

CABOT MIDDLE SCHOOL NORTH

Arkansas Comprehensive School Improvement Plan

2013-2014

Cabot Middle School North is dedicated to preparing our students for success and independence in a safe and accepting environment.

Grade Span: 5-6

Title I: Not Applicable

School Improvement: SI_4

Table of Contents

Priority 1: Math

Goal: All 5th and 6th grade students will exhibit proficiency on the 2013-2014 Augmented Benchmark Exam for the Combined, Caucasian, IEP, LEP, 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 2013-2014 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.

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 2013-2014 school year.

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 2013, 85% scored in the proficient or advanced range. In 2012, 86% scored proficient or advanced. In 2011, 87% 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 2013, 87% scored in the proficient or advanced range. In 2012, 84% scored proficient or advanced. In 2011, 85% 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 2013, 40% of students with disabilities scored in the proficient or advanced range. In 2012, 43% scored proficient or advanced. In 2011, 43% 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 2013, 41% of students with disabilities scored in the proficient or advanced range. In 2012, 32% scored proficient or

advanced. In 2011, 39% 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. Limited English Proficient (LEP): 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 2013, 77% of economically disadvantaged students scored in the proficient or advanced range. In 2012, 80% were proficient or advanced. In 2011, 79% 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 2013, 80% of economically disadvantaged students scored in the proficient or advanced range. In 2012, 73% scored proficient or advanced. In 2011, 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 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 2013, 85% of the caucasian students scored proficient or advanced. In 2012, 87% scored proficient or advanced. In 2011, 89% 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 2013, 87% of caucasian students scored proficient or advanced. In 2012, 84% scored proficient or advanced. In 2011, 84% 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, in 2013, 63% scored proficient or advanced. In the 2012 school year, 100% scored proficient or advanced. In 2011 school year, 50% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2013, 91% scored proficient or advanced. During the 2012 school year, 75% scored proficient or advanced. In 2011, 90% scored proficient or advanced.

7. Hispanic: Grade 5 Augmented Benchmark Exam: In our building during the 2013 school year, 74% scored proficient or advanced. In the 2012 school year, 97% scored proficient or advanced. In 2011, 94% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2013, 91% scored proficient or advanced. In 2012, 75% scored proficient or advanced. During the 2011 school year, 71% scored proficient or advanced.

2. Attendance/Graduation Rate: The attendance rate for the 2012-2013 school year was 97%. The attendance rate for the 2011-2012 school year was 94%. The attendance rate for the 2010-2011 school year was 93%.

3.

Goal	All 5th and 6th grade students will exhibit proficiency on the 2013-2014 Augmented Benchmark Exam for the Combined, Caucasian, IEP, LEP, 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, 87% of the Combined Population were proficient or advanced. The Caucasian Population were 88% proficient or advanced, and the Economically Disadvantaged Population were 80% proficient or advanced. In the 2013-2014 school year, the Combined Population will need 90.92% proficient or advanced, the Caucasian Population will need 91/14% proficient or advanced, the IEP Population will need 63.93% proficient or advanced, the LEP Population will need 100% proficient or advanced, and the Economically Disadvantaged Population will need 85.26% 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.				
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	T. Chudy, J. Gray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	<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, Chrome Books, 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, D. Peeples, T. Spann	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>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</p>	<p>J. Garland, S. Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>F. Glover, S. Cunningham</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>K. Rogers, S. Corn</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>J. Garland, S. Noechel</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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 parents regarding curriculum activities, assignments, and grade-level objectives. These will be revised and updated on a regular basis. Action Type: Parental</p>	<p>C. Davis, J. Munnerlyn</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

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	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • School Library 	<hr/> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • School Library 	<hr/> 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	D. Peeples, T. Duncan, S. Harper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • School Library 	<hr/> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Extended Year Services will be offered to identified special education students. These	G. Riley	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION \$

students will have individual goals set and plans in place. Action Type: Parental Engagement Action Type: Special Education		06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	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 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	D. Peebles, T. Duncan, , S. Harper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
A classroom set of TI-15 calculators will be available for 5th grade classroom use. 6th grade Math classrooms will use TI-73 calculators. Action Type: Collaboration Action Type: Technology Inclusion	C. Davis, D. Peebles	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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	J. Garland, S. Noechel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

will be used to maintain this data. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				
Special Education and LEP services will be provided as indicated in the student's folder. Action Type: Special Education	LEP Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers and administrators will participate in, and provide documentation of, 60 required hours of professional development, including TESS and Child Maltreatment. Action Type: Professional Development	D. Peebles, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will be provided supplies for instructional purposes. Action Type: Equity	D. Peebles S. Harper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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	F. Glover, S. Corn	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments 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	D. Peebles, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<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 by content area. Action Type: Alignment Action Type: Collaboration	S. Harper, D. Peebles, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library Teachers 	ACTION BUDGET: \$

Action Type: Equity				
Benchmark data will be analyzed by the faculty and administration of CMSN. Action Type: Alignment	D. Peeples, S. Harper, T. Duncan, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<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	D. Peeples, S. Harper, T. Duncan, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Professional development will be provided during the school year during plan times. Professional development will focus on TESS. Action Type: Professional Development	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 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/or other school staff. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	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 Action Type: Special Education	S. Noechel, J. Garland, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A pre-referral Progress Monitoring 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, S. Noechel, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Middle School Special Education teachers will meet with elementary, middle school, and junior high committees	G. Riley, G. Braswell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>annually to share information about middle school options and placement to aid in more effective transitioning of these students. Kelly Howard will facilitate.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				
<p>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.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	S. Noechel , J. Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Clubs will be formed based on areas of student interest. These clubs will meet once weekly during advisory and students will rotate for the second and third nine weeks.</p> <p>Action Type: Collaboration</p>	C. Davis, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>An Essentials teacher and a Strategist have been assigned to a team to provide support for students/teams needing extra help.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A student leadership club of two students per team will be formed to offer insight, advice, and student opinions on school issues.</p> <p>Action Type: Collaboration</p>	T. Duncan, S. Harper, D. Peeples, S. Noechel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will analyze test data to implement 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.</p> <p>Action Type: Collaboration</p>	J. Garland, D. Peeples	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers will continue to grow professionally by</p>	D. Peeples, S. Harper, T.	Start: 07/01/2013	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION \$</p>

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	Duncan	End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Teachers 	BUDGET:
CMSN will hold a retreat annually to plan for the upcoming school year. Action Type: Collaboration Action Type: Professional Development	D. Peeples, S. Harper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
A PTO has been formed and will be utilized frequently. Action Type: Collaboration Action Type: Parental Engagement	D. Peeples, R. House	Start: 07/01/2013 End: 06/30/2014	<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 2013-2014 school year. 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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<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.	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Teachers will increase the engagement level within the classroom utilizing Kagan structures, when applicable. Action Type: Professional Development	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Math teachers will implement reflective journaling in class. Action Type: Professional Development	S. Jones, L. Glover	Start: 07/01/2013 End: 06/30/2014	<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, W. Pickard	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Math teachers will receive half of an instructional day per semester to plan and assess curriculum. Action Type: Alignment Action Type: Collaboration	S. Corn, S. Jones	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Special Education teachers will administer the Brigance assessment to SPED students for program monitoring. Action Type: Special Education	G. Riley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Math teachers will utilize the 100 minute math block to incorporate math stations within their classrooms.	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Lead teachers will meet 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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Evaluation				
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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	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 2013, 90% of the Combined Population scored proficient or advanced. In 2012, 86% scored proficient or advanced. In 2011, 85% 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 2013, 83% of the Combined Population scored proficient or advanced. In 2012, 84% scored proficient or advanced. In 2011, 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 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 2013, 39% scored proficient or advanced. In 2012, 34% scored proficient or advanced. In 2011, 31% 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 2013, 21% scored proficient or advanced. In 2012, 19% scored proficient or advanced. In 2011, 30% 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. Limited English Proficient (LEP): In our building during the 2013, 2012, and 2011 school years, there were fewer than 10 English Language Learners tested. 4. Economically Disadvantaged (ESD): Grade 5 Augmented/Benchmark Exam: In 2013, 85% of Economically Disadvantaged scored proficient or advanced. In 2012, 79% scored proficient or advanced. In 2011, 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

Supporting Data:

Augmented/Benchmark Exam: In 2013, 76% scored proficient or advanced. In 2012, 72% scored proficient or advanced. In 2011, 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 2013, 90% of caucasian students scored proficient or advanced. In 2012, 85% scored proficient or advanced. In 2011, 83% 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 2013, 82% scored proficient or advanced. In 2012, 85% scored proficient or advanced. In 2011, 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 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 2013, 88% scored proficient or advanced. In 2012, 88% scored proficient or advanced. During the 2011 school year, 75% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2013, 100% scored proficient or advanced. In 2012, 100% scored proficient or advanced. During the 2011 school year, 80% scored proficient or advanced. 7. Hispanic: Grade 5 Augmented Benchmark Exam: In 2013, 90% scored proficient or advanced. In 2012, 87% scored proficient or advanced. During the 2011 school year, 89% scored proficient or advanced. Grade 6 Augmented Benchmark Exam: In 2013, 90% scored proficient or advanced. In 2012, 76% scored proficient or advanced. During the 2011 school year, 71% scored proficient or advanced.

2. Attendance Rate: The attendance rate for the 2012-2013 school year was 97%. The attendance rate for the 2011-2012 school year was 94%. The attendance rate for the 2010-2011 school year was 93%.

Goal All 5th and 6th grade students in the combined, Caucasian, IEP, and Economically Disadvantaged populations will exhibit proficiency on the 2013-2014 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, 86.5% of the Combined Population, 86% of the Caucasian Population, and 80.5% of the Economically Disadvantaged students reached proficient or advanced. Students with Disabilities reached 30% scoring proficient or advanced. In order to meet AMO, during the 2013-2014 school year, the Combined Population will need to score 88.11% proficient or advanced, the Caucasian Population will need to score 87.98% proficient or advanced, the Economically Disadvantaged Population will need to score 79.21% proficient or advanced, and Students With Disabilities will need to score 61.36% to meet AMO.

Intervention: Utilize teaching strategies that increase student achievement based upon the Common Core Standards.

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); 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
<p>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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	T. Chudy, D. Pitts	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will instruct students in the writing process utilizing open response or essay writing prompts as indicated in lesson plans.</p> <p>Action Type: Equity Action Type: Special Education</p>	W. Pickard, D. Clifton	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>New teachers will receive training in teaching style and content through district level ELMS training for 5th grade. ELMS will reflect Common Core Curriculum.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	E. Riddle, K. Sinclair	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	E. Riddle, J. Garland, S. Noechel	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p>	D. Peeples, S. Harper, T. Duncan	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • School Library 	<hr/> <p>ACTION BUDGET: \$</p>

<p>instructional technology, leadership skills, research, assessment, and classroom management. Teachers will present information to the faculty.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>				
<p>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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff School Library Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Literacy teachers may choose to collect and maintain writing samples of students to reflect growth.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Special Education</p>	D. Clifton, W. Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Equity</p>	A. Bowman, R. Lilly	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	J. Garland, T. Chudy, D. Clifton,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Information involving an Open House for parents to meet with teams regarding expectations and curriculum information will be documented in the parent center folder.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	R. House,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Establish and maintain a Parent Center to provide parents with various resources</p>	R. House, C. Davis	Start: 07/01/2013 End:	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

available for check out. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement		06/30/2014	<ul style="list-style-type: none"> School Library 	
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: 07/01/2013 End: 06/30/2014	<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. Action Type: Equity Action Type: Special Education	D. Peeples, C. Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<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	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	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	R. House	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff School Library Teachers 	ACTION BUDGET: \$

parental concerns in handbook, parent facilitator, and Parental Involvement Meetings. Action Type: Parental Engagement				
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Special Education teachers will meet with core classroom teachers to align literacy curriculum and make appropriate modifications for special education students. The Gifted and Talented teacher will provide differentiation strategies, as needed, to address needs of gifted learners. Action Type: Collaboration Action Type: Special Education	T. Chudy, J. Garrett, R. House	Start: 07/01/2013 End: 06/30/2014	<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. Action Type: Collaboration Action Type: Program Evaluation	W. Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
All teachers will receive at least 60 hours of required professional development annually. Professional	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library 	ACTION BUDGET: \$

development will include TESS training and Child Maltreatment. Action Type: Collaboration Action Type: Professional Development			<ul style="list-style-type: none"> Teachers 	
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: 07/01/2013 End: 06/30/2014	<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. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	C. Davis, J. Munnerlyn D. Peeples	Start: 07/01/2013 End: 06/30/2014	<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, D. Peeples	Start: 07/01/2013 End: 06/30/2014	<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, D. Dinges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers School Library 	ACTION BUDGET: \$
Computers will be available in the behavior intervention room for curriculum reinforcement. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	C. Davis, D. Wyatt	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Teachers will be provided supplies for instructional	D. Peeples, S. Harper, T.	Start: 07/01/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

purposes. Action Type: Equity	Duncan	End: 06/30/2014		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	D. Peeples, S. Harper, T. Duncan, W. Pickard	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: Collaboration Action Type: Equity	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Benchmark data will be analyzed by the faculty and administration of CMSN. Action Type: Alignment	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • 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/or other school staff. Action Type: Collaboration Action Type: Parental Engagement	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Administration teams will perform building wide audits (CWT) once per week to assess effectiveness of curriculum/teaching strategies. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	D. Peeples, S. Harper, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<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	S. Harper, J. Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	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, A. Spruille	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Language Arts will be split into two 55 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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	G. Riley, R. House, D. White	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>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 private counseling.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	S. Noechel, J. Garland	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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 twice per year.</p> <p>Action Type: Collaboration Action Type: Equity</p>	C. Davis, T. Duncan	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>An Essentials teacher and a Strategist have been assigned to a team to provide support for students/teams needing extra help.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	T. Duncan, S. Harper, D. Peeples, S. Noechel	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A student leadership team will be formed to offer insight, advice, and student opinions on school issues.</p> <p>Action Type: Collaboration</p>	D. Peeples, S. Harper, T. Duncan	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A PTO has been formed and will be utilized frequently.</p> <p>Action Type: Parental Engagement</p>	R. House, D. Peeples	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Books will be bought for the library for students to check out and read.</p>	C. Davis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Magazines will be bought for the Media Center for teacher and student use.</p>	C. Davis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Audio Visual Materials will be bought for the Library Media Center for teacher and student use.</p> <p>Action Type: Technology Inclusion</p>	C. Davis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library 	<hr/> <p>ACTION BUDGET: \$</p>

Guidance Counselors will purchase materials for student needs. Action Type: Equity	S. Noechel, J. Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Teachers will differentiate instruction within the classroom for enrichment and remediation using various pieces of technology such as document cameras, ipads, Chrome Books, 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	C. Davis, T. Chudy, T. Spann,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Cabot Middle School North will have copiers for teacher use and will maintain equipment. Action Type: Equity	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
General supplies will be purchased to support the curriculum in day to day activities for MSN to include copy paper. Action Type: Alignment	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	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	D. Peeples, S. Harper,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The School Counselors will meet, when available, with each team/advisory, during team's weekly meeting day, with the topic chosen by the counselor and/or the teachers	S. Noechel, J. Garland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

on that team. Action Type: Collaboration Action Type: Wellness				
Teachers will increase the engagement level within the classroom utilizing Kagan structures, when applicable.	D. Blankenship	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
After receiving district ELMS training, 5th grade teachers will share new information during department meetings. Action Type: Collaboration Action Type: Professional Development	W. Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students will receive social/emotional support by the counselors concerning the issue of bullying. Action Type: Equity	J. Garland, S. Noechel	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
New teachers and mentors will meet regularly to review and set monthly goals. Action Type: Alignment Action Type: Collaboration	D. Peeples, S. Harper,	Start: 07/01/2013 End: 06/30/2014	<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	S. Harper, D. Clifton, S. Jones	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<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	G. Riley, Wendi Pickard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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	S. Harper, D. Peeples, T. Duncan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 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:

- The Economically Disadvantaged population was 35.17% for the 2012-2013 school year.
- 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.

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 2013-

2014 school year.

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

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/LetsGetPhyscial.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 Schools homepage via the internet. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	D. Peeples, S. Harper,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION 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	D. Peeples, M. Head	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
CMSN students will participate in Physical Education classes an average of 75 minutes per week. Students will have 20minutes of recess each school day. Action Type: Wellness	M. Head, S. Harper, R.Bates	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Biking, walking, fishing, and basketball clubs will be offered the 2nd, and 3rd nine weeks for CMSN students. Action Type: Wellness	M. Head, C. Davis, R. Bates	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Faculty/Staff will be provided an opportunity to participate in an after-school fitness program. Action Type: Wellness	K. Spencer	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students will participate in hoops for heart to support the American Heart Association. Action Type: Wellness	M. Head, R. Bates	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Outside Consultants	ACTION BUDGET: \$
Students will be provided the opportunity to participate in an extra curricular running program leading up to the spring 5k. Action Type: Wellness	M. Head	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Parenting tips will be provided monthly through the Counseling Corner Newsletter	J. Garland	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Hoover	5th Grade Teacher	Math
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	Candy Hart	6th grade teacher	Math
Classroom Teacher	Casie Livesay	Math Teacher	Math

Classroom Teacher	Danita Pitts	6th Grade Teacher	Literacy
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	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	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	Mandy Coombe	Literacy Teacher	Literacy
Classroom Teacher	Rachel Etchison	6th Grade Teacher	Literacy
Classroom Teacher	Rachel Kidd	Teacher	Math
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
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
Classroom Teacher	Wendy Dotson	Teacher	Math
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	A.J. Pjaffenberger	Team stratagist	Literacy
Non-Classroom Professional Staff	Claressa Davis	Media Specialist	Literacy
Non-Classroom Professional Staff	Dana Riley	SPED Designee	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	Jodi Cox	SpeechTherapist	Literacy
Non-Classroom Professional Staff	Megan Head	PE teacher	Literacy
Non-Classroom Professional Staff	Rachel Harding	SPED 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

Principal	Dawn Peoples	Principal	Steering Committee
Principal	Stephanie Harper	Assistant Principal	Steering Committee
Principal	Teri Duncan	Assistant Principal	Steering Committee