

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 Actions

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		

ID02		All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Each team will develop by-laws and statements of purpose for the school. We need to create Team Charters for each PLC (Professional Learning Community).	Limited Development 03/04/2015		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		There will be a completed Team Charter that will outline a clearly defined meeting purpose. An agenda will be provided for each of the meetings and meeting minutes will be taken and distributed to the administration team and team members.	Objective Met 04/21/15	Dawn Peeples	05/27/2015
Action(s)	Created Date				
1	3/4/15	Each team will be provided with a model of a Team Charter.	Complete 04/06/2015	Dawn Peeples	05/27/2015
		<i>Notes:</i>			
2	3/4/15	Each team will write team by-laws and statements of purpose to be referenced and followed in all team meetings.	Complete 04/06/2015	Dawn Peeples	05/27/2015
		<i>Notes:</i>			
3	3/4/15	Monitor Team Charter compliance weekly.	Complete 04/06/2015	Dawn Peeples	05/27/2015
		<i>Notes:</i>			
Implementation:			04/21/2015		
Evidence	4/21/2015	By-laws or charters for each team are available for review.			
Experience	4/21/2015	All teams (grade level, content, leadership, etc...) have by-laws to adhere to during meetings.			
Sustainability	4/21/2015	It will be necessary for each team to create new by-laws at the beginning of each academic year.			

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.			

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engage teachers in assessing and monitoring student mastery
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	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
Initial Assessment:		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		
How it will look when fully met:		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		0 of 6 (0%)		
1	11/30/17	RTI Committee will attend professional development to gain insights on creating and implementing formative assessments to drive instruction.		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

Notes: 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
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Notes: 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
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Notes:

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
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Notes:

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assess student learning frequently with standards-based assessments
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			Implementation Status	Assigned To	Target Date
	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)			

Initial Assessment:

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 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

Limited Development
03/29/2017

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**

Notes: