

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:

Every student will have access to a guaranteed curriculum established by the Professional Learning Communities and support towards mastery during PRIDE Time.



! = 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>		CJHS Leadership Team is comprised of principals, lead teachers,counselor, media specialist and parent volunteers. We will meet twice per month throughout the school year to monitor and assess district selected indicators and goals. Team member collaboration on tasks and goals will ensure building wide success.	Limited Development 10/01/2015		
<i>How it will look when fully met:</i>		A leadership team comprised of administration, team leaders, counselors, media specialists, and parent volunteers will work together to develop and oversee policies to ensure success at building level. Agendas, sign-in sheets and meeting minutes will be recorded as documentation.		Ericka Hill	06/01/2017
Action(s)	Created Date		1 of 2 (50%)		
1	11/14/15	Leadership team will meet twice monthly to monitor and assess selected indicators.	Complete 03/10/2017	Ericka Hill	06/01/2017

Notes: Leadership team will continue to meet on a more consistent basis.

2	3/13/17	Leadership team will meet twice monthly to monitor and assess selected indicators.		Mandee Carmical	03/30/2018
<i>Notes:</i>					
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Instructional team leaders plan and prepare agendas stating the meeting objectives. Meetings are held twice per month. Minutes are recorded and uploaded to Indistar.	Limited Development 10/21/2014		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Effective teams operate with agendas for their meetings and keep minutes of the proceedings. Copies of agendas and minutes will be used as evidence. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.	Objective Met 10/27/15	Lisa York	06/01/2016
Action(s)	Created Date				
1	3/15/15	Instructional team leaders will plan & create an agenda stating the meeting's obj./s	Complete 03/18/2015	Lisa York	03/18/2015
<i>Notes:</i>					
2	3/15/15	Keep meeting minutes of discussions & decisions to be shared with attendees and building administrators.	Complete 10/01/2015	Lisa York	10/01/2015
<i>Notes:</i>					
3	10/27/15	Instructional team leaders will plan & create an agenda stating the meeting's obj.'s.	Complete 05/25/2016	Lisa York	06/01/2016
<i>Notes:</i>					
4	10/27/15	Keep meeting minutes of discussions & decisions to be shared with attendees and building administrators.	Complete 05/25/2016	Lisa York	06/01/2016

Notes:

Implementation:			10/27/2015		
Evidence	<p>4/22/2015 Documentation of agendas and sign in sheets have been provided.</p> <p>4/22/2015 Documentation of agendas and sign in sheets have been provided.</p> <p>10/19/2015 Previous years agendas and meeting minutes have been documented.</p>				
Experience	<p>4/22/2015 Team leaders were asked to provide copies of meeting agendas and sign in sheets.</p> <p>4/22/2015 Team leaders were asked to provide copies of meeting agendas and sign in sheets.</p> <p>10/19/2015 An administrative meeting with all department heads was held and preparation of agendas and recorded minutes was determined to be essential throughout the year for each meeting held.</p>				
Sustainability	<p>4/22/2015 Team leaders will continue to schedule regular meetings and provide documentation.</p> <p>4/22/2015 Team leaders will continue to schedule regular meetings and provide documentation.</p> <p>10/19/2015 Department heads will continue to prepare agendas and keep meeting minutes to be shared with administration.</p>				
!	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:	A leadership team consisting of the principal, teachers and other key professional staff has been established. Due to scheduling conflicts, bimonthly meetings are being held for a time period of 30 minutes per meeting.		Limited Development 10/21/2014		
How it will look	Meetings will be held on regular bimonthly basis. Meeting minutes will			Ericka Hill	06/01/2017

when fully met:		be used as documentation.			
Action(s)	Created Date		4 of 6 (67%)		
1	3/4/15	Bimonthly meetings will be scheduled on a regular basis.	Complete 03/11/2015	Ericka Hill	05/31/2015
		<i>Notes:</i> Leadership meetings are scheduled to occur twice per month.			
2	3/4/15	Uploading meeting agendas and minutes to Indistar.	Complete 03/11/2015	Ericka Hill	05/31/2015
		<i>Notes:</i> Meeting agendas and minutes are being uploaded to indistar and will continue to be uploaded.			
3	10/27/15	Meetings will be scheduled on a bimonthly basis.	Complete 03/10/2017	Ericka Hill	06/01/2017
		<i>Notes:</i> Meetings will continue to be scheduled throughout the remainder of the year.			
4	10/27/15	Meeting agendas and minutes will be uploaded to indistar to show evidence.	Complete 03/10/2017	Ericka Hill	06/01/2017
		<i>Notes:</i> Agendas and minutes will continue to be recorded through the Indistar website.			
5	3/13/17	Bimonthly meetings will be scheduled on a regular basis.		Mandee Carmical	06/01/2018
		<i>Notes:</i>			
6	3/13/17	Meeting agendas and minutes will be uploaded to Indistar to be used as evidence.		Mandee Carmical	06/01/2018
		<i>Notes:</i>			
!		ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To
Initial Assessment:		Instructional planning is being accomplished by teacher Instructional Teams. Instructional teams are organized by grade level/subject area clusters so that they can easily develop and review formative assessments and plan units of instruction with differentiated lessons.	Limited Development 11/28/2016		
How it will look when fully met:		Instructional teams will meet regularly to plan and develop common formative assessments and differentiated instruction enabling all students to meet learning goals. PLC forms from each Instructional Team will be provided as evidence.		Mandee Carmical	06/01/2017
Action(s)	Created Date		1 of 3 (33%)		
1	11/28/16	Grade level/subject area Instructional Teams will collaborate on learning goals and the planning of common formative assessments as well as differentiated instructional methods.	Complete 03/10/2017	Mandee Carmical	06/01/2017
		<i>Notes:</i> Teams continue to meet, collaborate and plan learning goals, common assessments, and interventions for student success.			

2	3/10/17	Grade level/subject area Instructional Teams will collaborate on learning goals and the planning of common formative assessments as well as differentiated instructional methods.		Mandee Carmical	03/31/2018
<i>Notes:</i>					
3	3/13/17	Instructional teams will collect and analyze data from assessments and plan intervention sessions for struggling students.		Mandee Carmical	03/30/2018
<i>Notes:</i>					
!	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
<i>Initial Assessment:</i>		Instructional Teams currently meet on a weekly basis for 35 minutes to plan units aligned with current standards.	Limited Development 11/28/2016		
<i>How it will look when fully met:</i>		Instructional Teams will meet once per week to plan units and create common formative assessments. Dedicated time for these meetings will be embedded in the weekly schedule. The goal for each meeting should be no less than 35 minutes in length. PLC forms will be provided as evidence.		Mandee Carmical	11/01/2017
Action(s)	Created Date		1 of 2 (50%)		
1	11/28/16	Weekly meeting times for each Instructional Team will be embedded into the bell schedule. Each instructional team will meet on a designated day each week.	Complete 03/10/2017	Mandee Carmical	06/01/2017
<i>Notes:</i> Instructional teams have been meeting on a weekly basis as follows: Math Department: Tuesday 8:50 - 9:20 English Department: Wednesday 8:50 - 9:20 History Department: Thursday 8:50 - 9:20 Science Department: Friday 8:50 - 9:20 This time will continue to be scheduled for instructional meetings throughout the remainder of the school year.					
2	3/13/17	Weekly meeting times for each Instructional Team will be embedded into the bell schedule. Each instructional team will meet on a designated day and time each week.		Mandee Carmical	03/30/2018
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	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
<i>Initial Assessment:</i>		Building administrators conduct classroom observations based on TESS protocols. Data gathered is used to support teachers in developing their skills to their highest level, to increase the capacity of all teachers, and to enhance student learning.	Limited Development 10/22/2015		
<i>How it will look when fully met:</i>		Building administrators conduct observations to gather data to identify what skills need shoring up. Observations are based on those skills and practices which have proven to be effective for improving student performance. Professional development for individual teachers or building-wide (through embedded sessions) will be determined and planned based on data gathered. Administrators can also note strengths of one teacher and assign him/her as a mentor to assist another teachers struggling with the same skill. TESS ratings and planned embedded professional development sessions will serve as evidence. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.	Objective Met	Lisa York	03/31/2016
Action(s)	Created Date		2 of 2 (100%)		
1	10/22/15	Building administrators conduct classroom observations using the TESS model.	Complete 05/02/2016	Lisa York	03/31/2016
<i>Notes:</i>					
2	10/22/15	Professional development will be planned and implemented through embedded sessions throughout the year based on data gathered through observations.	Complete 05/02/2016	Lisa York	03/31/2016
<i>Notes:</i>					

!	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use the performance ratings from TESS observations and individual objectives to set goals for professional growth for the year. Teachers choose professional development offerings that support the growth goals they developed. Evidence is teachers' growth goals they developed and their professional development documentation.	Limited Development 10/22/2015		
How it will look when fully met:		Teachers will use observation data and feedback from face to face conferences with admin to write professional growth goals. Goals are documented on Bloomboard. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.		Mandee Carmical	05/25/2017
Action(s)	Created Date		0 of 1 (0%)		
1	10/22/15	Teachers will choose professional development offerings and create a plan to PD training. Evidence is documented on a district Professional Development Personal Planning Sheet.		Mandee Carmical	05/25/2017
<i>Notes:</i>					

!		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>	Cabot Junior High South is committed to providing staff with high quality professional learning with the intent to increase educator effectiveness and results for all students. Professional learning provided by CJHS takes place within learning communities committed to continuous improvement and goal alignment led by skillful advocates. A variety of sources are used to plan and assess professional learning within the district. Intended outcomes are aligned with educator performance and student achievement. Sources used for professional development this year include: "Implementing the Framework for Teaching in Enhancing Professional Practice" by Charlotte Danielson, various articles from "Educational Leadership" from ASCD and ADE documents related to ACT Aspire.	Limited Development 11/14/2015		
		<i>How it will look when fully met:</i>	Cabot Junior High South will provide staff with high quality professional learning that increases educator effectiveness and results for all students. Professional learning provided by CJHS will take place within learning communities committed to continuous improvement and goal alignment led by skillful advocates. A variety of sources will be used to plan and assess professional learning within the district. Theories, research, and models of human learning will be used to achieve intended outcomes, and will be aligned with educator performance and student achievement. Sources used for professional development this year include: "Implementing the Framework for Teaching in Enhancing Professional Practice: by Charlotte Danielson, various articles from "Educational Leadership" from ASCD and ADE documents related to ACT Aspire. Sign-in sheets for professional learning sessions and copies of articles and ASCD/ADE documents will be used as evidence. ***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
Action(s)	Created Date		0 of 2 (0%)			
1	11/14/15	CJHS will continue to plan and assess the effectiveness of professional learning provided throughout the year.		John West	07/01/2016	<i>Notes:</i>
2	3/29/17	CJHS will continue to plan and assess the effectiveness of professional learning provided throughout the year.		Mandee Carmical	06/01/2018	<i>Notes:</i>

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
<i>Initial Assessment:</i>		In order to grow a successful school, communication with parents on a regular basis will be a top priority for teachers at JHS. Although almost all forms of parental involvement and support have been shown to have some positive effects on student achievement, the most effective type is that which focuses attention on the primary mission of educating students. Teachers are continuously updating classroom webpages as a communication tool for parents. Online grade books are being used by all teachers in the building. Scheduled open house and two parent teacher conferences are scheduled annually.	Limited Development 11/28/2016		
<i>How it will look when fully met:</i>		A successful school will focus on parental communication. Communication will be maintained by teachers on a regular basis and in varying ways. Weekly updates of teacher webpages will enable parental involvement in classroom activities such as homework due dates, projects, tests and quiz dates. Teachers will also update an online grading system allowing parents to view student progress. Regular emails and updates will also be an option for teachers to use as an additional resource. Announcements regarding open house and parent teacher conferences will be posted to the school page inviting parents to come in and visit with the teachers. Evidence will be provided in the form of teacher web pages, online grade book, teacher emails/updates, and sign in sheets from open houses and parent teacher conferences.		Lisa York	06/01/2017
Action(s)	Created Date		0 of 3 (0%)		
1	11/28/16	Teachers will be required to update webpages on weekly assignments, projects, homework, tests and quizzes.		Lisa York	06/01/2017
		<i>Notes:</i>			
2	11/28/16	Teachers will be required to update online gradebook on a weekly basis.		Lisa York	06/01/2017
		<i>Notes:</i>			
3	11/28/16	An initial open house and two school wide parent teacher conferences will be scheduled and communicated with parents.		Lisa York	06/01/2017
		<i>Notes:</i>			
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> <ul style="list-style-type: none"> • 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. 	Limited Development 11/27/2017		

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: <ul style="list-style-type: none"> discipline infractions will have gone done 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
Action(s)	Created Date		0 of 5 (0%)		
1	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

Notes:

2

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

Notes:

3

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).

4

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:

5	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
Notes:				

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engage teachers in aligning instruction with standards and benchmarks
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!	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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 10/26/2015		
How it will look when fully met:		All teachers will plan instruction based on current pacing guides created by grade level committees. Administrators will monitor the implementation of pacing guides within all classrooms. 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	07/01/2016
Action(s)	Created Date		0 of 1 (0%)		
1	11/14/15	Administration will routinely monitor pacing of each classroom to ensure all teachers are following correct guidelines.		Lisa York	07/01/2016

Notes:

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>		Benchmark testing is no longer being administered in the state. Grade level departments do work together to plan common formative assessments. However, data has not been collected for review.	No Development 02/16/2016		
<i>How it will look when fully met:</i>		Periodic assessments developed by each department will be used to gauge student mastery of standards based objectives at several points throughout the school year. Data will be collected and reviewed by each department along with administration. The data will serve as a way to identify students in need of additional assistance. Those students will be assigned either to morning Target Lab or the teacher's classroom for reinforcement of standards. Collected data and assignment of students for reinforcements will be used as evidence. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.		Mandee Carmical	06/01/2017
Action(s)	Created Date		0 of 3 (0%)		
1	3/3/16	Departments will need to develop common formative assessments to be given periodically throughout the school year. Assessments should be able to identify those students not meeting mastery of standards based objectives.		Lisa York	06/01/2017
<i>Notes:</i>					
2	3/3/16	Data from formative assessments will need to be collected and reviewed by departments and administration. Data will also be copied as evidence the indicator is being addressed.		Lisa York	06/01/2017
<i>Notes:</i>					
3	3/3/16	Teachers will identify those students needing reinforcement of standards and assign them to the appropriate location.		Lisa York	06/01/2017
<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
Action(s)	Created Date				
Notes:					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
	IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Through our school-wide PRIDE program, teachers are able to recognize and reinforce rules, procedures and desirable characteristics we are seeking from our students.	Limited Development 02/04/2015		
<i>How it will look when fully met:</i>		After completing Needs Assessment, the Leadership team has decided it is not necessary to continue working on this task.		Ericka Hill	05/01/2015
Action(s)	Created Date				
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>		CJHS's parental involvement plan includes expectations that communicate what parents and families can do to support their students' learning at home. We also provide open lines of communication between staff and home. Opportunities for parents to meet with teachers are available through open house and parent/teacher conferences. Teachers collaborated to provide additional information for student success via handouts and we have also made this information available through our website.	Limited Development 02/08/2016		
<i>How it will look when fully met:</i>		CJHS's parental involvement plan will continue to include expectations that communicate what parents and families can do to support their students' learning at home. The parental involvement team will be comprised of teachers, staff and parents. Opportunities such as open house and parent teacher conferences will provide opportunities for parents to meet with teachers and staff. Additional parental informational meetings will be held to keep parents involved. Teachers will continue to collaborate and update additional information for student success via handouts and will continue to be made available through our website. Evidence will be kept in the form of parent sign-in sheets, flyers, parental involvement plan and copies of information made available online. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.		Holly Shannon	06/01/2017
Action(s)	Created Date		0 of 3 (0%)		
1	3/15/16	Open house, p/t conferences and parental informational meetings will be scheduled throughout the year.		Holly Shannon	06/01/2016
<i>Notes:</i>					
2	3/15/16	Each year a parental involvement team will be established and will be comprised of teachers, staff and parents.		Holly Shannon	06/01/2016
<i>Notes:</i>					

3	3/15/16	Information on student success will be made available to parents through the CJHS website. Department heads will work together to provide important tips, websites and strategies for enhanced student success.	Holly Shannon	06/01/2016
Notes:				

Core Function:	High School: Opportunity to Learn
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Effective Practice:	Ensure content mastery and graduation
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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:	Cabot Junior High South provides hands-on opportunities for students to explore different careers, and assists them in aligning post secondary plans with their career aspirations. Career and interest inventories are used during career development classes to help students identify the type of work or career that interests them. We also invite local professionals from these career fields to speak about their education and career paths during our career fair. Students are required to perform job-shadowing opportunities that allow them to follow an adult throughout the day and experience the day-to-day work of a professional that matches their area of interest.	Limited Development 03/15/2016		
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How it will look when fully met:	Cabot Junior High South will continue to provide hands-on opportunities for students to explore different careers, and will assist them in aligning post secondary plans with their career aspirations. Career and interest inventories will continue to be used during career development classes to help students identify the type of work or career that interests them. Based on the career and interest inventories, we will invite local professionals from these career fields to speak about their education and career paths during our career fair. Students will be required to perform job-shadowing opportunities that allow them to follow an adult throughout the day and experience the day-to-day work of a professional that matches their area of interest. Copies of career/interest inventories, fliers from career fair, sign-in sheets, and job-shadowing packets will serve as evidence. ***After completing the needs assessment, the Leadership team has decided it is not necessary to continue working on this indicator.		Jared Walters	06/01/2016
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Action(s)	Created Date		0 of 3 (0%)	
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1	3/15/16	Students will take career/inventory interests during their career development classes,		Jared Walters	06/01/2016
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Notes:				
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2	3/15/16	Students will set up a day to job shadow an adult from a chosen career path.		Jared Walters	06/01/2016
<i>Notes:</i>					
3	3/15/16	Professionals from varying fields will be invited to participate in our career fair.		Jared Walters	06/01/2016
<i>Notes:</i>					