

School Plan

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CABOT MIDDLE SCHOOL NORTH

Arkansas Comprehensive School Improvement Plan

2012-2013

Cabot Middle School North is committed to addressing the unique needs of all students in a safe and orderly environment. We will promote high academic standards with the integration of technology, higher order thinking skills, and engaging instructional strategies in order to develop the whole child for tomorrow.

Grade Span: 5-6

Title I: Not Applicable

School Improvement: SI_4

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Priority 1: Math

Goal: All 5th and 6th grade students will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam for the Combined, Caucasian, IEP, and Economically Disadvantaged populations, targeting patterns and algebraic functions, measurement, geometry, numbers and operations, data analysis and probability, and open-ended response items. This level of proficiency will be continually expected over upcoming school years.

Priority 2: Literacy skills

Goal: All 5th and 6th grade students in the combined, Caucasian, IEP, and Economically Disadvantaged populations will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam in the Multiple Choice Area of writing and in the Open Response Area of literary reading. This level of proficiency will be maintained over subsequent school years.

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. This healthy lifestyle initiative will continue throughout the 2012-2013 school year.

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| Priority 1: | To improve students' basic mathematics skills, targeting patterns and algebraic functions, measurement, data/statistics, geometry and open-ended response items. |
| Supporting Data: | <ol style="list-style-type: none">1. Mathematics Priority 1. Combined Population: Grade 5 Augmented Benchmark Exam: In 2012, 86% scored proficient or advanced. In 2011, 87% scored proficient or advanced. In 2010, 85% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in measurement, geometry and/or algebra. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and measurement. Grade 6 Augmented Benchmark Exam: In 2012, 84% scored proficient or advanced. In 2011, 85% scored proficient or advanced, in 2010, 88 % scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in measurement and numbers and operations. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operation and measurement. 2. Students with Disabilities (IEP): Grade 5 Augmented Benchmark Exam: In 2012, 43% scored proficient or advanced. In 2011, 43% scored proficient or advanced. In 2010, 32% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in geometry and/or algebra. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses numbers and operations, geometry, and measurement. IEP Grade 6 Augmented Benchmark Exam: In 2012, 32% scored proficient or advanced. In 2011, 39% scored proficient or advanced. In 2010, 48% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in measurement and numbers and operations. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operation. 3. English Language Learners (ELL): In our building during the 2012, 2011, and 2010 school years, there were fewer than 10 English Language Learners tested. 4. Economically Disadvantaged (ESD): Grade 5 Augmented Benchmark Exam: In 2012, 80% were proficient or advanced. In 2011, 79% scored proficient or advanced. In 2010, 78% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in geometry and/or algebra. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses numbers and operations, geometry, and measurement. Grade 6 Augmented |

Benchmark Exam: In 2012, 73% scored proficient or advanced. In 2011, 78% scored proficient or advanced. In 2010, 86% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in measurement and numbers and operations. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operation. 5. Caucasian: Grade 5 Augmented Benchmark Exam: In 2012, 87% scored proficient or advanced. In 2011, 89% scored proficient or advanced. In 2010, 86% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in geometry and/or algebra. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operations, geometry, and measurement. Grade 6 Augmented Benchmark Exam: In 2012, 84% scored proficient or advanced. In 2011, 84% scored proficient or advanced. In 2010, 87% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in measurement and numbers and operations. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in numbers and operation. 6. African-American: Grade 5 Augmented Benchmark Exam: In our building during the 2012 school year, 100% scored proficient or advanced. In 2011 school year, 50% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: During the 2012 school year, 75% scored proficient or advanced. In 2011, 90% scored proficient or advanced. During the 2010 school year, there were less than 10 African American students tested. 7. Hispanic: Grade 5 Augmented Benchmark Exam: In our building during the 2012 school year, 97% scored proficient or advanced. In 2011, 94% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2012, 75% scored proficient or advanced. During the 2011 school year, 71% scored proficient or advanced. During the 2010 school year, there were less than 10 Hispanic students tested.

2. Attendance/Graduation Rate: The attendance rate for the 2011-2012 school year was 94%. The attendance rate for the 2010-2011 school year was 93%. In the 2009-2010 school year, the attendance rate was 94%.
- 3.

Goal All 5th and 6th grade students will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam for the Combined, Caucasian, IEP, and Economically Disadvantaged populations, targeting patterns and algebraic functions, measurement, geometry, numbers and operations, data analysis and probability, and open-ended response items. This level of proficiency will be continually expected over upcoming school years.

Benchmark In 2010-2011, 86% of the Combined Population, 87.5% of the Caucasian Population, 78.5% of the Economically Disadvantaged Population, and 41% of the IEP Population were proficient or advanced in Math. In 2011-2012, 86% of the Combined Population, 86% of the Caucasian Population, and 74% of the Economically Disadvantaged Population were proficient or advanced. In 2012-2013, the Combined Population will need 89.91% proficient or advanced, the Caucasian Population will need 90% proficient or advanced, and the Economically Disadvantaged Population will need 83% proficient or advanced to meet AMO. The SWD population must show a 10% decrease each year in the percent of students not proficient to reach safe harbor status.

| Intervention: Strategies for improving math instruction. | | | | |
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| Scientific Based Research: Strategies For Teaching In Heterogeneous Environments While Building A Classroom Community; David, Haley Lynn and Robert M. Capraro. 2001, Vol. 122 Issue 1. Teaching Thinking and Problem Solving in Math: Strategies, Problems, Activities; Forsten, Char. Eric#ED379157. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Highly qualified teachers will revise grade-level curriculum maps based on TLI data. Maps will be aligned to the Common Core State Standards, including Special Education, Gifted and Talented programs, African-American and Hispanic students, Limited English Proficient and Economically Disadvantaged students and develop common assessments. Alignment of curriculum, instruction, and assessment will result in an increase in student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education | B. Nalley, T. Chudy, J. Gray | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids | ACTION BUDGET: \$ |

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| Music, art, and physical education teachers will collaborate weekly to support standards 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 | S. Hicks, D. Williams | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff | <hr/> ACTION BUDGET: \$ |
| Teachers will differentiate instruction within the classroom for enrichment and remediation using various pieces of technology such as document cameras, Smart Boards, Flip cameras, iMac, ipads, computers, flex cams, Smart slates, and personal computers as reflected in the lesson plans. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion | T. Chudy, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff School Library Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Students will participate in math remediation activities, including computer lab, homework room, intervention time, and/or parent information/opportunities based upon AIPs. Students may be retained if they opt out of the remediation program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion | J. Garland, S. Jones | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers District Staff Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Math teachers will utilize Model Drawing, interactive math notebooking, and/or fluency practice daily and provide weekly open response practice. Action Type: Equity Action Type: Special Education | K. Shick, S. Cunningham | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teachers Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Students will complete a variety of open-ended response problems using the format and vocabulary from released items from the Benchmark Test. Various math assignments, science assignments and lab reports will follow the open-response format of the benchmark exam. Action Type: Equity Action Type: Special Education | B. Nalley, S. Corn | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Academic Improvement Plans will be developed based on test data collected by teachers, including 4th and 5th grade Benchmark scores. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education | J. Garland, S. Noechel | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers District Staff | <hr/> ACTION BUDGET: \$ |
| Implement the use of Pinnacle, school web site, team newsletters, school stream calendar, school social networking page, wiki pages, Facebook, and/or individual list serves to dispense information to | C. Davis, J. Munnerlyn T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers District Staff | <hr/> ACTION BUDGET: \$ |

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| parents regarding curriculum activities, assignments, and grade-level objectives. These will be revised and updated on a regular basis. Action Type: Parental Engagement Action Type: Technology Inclusion | | | | |
| Continue to implement the basic Middle School concepts of teaming, advisory, integration and education of the whole child. Teachers will continue to grow professionally in middle level concepts as well as subject matter by attending district, cooperative, state, and national conferences. Conference materials will be shared with and provided for faculty. Action Type: Collaboration Action Type: Professional Development | A. Koehler, S. Harper, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants School Library | ACTION BUDGET: \$ |
| Establish and maintain a Parent Center to provide parents with various resources. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | R. House | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff School Library | ACTION BUDGET: \$ |
| Utilize a building level administrator to help with instructional design in all curriculum, dissemination of best practices into classrooms, provide small group professional development sessions, and foster a safe environment to implement new instructional practices. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion | A. Koehler, T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers District Staff School Library | ACTION BUDGET: \$ |
| Information involving an Open House for parents to meet with teams regarding expectations and curriculum information, 4th grade orientation visits in the spring, and team assignment day will be documented in the parent center portfolio. The event will be held annually with a goal of 75% attendance. Action Type: Collaboration Action Type: Parental Engagement | R. House, J. Garrett | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Community Leaders Teachers | ACTION BUDGET: \$ |
| Extended Year Services will be offered to identified special education students. These students will have individual goals set and plans in place. Action Type: Parental Engagement Action Type: Special Education | K. Howard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| Teachers will facilitate alignment of curriculum in weekly grade level content meetings and evaluate appropriateness of class assessments in all academic areas. TLI Assessments will be reviewed one week after the results are posted to evaluate teaching strategies and curriculum alignment. Teachers will use a variety of techniques to assess | A. Koehler, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Performance Assessments Teachers | ACTION BUDGET: \$ |

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| students' work, including rubrics, teacher observations, and performance based assessments. The 08-09 School year is the baseline year for data collection for this action. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation | | | | |
| A classroom set of TI-15 calculators will be available for 5th grade classroom use. 6th grade Math classrooms will use TI-73 calculators. Additional TI-73 calculators will be purchased for growth. Action Type: Collaboration Action Type: Technology Inclusion | C. Davis, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Special Education, Gifted Education and Core teachers will be informed of math and science curriculum and share differentiation strategies for special education, gifted & talented, LEP, and all ethnic groups of students. Action Type: Equity Action Type: Special Education | T. Chudy, G. Braswell, LEP Coordinator | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| All current 6th graders will participate in an orientation visit to CJHN to meet with counselors and administrators in order to ensure a smooth transition. Action Type: Equity | S. Noechel, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Data on student progress will be kept for all AIP students. This data will be shared with parents at conferences. The Learning Institute and Triand will be used to maintain this data. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education | J. Garland, S. Noechel | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Special Education and LEP services will be provided as indicated in the student's folder. Action Type: Special Education | LEP Coordinator | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| Professional Development shall include: 60 hours required; 6 hours technology; 2 hours Parental involvement for teachers and 3 hours for administrators; 2 hours Arkansas History--if applicable; data disaggregation, instructional leadership, fiscal management annually for all administrators. Action Type: Professional Development | T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Teachers will be provided supplies for instructional purposes. Action Type: Equity | T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| New teachers will receive training on implementing content enhancement routines, Kagan Structures, Win-Win Discipline, Common Core Standards, and Model Drawing. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids | <hr/> ACTION BUDGET: \$ |

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| Math teachers will be trained in math manipulatives, calculator use, Promethean and/or Smart Board use in order to be implemented during math instruction. Student performance will be evaluated by the teacher. Action Type: Professional Development | B. Nalley, S. Corn | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| A before school homework room will be used for reinforcement and will be implemented daily. Action Type: Equity Action Type: Special Education | J. Garland, S. Jones | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| Mentoring/Professional Development will be provided for each staff member with feedback given through observation, teacher to teacher mentoring and feedback from curriculum audits. 100% of the faculty will participate. Action Type: Program Evaluation Action Type: Special Education | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| An after school program will be implemented two times per week for Extended Learning Opportunities (ELO), and will be used for differentiated instruction for a targeted group's areas of concern. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |
| Weekly department time will be provided for all teachers to consult and align curriculum. Action Type: Collaboration Action Type: Equity | T. Spillane, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff School Library Teachers | ACTION BUDGET: \$ |
| Benchmark data will be analyzed by the faculty and administration of CMSN. Action Type: Alignment | T. Spillane, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Frequent formative assessments will be used to give immediate feedback and drive instruction. TLI data will be analyzed during content area meetings. Action Type: Alignment Action Type: Program Evaluation | T. Spillane, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Professional development will be provided twelve times during the school year during plan times. Professional development will be provided on Kagan, data analysis, AIP's and advisory. Action Type: Professional Development Action Type: Special Education | T. Spillane, W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants School Library Teachers | ACTION BUDGET: \$ |
| A leadership team will meet to make decisions for CMSN. This team will be comprised of administrators, teachers, parents, students, community members, and other school staff. The 08-09 School year is the baseline year for data collection for this action. Action Type: Collaboration | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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| Action Type: Parental Engagement Action Type: Program Evaluation | | | | |
| Students will be rewarded for academics once per 9 weeks. The criterion for the reward will be having no missing assignments. The rewarded students will participate in various activities supported by teachers and the PTO. Action Type: Equity Action Type: Parental Engagement | E. Riddle, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Monthly team meetings will be held with administrators and teams of teachers for progress monitoring for student achievement. Action Type: Collaboration Action Type: Equity Action Type: Special Education | S. Noechel, J. Garland, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| A pre-referral (SPRINT) committee will be formed to use data to analyze the performance of low achieving students, assess the effectiveness of interventions, determine if a special education referral is appropriate, and problem solve using data. Action Type: Collaboration Action Type: Equity Action Type: Special Education | J. Garland, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Middle School Special Education teachers will meet with elementary, middle school, and junior high committees annually to share information about middle school options and placement to aid in more effective transitioning of these students. Kelly Howard will facilitate. Action Type: Collaboration Action Type: Special Education | K. Howard, G. Braswell | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| Parents inquiring about counseling services will be provided with The Pointe Counseling Services contact information. Some of these services are provided by The Point Counseling Services during the school day. This is a collaborative arrangement between The Pointe, the Parents, and Cabot Middle School North so that students can receive private counseling. Action Type: Parental Engagement Action Type: Wellness | S. Noechel, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Outside Consultants Teachers | ACTION BUDGET: \$ |
| Clubs will be formed based on areas of student interest. These clubs will meet once weekly during advisory and students will rotate every nine weeks. Action Type: Collaboration | C. Davis, A. Koehler, T. Chudy | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| An Encore teacher and a Strategist have been assigned to a team to provide support for students/teams needing extra help. Action Type: Collaboration Action Type: Equity Action Type: Special Education | S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| A student leadership club of two students per team will be formed to offer insight, advice, and student opinions on school issues. Action Type: Collaboration | T. Spillane, S. Harper, S. Noechel | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |

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| Teachers will analyze test data to develop AIPs for targeted students based upon 4th and 5th grade benchmark scores and 4th and 5th grade SAT-10 and ITBS scores where Benchmark scores are not available. Action Type: Collaboration | J. Garland, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| All teachers will continue to grow professionally by participating in workshops and conferences at the local, state, and/or national level focusing on curriculum development, teaching strategies, instructional technology, leadership skills, research, assessment, and classroom management. Teachers will present information to the faculty. Action Type: Collaboration Action Type: Professional Development | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers | <hr/> ACTION BUDGET: \$ |
| CMSN will hold a retreat annually to plan for the upcoming school year. Action Type: Collaboration Action Type: Professional Development | T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| A PTO has been formed and will be utilized frequently. Action Type: Parental Engagement | T. Spillane, R. House | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Community Leaders Teachers | <hr/> ACTION BUDGET: \$ |
| Evaluation of this intervention will be determined through a comparison of student Benchmark Exam scores, CWT, Common Assessment results, and collaborative team meetings during the 2011-2012 and 2012-2013 school years. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers | <hr/> ACTION BUDGET: \$ |
| General supplies will be purchased to support the curriculum and day to day activities for MSN. | T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |
| CMSN provided one day of professional development on Kagan Win-Win Discipline to increase student engagement level. Action Type: Professional Development Action Type: Special Education | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| The School Counselors will meet once per semester during the 2012-2013 school year with each team/advisory, during team's weekly meeting day, with the topic chosen by the counselor and/or the teachers on that team. Action Type: Collaboration Action Type: Wellness | S. Noechel, J. Garland | Start: 07/01/2012 End: 06/30/2013 | | <hr/> ACTION BUDGET: \$ |
| Teachers will increase the engagement level within the classroom utilizing Kagan structures. | T. Spillane, A. Koehler, S. Harper | Start: 07/01/2012 End: | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |

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| Teachers will be observed and coached monthly on implementation of the structures. Action Type: Professional Development | | 06/30/2013 | | BUDGET: |
| Math teachers will implement reflective journaling in class. Math teachers received support with journaling ideas and expectations during summer planning meetings. Action Type: Professional Development | T. Spillane, B. Nalley, M. Barry | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| An informational meeting will be held during Parent Teacher conferences to familiarize parents with Kagan structures and Win-Win Discipline in use in CMSN classrooms. Action Type: Parental Engagement | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Julie Ward will conduct an annual Professional Development session with all teachers who teach in an inclusion setting. This will be followed up with monthly observation, coaching, and feedback visits. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education | T. Spillane, Adam Koehler, Julie Ward | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| CMSN will hold a transition night each year. CMSN families will participate in activities which help them learn about the middle school curriculum. Action Type: Parental Engagement | R. House, W. Pickard | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Select staff members will provide Professional Development on Model Drawing for CMSN and Cabot Public School Employees. Model Drawing is a means to support CMSN students in solving word problems. Action Type: Professional Development | B. Nalley, F. Glover, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Parents will have access to materials and resources through a regularly updated and maintained parent center. Action Type: Parental Engagement | R. House | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| All CMSN faculty will be trained in Day 1 of Win Win Discipline in fall 2012 in order to increase student engagement. Any new faculty will be trained after they are hired. Action Type: Professional Development | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Math teachers will receive half of an instructional day per semester to plan and assess curriculum. | S. Corn, K. Schick | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| The Instructional Facilitator will assist in data analysis with teachers when planning lessons. Action Type: Alignment Action Type: Collaboration | Wendi Pickard | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| A 100 minute math block will be built in to the schedule to increase vocabulary, or to implement skills practice, math stations, mini lessons, and/or Targeted Instruction. Action Type: Collaboration | Math Teachers | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |

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| Special Education teachers will administer the Brigance assessment to SPED students for program monitoring. Action Type: Special Education | Kelly Howard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| The school will purchase at least one ipad for each math teacher to be used in class by students. Action Type: Technology Inclusion | Tanya Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Math teachers will utilize the 100 minute math block to incorporate math stations within their classrooms. | Administration | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| New teachers will attend a "Boot Camp" training during the summer to become familiar with CMSN policies, procedures, and curriculum. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development | Administration | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| A building RTI committee will meet to discuss intervention strategies. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education | Administration | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Lead teachers will attend a Leadership Retreat for professional development during the summer to review and plan policies and procedures for the upcoming school year. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Administrators will collect and analyze data in an effort to make systematic changes to ensure each child is healthy, safe, engaged, supported, and challenged. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| A team of administrators will attend the ASCD conference in Atlanta, GA in fall of 2012. Action Type: Professional Development | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| The Administrative Team will provide an annual report to the public, providing achievement data and the focus and mission of the school. Action Type: Collaboration Action Type: Parental Engagement | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| A building retreat will be held each summer to familiarize teachers with curriculum maps, instructional expectations and building expectations. Action Type: Collaboration Action Type: Professional Development | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| A team of administrators and teachers will attend the National NCTM Conference in Denver, CO in the spring of 2013. | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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| Action Type: Professional Development | | | | |
| Math teachers will receive training in engaging activities to use during Math Centers (provided by the district). Action Type: Alignment Action Type: Professional Development | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| Two observations by peers will be required for all classroom teachers in order to maintain feedback and instructional strategies. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 2: To improve students' reading and written communication skills, including content, style, and open-ended response items.

1. 1. Combined Population: Grade 5 Augmented/Benchmark Exam: In 2012, 86% scored proficient or advanced. In 2011, 85% scored proficient or advanced. In 2010, 86% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area of content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are content and style. Grade 6 Augmented/Benchmark Exam: In 2012, 84% scored proficient or advanced. In 2011, 86% scored proficient or advanced. In 2010, 82% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are content and style. 2. Students with Disabilities (IEP): Grade 5 Augmented/Benchmark Exam: In 2012, 34% scored proficient or advanced. In 2011, 31% scored proficient or advanced. In 2010, 44% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: practical and content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: content and style. Grade 6 Augmented/Benchmark Exam: In 2012, 19% scored proficient or advanced. In 2011, 30% scored proficient or advanced. In 2010, 29% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: content and style. 3. English Language Learners (ELL): In our building during the 2012, 2011, and 2010 school years, there were fewer than 10 English Language Learners tested. 4. Economically Disadvantaged (ESD): Grade 5 Augmented/Benchmark Exam: In 2012, 79% scored proficient or advanced. In 2011, 73% scored proficient or advanced. In 2010, 73% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content and style. Grade 6 Augmented/Benchmark Exam: In 2012, 72% scored proficient or advanced. In 2011, 75% scored proficient or advanced. In 2010, 75% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are content and style. 5. Caucasian: Grade 5 Augmented/Benchmark Exam: In 2012, 85% scored proficient or advanced. In 2011, 83% scored proficient or advanced. In 2010, 86% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area of content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are content and style. Caucasian: Grade 6 Augmented/Benchmark Exam: In 2012, 85% scored proficient or advanced. In 2011, 86% scored proficient or advanced. In 2010, 87% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content and practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are content and style. 6. African-American: Grade 5 Augmented Benchmark Exam: In 2012, 88% scored proficient or advanced. During the 2011 school year, 75% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2012, 100% scored proficient or advanced. During the 2011 school year, 80% scored proficient or advanced. In our building during the 2010 school year, there were fewer than 10 African American students tested. 7.

Supporting Data:

Hispanic: Grade 5 Augmented Benchmark Exam: In 2012, 87% scored proficient or advanced. During the 2011 school year, 89% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2012, 76% scored proficient or advanced. During the 2011 school year, 71% scored proficient or advanced. In our building during the 2010 school year, there were fewer than 10 Hispanic students tested.

2. Attendance Rate: The attendance rate for the 2011-2012 school year was 94%. The attendance rate for the 2010-2011 school year was 93%. In the 2009-2010 school year, the attendance rate was 94 %.

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| Goal | All 5th and 6th grade students in the combined, Caucasian, IEP, and Economically Disadvantaged populations will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam in the Multiple Choice Area of writing and in the Open Response Area of literary reading. This level of proficiency will be the maintained over subsequent school years. |
| Benchmark | In 2010-2011, 85.5% of the Combined Population, 84.5% of the Caucasian Population, 74.5% of the Economically Disadvantaged Population, and 30.5% of the IEP Population were proficient or advanced in Literacy. In the 2011-2012 school year, 85% of the Combined Population were proficient or advanced, 85% of the Caucasian Population, and 75% of the Economically Disadvantaged Population were proficient or advanced. In 2012-2013, the Combined Population will reach 86.79%, the Caucasian Population will reach 86.64% and the Economically Disadvantaged students will reach 76.9% proficient or advanced. Students with Disabilities will reach 38.82% scoring proficient or advanced. |

| Intervention: Utilize teaching strategies that increase student achievement based upon the Arkansas literacy frameworks. | | | | |
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| Scientific Based Research: NRP National Reading Panel: Chapter 4-Text Comprehension Instruction p. 4/39-115; "Effective Practices for Developing Reading Comprehension," p. 205-242, Nell K. Duke and P. David Pearson; "Making a Difference in Adolescents' School Lives: Visible and Invisible Aspects of Content Area Reading," p. 184-203, Richard T. Vacca, (What Research Has to Say about Reading Instruction, IRA 2002); STRATEGIES THAT WORK, p. 1-28, Stephanie Harvey and Anne Goudvis, 2000; COMPREHENSION STRATEGIES FOR MIDDLE GRADE LEARNERS, p. 1-77, Charlotte Rose Sadler, 2001; ADE and Smart Step Strategies for the Content Areas; CLASSROOM INSTRUCTION THAT WORKS, Robert Marzano, Debra Pickering, Jane Pollock; READING NEXT document, Alliance for Excellent Education | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Highly Qualified teachers will revise grade-level curriculum maps aligned to the AR frameworks and Common Core Curriculum, including special education, gifted and talented, LEP, economically disadvantaged, and all ethnic groups. Alignment of curriculum, instruction, and assessments will reveal an increase in student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education | T. Chudy, A. Koehler, D. White, D. Pitts | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Teachers will instruct students in the writing process utilizing open response or essay writing prompts as indicated in lesson plans. Action Type: Equity Action Type: Special Education | W. Pickard, D. Clifton | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teaching Aids | ACTION BUDGET: \$ |
| New teachers will receive training in teaching style and content through district level ELMS training for 5th grade and BLISS training for 6th grade. ELMS and BLISS will the reflect Common Core Curriculum. Action Type: Collaboration Action Type: Professional Development | E. Riddle, K. Sinclair | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants School Library | ACTION BUDGET: \$ |
| Teachers will analyze test data to develop AIPs for targeted students based upon 4th and 5th grade benchmark scores and 4th and 5th grade SAT10 and ITBS scores where Benchmark scores are not available. Action Type: Collaboration Action Type: Parental Engagement | E. Riddle, J. Garland, S. Noechel | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |

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| All teachers will continue to grow professionally by participating in workshops and conferences at the local, state, and/or national level focusing on curriculum development, teaching strategies, instructional technology, leadership skills, research, assessment, and classroom management. Teachers will present information to the faculty. Action Type: Collaboration Action Type: Professional Development | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers District Staff Outside Consultants School Library | ACTION BUDGET: \$ |
| All teachers will be trained in their curricular areas on incorporating reading and writing into the curriculum including development and use of scoring guides/rubrics. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education | T. Spillane, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff School Library Teaching Aids | ACTION BUDGET: \$ |
| Literacy teachers will collect and maintain writing samples of students to reflect growth. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education | D. Clifton, W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers Teaching Aids | ACTION BUDGET: \$ |
| Implementation of writing strategies as indicated in lesson plans in all curricular areas will enhance student achievement. Teachers will use TLI and Science Notebooking to assess student progress. Action Type: Equity | A. Bowman, R. Lilly | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| Implementation of the basic middle school concepts of teaching, advisory, integration, and education of the whole child will be reflected in lesson plans as well as schedules. Action Type: Collaboration Action Type: Equity Action Type: Professional Development | J. Garland, T. Chudy, D. Clifton, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Performance Assessments School Library | ACTION BUDGET: \$ |
| Information involving an Open House for parents to meet with teams regarding expectations and curriculum information will be documented in the parent center folder. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | R. House, | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Community Leaders Teachers | ACTION BUDGET: \$ |
| Establish and maintain a Parent Center to provide parents with various resources available for check out. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | R. House, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff School Library | ACTION BUDGET: \$ |
| Parent Information will be provided to students with PTO information, and school contact information, as well as information concerning the school website and CMSN Facebook. This will be sent home during the first few weeks of school. Action Type: Equity Action Type: Parental Engagement | R. House, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> School Library | ACTION BUDGET: \$ |
| Books and materials will be provided and/or made available in the professional library to enhance the development of comprehension skills. | T. Spillane, A. Koehler, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers Teaching Aids | ACTION BUDGET: \$ |

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| Action Type: Equity Action Type: Special Education | | | | |
| Teachers and students will receive support and access to appropriate level trade books in a variety of genres available in the CMSN library. Action Type: Equity | C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers Teaching Aids | ACTION BUDGET: \$ |
| Collections of leveled books will be provided for guided reading and literature study. Teachers will be trained in guided reading procedures. Action Type: Equity Action Type: Professional Development Action Type: Special Education | D. Pitts, E. Riddle, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff School Library Teachers Teaching Aids | ACTION BUDGET: \$ |
| Students and teachers will be trained in the use of the Destiny Library Catalog program. Action Type: Professional Development Action Type: Technology Inclusion | C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers School Library Teachers | ACTION BUDGET: \$ |
| To assess application of reading strategies, in all content areas, teachers will use rubrics. Teachers will collect assessments given throughout the school year, and will meet once a quarter to analyze the quality of the assessments. Action Type: Alignment Action Type: Collaboration | A. Koehler, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers Teaching Aids | ACTION BUDGET: \$ |
| Language Arts teachers will attend professional development that incorporates ELMS for 5th grade and BLISS for 6th grade. Professional development will focus on Common Core. Action Type: Professional Development | W. Pickard, D. Clifton | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Outside Consultants Teachers | ACTION BUDGET: \$ |
| All components of ACT 307 will be implemented, including parent informational packets, at least two parent/teacher conferences per year, parenting materials, parent center, volunteer resource book, process of resolving parental concerns in handbook, parent facilitator, and Parental Involvement Meetings. Action Type: Parental Engagement | R. House | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff School Library Teachers | ACTION BUDGET: \$ |
| Teachers will use a variety of assessment techniques to assess students' work, including rubrics, teacher observation, running records, and performance based assessments. Action Type: Collaboration Action Type: Equity Action Type: Special Education | D. Clifton, W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments | ACTION BUDGET: \$ |
| Special Education teachers will meet with core classroom teachers during department time to align literacy curriculum and make appropriate modifications for special education students. The Gifted and Talented teacher will provide differentiation strategies to address needs of gifted learners. Action Type: Collaboration Action Type: Special Education | T. Chudy, J. Garrett, R. House | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Released items from the Benchmark Exam will be evaluated in order to identify appropriate teaching strategies. | W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |

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| Action Type: Collaboration Action Type: Program Evaluation | | | <ul style="list-style-type: none"> Teaching Aids | |
| Parenting books, magazines and videos regarding responsible parenting will be displayed and available for check out through the Media Center. In addition, computers for access to Pinnacle System Gradebook 2 will be available. Action Type: Parental Engagement | R. House, J. Munnerlyn | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers School Library Teachers | ACTION BUDGET: \$ |
| All 6th grade students will participate in an orientation visit to Cabot Junior High North to meet with counselors and administration in order to assure a smooth transition. Action Type: Alignment Action Type: Collaboration | J. Garland, S. Noechel | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| All teachers will receive at least 60 hours of required professional development annually. Of these hours, 6 must be technology, 2 must be parental involvement, and 2 hours for Arkansas History if the teacher teaches Arkansas History. Administrators must receive 3 hours of parental involvement and must receive professional development on data disaggregation, instructional leadership, and fiscal management annually. Action Type: Collaboration Action Type: Professional Development | A. Koehler, T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff School Library Teachers | ACTION BUDGET: \$ |
| Data on student progress will be kept for all AIP students. This data will be shared with parents at conferences. The Learning Institute and Triand will be used to maintain this data. Action Type: AIP/IRI Action Type: Special Education | R. House | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |
| Teachers will use Pinnacle System Grade Book to post grades for parent review. Teachers will be trained in the use of Pinnacle System Grade Book. Parents will be trained to access parent reports during Parent/Teacher conferences and/or a parent night. A video will be placed on the school website demonstrating the use of Pinnacle for parents. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion | C. Davis, J. Munnerlyn T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers | ACTION BUDGET: \$ |
| Technology will continue to be utilized in classrooms. Student engagement and demonstration lessons will be shared through content meetings and/or faculty meetings. Action Type: Technology Inclusion | C. Davis, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers | ACTION BUDGET: \$ |
| Students in 5th and 6th grades will participate in word processing training. These skills will be used to revise, edit, and publish writing pieces as well as for projects that may include computer-generated graphs and charts. Action Type: Technology Inclusion | T. Spann, B. Maddox | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers School Library | ACTION BUDGET: \$ |
| Computers will be available in the | C. Davis, D. | Start: | <ul style="list-style-type: none"> Computers | |

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| behavior intervention room for curriculum reinforcement. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion | Wyatt | 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teaching Aids | ACTION BUDGET: \$ |
| Teachers will be provided supplies for instructional purposes. Action Type: Equity | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| A Mentoring program will be provided for all staff members to give feedback through peer observation, teacher to teacher mentoring and feedback from curriculum analysis. Action Type: Collaboration Action Type: Equity Action Type: Special Education | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| An after school program will be implemented two afternoons a week for Extended Learning Opportunities (ELO), and will be used for differentiated instruction for a targeted group's areas of concern. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion | T. Spillane, W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |
| Reading will be reinforced through the content area teaching of science, social studies, and math as evidenced by lesson plans, assessment binders, and content area meetings. Action Type: Equity Action Type: Special Education | W. Pickard, G. Braswell | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |
| A before school program for reinforcement and homework help will be implemented daily. Action Type: Equity Action Type: Special Education | S. Jones, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| Department time will be provided for all teachers to consult and align curriculum. Action Type: Alignment Action Type: Equity | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff School Library Teachers | ACTION BUDGET: \$ |
| Benchmark data will be analyzed by the faculty and administration of CMSN. Action Type: Alignment | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Frequent formative assessments will be used to give immediate feedback and drive instruction. 85% of the TLI Data will be analyzed during content area meetings. Action Type: Alignment Action Type: Program Evaluation | W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Twelve one hour sessions will be used for professional development through the year. Professional development will be provided on Kagan, Advisory, and AIP's. Action Type: Professional Development Action Type: Special Education | T. Spillane, A. Koehler, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants School Library Teachers | ACTION BUDGET: \$ |
| A leadership team will meet to make decisions for CMSN. This team will be comprised of administrators, teachers, parents, students, community | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Community Leaders District Staff | ACTION BUDGET: \$ |

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| members, and other school staff. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation | | | <ul style="list-style-type: none"> Teachers | |
| Students will be rewarded once per 9 weeks. The criterion for the reward will be having no missing assignments. The rewarded students will participate in various activities supported by teachers and the PTO. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | E. Riddle, R. House, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| Team meetings will be held with administrators and teams of teachers for progress monitoring for student achievement. Action Type: Collaboration Action Type: Equity | S. Jones, K. Sinclair | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Administration teams will perform building wide audits (CWT) once per week to assess effectiveness of curriculum/teaching strategies. The 08-09 School year is the baseline year for data collection for this action. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation | A. Koehler, T. Spillane, S. Harper | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| A pre-referral (SPRINT) committee will be formed to use data to analyze the performance of low achieving students, assess the effectiveness of interventions, determine if a special education referral is appropriate, and problem solve using data. Action Type: Collaboration Action Type: Equity Action Type: Special Education | S. Harper, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Read Naturally will be implemented in self-contained special education classes to increase comprehension and fluency. Action Type: Alignment Action Type: Special Education | R. House, D. White | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Outside Consultants Teachers | <hr/> ACTION BUDGET: \$ |
| Language Arts will be split into two 50 minute blocks (Reading and Writing) to allow time to address the needs of struggling readers/writers. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education | D. Pitts, E. Riddle | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Middle School Special Education teachers will collaborate with elementary, middle school, and junior high committees to share information about middle school options and placement to aid in more effective transitioning of these students. Action Type: Collaboration Action Type: Special Education | K. Howard, R. House, D. White | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| Parents inquiring about counseling services will be provided with The Pointe Counseling Services contact information. Some of these services are provided by The Pointe during the school day. This is an collaborative arrangement between The Pointe, the Parents, and Cabot Middle School North so that students can receive | S. Noechel, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Outside Consultants | <hr/> ACTION BUDGET: \$ |

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| private counseling. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness | | | | |
| Clubs of students will be formed based on areas of student interest. These clubs will meet once weekly during advisory. Students will rotate to different clubs three times per year. Action Type: Collaboration Action Type: Equity | C. Davis, T. Chudy | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| An Encore teacher and a Strategist have been assigned to a team to provide support for students/teams needing extra help. Action Type: Collaboration Action Type: Equity Action Type: Special Education | D. Williams, D. Branton | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| A student leadership team will be formed to offer insight, advice, and student opinions on school issues. Action Type: Collaboration | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |
| A PTO has been formed and will be utilized frequently. Action Type: Parental Engagement | T. Spillane, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| Books will be bought for the library for students to check out and read. | C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> School Library | <hr/> ACTION BUDGET: \$ |
| Magazines will be bought for the Media Center for teacher and student use. | C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> School Library | <hr/> ACTION BUDGET: \$ |
| Audio Visual Materials will be bought for the Library Media Center for teacher and student use. Action Type: Technology Inclusion | C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> School Library | <hr/> ACTION BUDGET: \$ |
| Guidance Counselors will purchase materials for student needs. Action Type: Equity | S. Noechel, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |
| Teachers will differentiate instruction within the classroom for enrichment and remediation using various pieces of technology such as document cameras, Smart Boards, Flip cameras, iMac computers, Smart slates, Flex-cams, and personal computers as reflected in the lesson plans. Action Type: Collaboration Action Type: Technology Inclusion | T. Spillane, C. Davis, T. Chudy | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers | <hr/> ACTION BUDGET: \$ |
| Cabot Middle School North will have copiers for teacher use and will maintain equipment. Action Type: Equity Action Type: Special Education | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Intervention will be evaluated for effectiveness by the following methods: Classroom Walk Throughs, common assessments, grade level collaborative team meetings, and benchmark analysis. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |

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| General supplies will be purchased to support the curriculum in day to day activities for MSN to include copy paper. Action Type: Alignment | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |
| All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |
| CMSN provided one day of professional development on Win Win Discipline to increase student engagement level. Action Type: Equity Action Type: Professional Development Action Type: Special Education | T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| The School Counselors will meet once per semester during the following school years with each team/advisory, during team's weekly meeting day, with the topic chosen by the counselor and/or the teachers on that team. Action Type: Collaboration Action Type: Wellness | S. Noechel, J. Garland | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| Teachers will increase the engagement level within the classroom utilizing Kagan structures. Teachers will be observed and coached monthly on implementation of the structures. Action Type: Professional Development | T. Spillane, D. Blankenship | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| Julie Ward will conduct an annual Professional Development session with all teachers who teach in an inclusion setting. This will be followed up with monthly observation, coaching, and feedback from the visits. Action Type: Professional Development Action Type: Special Education | T. Spillane, A. Koehler, C. Davis | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Central Office Teachers | <hr/> ACTION BUDGET: \$ |
| Special Education Literacy teachers will receive focused coaching sessions monthly. Each session will include planning, administrator modeling a lesson, reflection, administrator observation of teacher, and a final reflection. Special Education Literacy teachers will work with the administrator to identify instructional focus areas. Action Type: Professional Development Action Type: Special Education | T. Spillane, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| An informational meeting will be held during Parent Teacher conferences to familiarize parents with Kagan structures in use in CMSN classrooms. Action Type: Parental Engagement | T. Spillane, D. Blankenship | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| After receiving district ELMS training, teachers will share new information learned during department meetings. Action Type: Collaboration Action Type: Professional Development | T. Spillane, W. Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |
| CMSN will hold a transition night each year. CMSN families will participate in activities which help them learn about the middle school curriculum. Action Type: Parental Engagement | R. House | Start: 07/01/2012 End: 06/30/2013 | | <hr/> ACTION BUDGET: \$ |

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| A team of teachers who attended the Nuts and Bolts Middle School conference during Summer 2012, will share knowledge about the middle school philosophy and implementation with the CMSN faculty in fall 2012. Action Type: Collaboration Action Type: Professional Development | S. Jones, S. Maxwell, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Parents will have access to materials and resources through a regularly updated and maintained parent center. Action Type: Parental Engagement | R. House | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Students will receive social/emotional support by the counselors concerning the issue of bullying. Action Type: Equity | J. Garland, S. Noechel | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| New teachers and mentors will meet regularly to review and set monthly goals. Action Type: Alignment Action Type: Collaboration | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Literacy teachers will receive half of an instructional day per semester to plan and assess curriculum. Action Type: Alignment Action Type: Collaboration | A. Koehler, D. Clifton, S. Jones | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| An Instructional Facilitator will assist literacy teachers in curriculum planning and instructional strategies. Action Type: Collaboration Action Type: Professional Development | Wendi Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers Teaching Aids | ACTION BUDGET: \$ |
| 5th grade literacy teachers will implement a Writing and Reading Assessment Profile, (WRAP). Action Type: AIP/IRI Action Type: Collaboration | Wendi Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| An extra computer will be placed in each literacy classroom to be used during the writing and reading block. Action Type: AIP/IRI Action Type: Special Education Action Type: Technology Inclusion | Tammy Spann | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Computers | ACTION BUDGET: \$ |
| Reading/Writing Notebooks will be utilized by students in every literacy classroom. Action Type: AIP/IRI | Wendi Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| The Orton Gillingham Reading Program will be implemented in Special Education classrooms. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education | A. Koehler, S. Harper, T. Spillane | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Special Education teachers will administer the Brigance Assessment for each student. Action Type: AIP/IRI Action Type: Special Education | Kelly Howard, Wendi Pickard | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |
| Lead teachers will attend a Leadership Retreat for professional development during the summer to review and plan policies and procedures for the upcoming school year. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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| Administrators will collect and analyze data in an effort to make systematic changes to ensure each child is healthy, safe, engaged, supported, and challenged. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | • Administrative Staff | ACTION BUDGET: \$ |
| A team of administrators will attend the ASCD conference in Atlanta, GA in fall of 2012. Action Type: Professional Development | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | • Administrative Staff | ACTION BUDGET: \$ |
| The Administrative Team will provide an annual report to the public, providing achievement data and the focus and mission of the school. Action Type: Collaboration Action Type: Parental Engagement | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | • Administrative Staff | ACTION BUDGET: \$ |
| CMSN will hold a retreat each summer to familiarize teachers with curriculum maps, instructional expectations and building expectations, and to plan for the upcoming school year. Action Type: Collaboration Action Type: Professional Development | T. Spillane, S. Harper, A. Koehler | Start: 07/01/2012 End: 06/30/2013 | • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| A Literacy Model Classroom will be created at CMSN for middle school literacy teachers to observe and formulate ideas for their own classrooms. Action Type: Alignment Action Type: Collaboration | D. Pitts, E. Riddle | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Two observations by peers will be required for all classroom teachers in order to obtain feedback and instructional strategies. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation | T. Spillane, S. Harper, A. KoehlerS | Start: 07/01/2012 End: 06/30/2013 | • Teachers | 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: 1. Free and Reduced 06 05 04 35% 28% 32%
2. Overall BMI classification results for Cabot Middle School North show: -approximately 15.8% of all children measured were in the at risk for overweight category, and -approximately 13.7% of all children measured were identified as overweight.
3. Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community Involvement: DISTRICT AVERAGE SCORE FOR MODULE 8: 60%

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. This healthy lifestyle initiative will continue throughout the 2012-2013 school year.

Benchmark The school average of School Health Index Module 8 scores will increase by 25% over the following two school years.

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| Intervention: The district will implement practices to encourage students to make healthy lifestyle choices. | | | | |
| Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas.com Let' 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 | T. Spillane | Start: 07/01/2012 End: | • Community Leaders | ACTION \$ |

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| healthy eating through the Cabot Public Schools homepage via the internet. Action Type: Collaboration Action Type: Wellness | | 06/30/2013 | | BUDGET: |
| The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Action Type: Parental Engagement Action Type: Wellness | T. Spillane, M. Head | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| CMSN students will participate in Physical Education classes two times per week. Students will have 15 minutes of recess each school day. Action Type: Wellness | M. Head, S. Harper, R.Bates | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Biking, walking, fishing, and basketball clubs will be offered 2nd, 3rd and 4th nine weeks for CMSN students. Action Type: Wellness | M. Head, C. Davis, R. Bates | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| The physical education teacher will provide extra instruction and physical activity to targeted students. | M. Head, S. Harper, R. Bates | Start: 07/01/2012 End: 06/30/2013 | • Teachers | ACTION BUDGET: \$ |
| CMSN will convene a health/wellness committee to address and promote quality physical education, health education, health services, nutrition services, counseling/mental health, healthy school environment, healthy staff, and parent/community involvement. Action Type: Wellness | M. Head | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Physical Education teachers will promote and participate in the Inspiration Run and/or community-based Panther Run to promote fun fitness. Action Type: Wellness | M. Head, S. Harper, R. Bates | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Faculty/Staff will be provided an opportunity to participate in an after-school fitness program. Action Type: Wellness | K. Spencer | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| While using pedometers in PE class, students will track mileage and calories as they participate in the Little Rock Marathon. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| The physical education teacher (or others) will provide health education lessons using the comprehensive tobacco curriculum found on Healthteacher.com. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | • Teachers | ACTION BUDGET: \$ |
| Students will participate in hoops for heart to support the American Heart Association. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Students will participate in lifelong outdoor recreational activities during a special event days, such as "Get Out And Play" day, and track and field. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | • Community Leaders | ACTION BUDGET: \$ |
| Physical education teachers in cooperation with Cabot Cruisers Running Club will organize and promote the Spring Fling 5k. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | • Outside Consultants | ACTION BUDGET: \$ |
| Students will be provided the opportunity | M. Head | Start: | | |

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| to participate in an extra curricular running program leading up to the Little Rockers Marathon. Action Type: Wellness | | 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Physical education teachers will implement the SPARK curriculum, which is a research based curriculum that maximizes student engagement through small sided games. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | | ACTION BUDGET: \$ |
| Students will participate in Zero Hour PE. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | • Teachers | ACTION BUDGET: \$ |
| Physical Education teachers will incorporate training for track & field events into their spring curriculum and will hold a 5th grade and 6th grade track & field day. Action Type: Wellness | M. Head, R. Bates | Start: 07/01/2012 End: 06/30/2013 | • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

• Planning Team

| Classification | Name | Position | Committee |
|-------------------|-------------------|-------------------|-----------|
| Classroom Teacher | Angie Bowman | 6th Grade Teacher | Math |
| Classroom Teacher | Ann Frandson | Strategist | Literacy |
| Classroom Teacher | Ashlee McDaniel | 6th grade teacher | literacy |
| Classroom Teacher | Ashley Spruiell | SPED Teacher | Literacy |
| Classroom Teacher | Aubrey LaRoche | 5th Teacher | Literacy |
| Classroom Teacher | Bob Taylor | 6th Grade Teacher | Math |
| Classroom Teacher | Bonnie Guthrie | Strategist | Math |
| Classroom Teacher | Brad Horn | 5th grade teacher | Math |
| Classroom Teacher | Britney Nalley | 6th Grade Teacher | Math |
| Classroom Teacher | Candy Hart | 6th grade teacher | Math |
| Classroom Teacher | Danita Pitts | 6th Grade Teacher | Literacy |
| Classroom Teacher | Dawn Main | 6th Grade Teacher | Math |
| Classroom Teacher | Debbie White | SPED teacher | Math |
| Classroom Teacher | Debby Blankenship | 5th grade teacher | Math |
| Classroom Teacher | Donna Clifton | 5th grade teacher | Literacy |
| Classroom Teacher | Donna Williams | Art Teacher | Math |
| Classroom Teacher | Erica Riddle | 5th Teacher | Literacy |
| Classroom Teacher | Frankie Glover | 6th grade teacher | Math |
| Classroom Teacher | Gayle Singleton | 6th Teacher | Literacy |
| Classroom Teacher | Glenda Braswell | strategist | Literacy |
| Classroom Teacher | Heather Kaker | 5th Grade Teacher | Literacy |
| Classroom Teacher | Janet Gray | 5th grade Teacher | Literacy |
| Classroom Teacher | Janet Tullos | music teacher | Literacy |
| Classroom Teacher | Jerri Munnerlyn | 6th Grade Teacher | Math |
| Classroom Teacher | Karla Sinclair | 6th grade teacher | Literacy |
| Classroom Teacher | Kasey Schick | 6th grade teacher | Math |
| Classroom Teacher | Kim Rogers | 6th grade teacher | Math |
| Classroom Teacher | Laura Glover | 5th grade teacher | math |
| Classroom Teacher | Madison Hurley | 5th grade teacher | Literacy |
| Classroom Teacher | Maeghan Sitzmann | 5th Grade Teacher | literacy |
| Classroom Teacher | Melissa Barry | 6th Grade Teacher | Math |
| Classroom Teacher | Rachel Etchison | 6th Grade Teacher | Literacy |
| Classroom Teacher | Rick Lilly | 6th grade teacher | Math |
| Classroom Teacher | Rita House | SPED Teacher | Literacy |
| Classroom Teacher | Scott Jones | 5th grade teacher | Math |
| Classroom Teacher | Scott Lewis | strategist | math |

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| Classroom Teacher | Shelly Cunningham | 5th Grade Teacher | Math |
| Classroom Teacher | Skye Maxwell | 6th Grade teacher | math |
| Classroom Teacher | Sue Hiipakka | 5th Grade | Math |
| Classroom Teacher | Susan Corn | 5th Grade Teacher | Math |
| Classroom Teacher | Susan Hicks | Art Teacher | Math |
| Classroom Teacher | Tammie Young | 6th Grade Teacher | Literacy |
| Classroom Teacher | Tonya Baldwin | Music Teacher | Literacy |
| Community Representative | David Hipp | Board Member | Math/Literacy |
| Community Representative | Eddie Cook | Community rep. | Math/literacy |
| Community Representative | Eddie Williams | Mayor | Math/Literacy |
| District-Level Professional | Julie Ward | Central Administration Office | Math/Literacy |
| Non-Classroom Professional Staff | Claessa Davis | Media Specialist | Literacy |
| Non-Classroom Professional Staff | Heather Greenwood | Speech | Literacy |
| Non-Classroom Professional Staff | Jamie Garrett | SPED Teacher | Math |
| Non-Classroom Professional Staff | Jerry Garland | Counselor | Math |
| Non-Classroom Professional Staff | Kelly Howard | SPED Designee | Math |
| Non-Classroom Professional Staff | Megan Head | PE teacher | Literacy |
| Non-Classroom Professional Staff | Ronnie Bates | 5th PE Teacher | Math |
| Non-Classroom Professional Staff | Stacy Noechel | Counselor | Literacy |
| Non-Classroom Professional Staff | Traci Chudy | GT Specialist | Title V, Steering Committee |
| Non-Classroom Professional Staff | Wendi Pickard | Instructional Facilitator | Literacy |
| Parent | Naomi Taylor | Parent | Math/Literacy |
| Parent | Natalie Taylor | Parent | Math |
| Parent | Tim Dickinson | Parent | Math/Literacy |
| Parent | Whitney Dickinson | parent | Math/Literacy |
| Principal | Adam Koehler | Assistant Principal | Steering Committee |
| Principal | Stephanie Harper | Assistant Principal | Steering Committee |
| Principal | Tanya Spillane | Principal | Steering Committee |