practice in schools. Parents should receive frequent, consistent messages of what is expected at home and at school. Communication would be relayed in different forms--face-to-face, phone calls, text, e-mail, and hard copies. Teachers would offer advice and educate parents on topics directly related to their child's learning.		Tonya Baldwin	05/25/2020
Actions			3 of 4 (75%)		
	12/13/18	Principal will issue a digital weekly newsletter for parents. This newsletter will outline upcoming events and other school information relevant to parents.	Complete 05/20/2019	Casey Hanna	09/01/2018
<i>Notes:</i>					
	12/13/18	A pamphlet outlining the new district phonics initiative, Phonics First, will be sent home to parents at Parent-Teacher conferences.	Complete 11/26/2018	Tonya Baldwin	10/25/2018
<i>Notes:</i>					
	12/13/18	An electronic needs survey will be sent to parents to gather feedback on the needs of the school.	Complete 11/04/2019	Amy Morrow	11/01/2018
<i>Notes:</i>					
	12/13/18	Teachers will utilize Remind, social media, e-mail, phone calls, face-to-face conferences, and/or text messages to communicate with parents about their child and school.		Casey Hanna	05/25/2020
<i>Notes:</i>					