

School Plan

[Print Version](#)

CABOT LEARNING ACADEMY

Arkansas Comprehensive School Improvement Plan

2012-2013

Cabot Learning Academy is an educational opportunity for grades K-8 who have behavioral needs. We are a very unique learning community where students can progress not only on academic skills but behavioral skills.

In this opportunity, each student receives counseling and therapy services provided by an on-site therapist. There is a low student-teacher ratio. Students work on their academic level and gain skills necessary to transition to a less restrictive environment.

Grade Span: K-12

Title I: Not Applicable

School Improvement: MS

Table of Contents

Priority 1: Math

Goal: All K-8 students will improve on the norm referenced and criterion referenced assessments for the combined IEP, and Economically Disadvantaged population, targeting patterns and algebraic functions, measurement, geometry, numbers and operations, and open-ended response items. This growth will be continually expected over upcoming years adhering to the Common Core State Standards.

Priority 2: Literacy

Goal: All Cabot Learning Academy students in the combined IEP, and Economically Disadvantage will exhibit literacy growth on the 2012-2013 norm referenced and criterion referenced assessments in the Multiple Choice Area of writing and in the Open Response Area of literacy reading. The level of proficiency will be the expectation over the following school years while utilizing the Common Core State Standards.

Priority 3: Wellness

Goal: The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.

Priority 1:	To improve students' basic mathematics skills
	<ol style="list-style-type: none">1. KINDERGARTEN BENCHMARK: In 2011 and 2012 no students were tested.2. FIRST GRADE BENCHMARK: In 2011 and 2012 no students were tested.3. SECOND GRADE BENCHMARK: IN 2011 on the Augmented Assessment, 0% of the combined population(1 student tested) scored average or above average on the Iowa Test Basic Skills. The area of weakness was Comb-Adj.4. FOURTH GRADE BENCHMARK MATH: In 2012, the Augmented Benchmark score was 0% scored proficient with 1 tested. In 2011 on the Augmented Benchmark, 33% of the combined population (3 students tested) scored proficient on the Benchmark Exam. The weakest areas were Geometry and measurement.5. FIFTH GRADE BENCHMARK MATH: In 2012, 33% of school was proficient with 6 tested. One student scored Advanced. In 2011 on the Augmented Benchmark, 50% of the combined population(2 students tested) scored proficient on the Benchmark Exam. The weakest areas were Algebra and Measurement.
Supporting Data:	<ol style="list-style-type: none">6. SIXTH GRADE BENCHMARK MATH: In 2012, 50% were proficient with 2 tested. In 2011 on the Augmented Benchmark, 0% of the combines population (2 students tested) scored proficient on the Benchmark Exam. The areas of weakness were Numbers and Operations, Algebra, Geometry, and Measurement.7. SEVENTH GRADE BENCHMARK: There were no 7th graders in 2012. In 2012, no students were tested. In the 2011 Augmented Benchmark, 50% of the combined population (2 students tested) scored proficient on the Benchmark Exam. The weakest areas were Geometry and Data Analysis and Probability.8. EIGHTH GRADE BENCHMARK MATH: In 2012, 0% scored proficient with 2 tested. In 2011, 0% of the combined population (1 student tested) scored proficient on the Benchmark Exam.9. Third Grade Benchmark Math: In 2012, 50% proficient with 2 tested. In 2011 no students were tested.
Goal	All K-8 students will improve on the norm referenced and criterion referenced assessments for the combined IEP, and Economically Disadvantaged population, targeting patterns and algebraic functions, measurement, geometry, numbers and operations, and open-ended response items. This growth will be continually expected over upcoming years adhering to the Common Core State Standards.

Benchmark

We have only gathered data for two years, 2010-2011 and 2011- 2012. This data will be used as our baseline to show growth.

Intervention: Cabot Learning Academy will use strategies for improving math instruction to help students successfully complete common core state standards.				
Scientific Based Research: STRATEGIES FOR TEACHING IN HETEROGENEOUS ENVIRONMENTS WHILE TEACHING A CLASSROOM COMMUNITY; David, Haley Lynn and Capraro, Robert M. 2001, Vol. 122 Issue 1. CLASSROOM DISCUSSIONS: USING MATH TALK TO HELP STUDENTS LEARN (2005).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Real time interventions will be used in addition to core instruction with all students who are struggling with specific common core state standards. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Sherri Leonard, Allison James	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The Benchmark Exams will be given in the Spring to determine the percentage of students at the proficient level. Results will be used to determine individual student progress. Action Type: Program Evaluation	Kim Gibson	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Music, art, and physical education teachers will collaborate with the grade level teachers to support frameworks in math, science, and social studies classes as reflected in lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mrs. Tullus, Donnie Hamric, Donna Williams, Allan Ashley	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Benchmark data will be analyzed by the faculty and administration of CLA. Action Type: Alignment	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Regular weekly interactions/meetings will be held with administrator and teachers/para for progress monitoring for student achievement and behavior improvements. Action Type: Collaboration Action Type: Equity Action Type: Special Education	John Shirron	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All teachers will continue to grow professionally by participating in workshops and conferences focusing on common core with emphasis in curriculum development, teaching strategies, instructional technology, leadership skills, and classroom management. Action Type: Collaboration Action Type: Professional Development	Julie Ward	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
General supplies will be purchased to support the curriculum and day-to-day activities along with behavior incentives for Cabot Learning Academy. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$

Students will have access to computer based learning activities like IXL Math to enhance their learning experience while being based on Common Core State Standards. Action Type: Technology Inclusion	Allison James; Sherri Leonard	Start: 08/15/2011 End: 05/31/2013	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve students' reading and written communication skills

- KINDERGARTEN BENCHMARK LITERACY: In 2011 and 2012 no students were tested.
- FIRST GRADE BENCHMARK LITERACY: In 2011 and 2012 no students were tested.
- Second Grade Benchmark Literacy: In 2012, no students were tested. In 2011 on the Augmented Assessment, 0% of the combined population (1 student tested) scored average or above average on Iowa Test of Basic Skills. The weakest area were Reading: Multiple-Choice and Writing: Multiple-Choice.
- THIRD GRADE BENCHMARK Literacy: In 2012, 50% were proficient with 2 tested. In 2011 no students were tested.
- FOURTH GRADE BENCHMARK Literacy: In 2012, 0% were proficient with 2 tested. In 2011 0% of the combined population (3 students tested) scored proficient on the Benchmark Exam. The weakest areas were Reading: Practical and Writing: Content and Style.
- FIFTH GRADE BENCHMARK LITERACY: In 2012, 50% were proficient with 6 tested. One student scored Advanced. In 2011 100% of the combined population (2 students tested) scored proficient on the Benchmark Exam. The weakest areas were n writing: Content and Style.
- SIXTH GRADE BENCHMARK LITERACY: In 2012, 50% were proficient with 2 tested. In 2011 0% of the combined population (2 students tested) scored proficient on the Benchmark Exam. The weakest areas were: Reading: Content and Practical, Writing: Multiple-Choice, Sentence Formation, Content, Style and Mechanic.
- SEVENTH GRADE BENCHMARK LITERACY: In 2012, no one was tested. In 2011, 0% of the combined population (2 students tested) scored proficient on the Benchmark Exam. The weakest areas were: Reading: Literacy Content, and Practical. Writing: Multiple-Choice, Content and Style.
- EIGHT GRADE BENCHMARK LITERACY: In 2012, 50% were proficient with 2 tested. In 2011, 0% of the combined population (1 student tested) scored proficient on the Benchmark Exam. The weakest areas were: Reading: Literacy, Literacy Open Response, Content Open Response, Practical and Practical Open Response. Writing: Open Response and Multiple-Choice.

Supporting Data:

Goal All Cabot Learning Academy students in the combined IEP, and Economically Disadvantage will exhibit literacy growth on the 2012-2013 norm referenced and criterion referenced assessments in the Multiple Choice Area of writing and in the Open Response Areas of literacy reading. The level of proficiency will be the expectation over the following school years while utilizing the Common Core State Standards.

Benchmark We have only gathered data for two years, 2010-2011 and 2011-2012. This data will be used as our baseline to show growth.

Intervention: Cabot Learning Academy will utilize teaching strategies that increase student achievement based upon the Arkansas Common Core State Standards.				
Scientific Based Research: STRATEGIES THAT WORK, pgs. 1-28, Stephanie Harvey and Anne Goudvis, 2000. CLASSROOM INSTRUCTION THAT WORKS, Robert Marzano, Debra Pickering, Jane Pollock.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will utilize high-yield, research based strategies in the classroom to increase student engagement. Action Type: Equity	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Special education teachers will collaborate with regular education teachers to support and modify curriculum as appropriate for designated students. Action Type: Collaboration Action Type: Special Education	John Shirron	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will provide daily small group instruction in reading and writing at the appropriate level for all students. Action Type: Equity	Allen Ashley	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The Benchmark Exams will be given in the Spring to determine the percentage	Kim Gibson	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	

of students at the proficient level. Results will be used to plan for instruction. Action Type: Program Evaluation		End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers will participate in at least 60 hours of professional development. The 60 hours will include the following: 6 hours of technology, 2 hours of Arkansas History, and 2 hours of parental involvement (administrators having 3 hours of p.i.). Administrators will also have professional development on data disaggregation, instructional leadership, and fiscal management. The focus of professional development for teachers will focus on working with a special at-risk population and increasing student achievement. Teachers will document professional development in Shoebox.	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Evaluation of this intervention will be determined through a comparison of student Benchmark Exam scores, JEDI, CWT, Common Assessment results and collaborative team meetings during the 2012-2013 school year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Julie Ward	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers Teachers 	ACTION BUDGET: \$
Data from The Learning Institute Formative Assessments will be utilized to identify instructional needs. Teacher will attend the Orton Gillingham Training targeting reading deficits. Students will also be given the Brigance at the beginning, middle and end of each school year to show progress. Action Type: Alignment Action Type: Technology Inclusion	Sherri Leonard, Allison James	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Evaluation of the Literacy growth will be determined through a comparison of students' scores on pre and post TLI assessments. The 2010-2011 and 2011-2012 school years are the baseline for data collection for this action. Action Type: Program Evaluation	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Teachers will use a variety of assessment techniques to assess students' work, including rubrics, teacher observation, and performance based assessments. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sherri Leonard, Allison James	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Computers will be available in the lab for curriculum reinforcement. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	John Shirron	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
A point/token system will be implemented daily for reinforcement on social skills to allow for improved academic gains. Action Type: Equity Action Type: Special Education	Sherri Leonard, Allison James	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

Teachers will differentiate instruction within the classroom for enrichment and remediation using various pieces of technology including Smart Boards in each classroom. Action Type: Collaboration Action Type: Technology Inclusion	John Shirron	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
ELLA Training has been utilized to help provide best strategies for daily small group instruction in reading for emergent and beginning readers. Action Type: Collaboration Action Type: Special Education	Allen Ashley	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community networks.

Supporting Data:

- In 2012, School Health Index Scores: Module 7 "Health Promotion for Staff" was an area of weakness with an overall score of 67%. In 2011, School Health Index Scores: Model 8 "Family and Community Involvement". The overall score card results indicate a weakness in Family and Community Involvement is 11%.
- Free and Reduced-Price Meals for 2012 based on the APSCN Cycle II report indicated a rate of 50%. In 2011, Free and Reduced-Price Meals (based on APSCN Cycle II report) is 50%.
- In 2012, approximately 26% of males (19 measured) are over weight and approximately 33% of females (3 measured) are over weight. In 2011, Approximately 18% of males(17 measured) are over weight and approximately 30% of females (3 measured)are over weight.

Goal The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.

Benchmark We have only gathered data for two years, 2010-2011 and 2011-2012. This data will be used as our baseline to show growth.

Intervention: Cabot Learning Academy will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Healthy Arkansas -- Arkansas Center for Health Improvement. Let's Get Physical Promotion and Education Strategies by Dr. hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Public School homepage via the internet. Action Type: Collaboration Action Type: Wellness	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Cabot Learning Academy students will participate regularly in physical education classes. They will also have recess daily. Action Type: Wellness	Donnie Hamric	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The school nurse will offer training to teachers and students as needed about specific health issues, such as asthma, diabetes, allergies, etc. Action Type: Wellness	Melinda Gardner	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The school counselor will meet with students on a regular basis to discuss academic, personal/social development, and career development. Action Type: Wellness	Kim Gibson	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teaching Aids 	ACTION BUDGET: \$
A survey of healthy lifestyle choices will be given at the end of each year to determine if an increase has been	Donnie Hamric	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

made. Action Type: Wellness		06/30/2013		
Therapy is provided as a component of our Cabot Learning Academy. Focus is given on meeting their emotional needs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Randa Adams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
All Cabot Learning Staff will be trained in Crisis Prevention Intervention. This training will provide attendees information/resources pertaining to working better with at-risk students to meet their emotional and physical needs. Action Type: Collaboration Action Type: Special Education Action Type: Wellness	Michele Evans	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Daily Social Skills classes are provided as part of our Cabot Learning Academy. Focus is given on character building and their emotional needs.	Sherri Leonard, Allison James	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Allen Ashley	Reading Support	Literacy/ Wellness
Classroom Teacher	Allison James	Middle Level Teacher	Math/Literacy
Classroom Teacher	Sherri Leonard	Elementary Level Teacher	Math/Literacy
District-Level Professional	Julie Ward	Special Ed. Coordinator	Math/Literacy/Wellness
District-Level Professional	Valerie Stone	Director of Special Programs	Math/Literacy/Wellness
Non-Classroom Professional Staff	Kim Gibson	Counselor	Math/Literacy/Wellness
Non-Classroom Professional Staff	Randa Adams	Therapist	Wellness
Parent	Esther Weeks	Tyler Whitter's mother	Wellness/Math/Literacy
Parent	Michele Lambert	Math/ Literacy/ Wellness	Wellness
Principal	John Shirron	Assistant Principal	Math/Literacy/Wellness
Principal	Michele Evans	Principal	Math/Literacy/Wellness