Comprehensive Progress Report

Mission:

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

Goals:

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! = Past Due Actions	KEY = Key Indicator

Core Function:	School Leadership and Decision Making			
Effective Practice:	**Establishing a team structure with specific duties and time for instructional planning**			
ID01	**A team structure is officially incorporated into the school governance policy.(36)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Evidence: Our school leadership team consists of teachers, administration, and one parent representative. We have also established Professional Learning Communities, which meets once a week for 50 minute, for our teachers to have the opportunity to plan differentiation, student data, instructional strategies, and common assessments. The groups meet with an agenda and the essential PLC questions that guide our meetings. Our School Community Council is our PTO which meets the first Wednesday of each month which consists of parents and school administration.	Full Implementation 09/29/2015		

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

ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Limited development of weekly agendas for team meetings. Topics of focus: student concerns, team pacing, data, differentiation, lesson plans, special events, supplies/assigned tasks, notes for Admin.	Limited Development 10/03/2014		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	We will select a leadership team comprised of teachers, counselors, and administrators who will meet twice a month. The leadership team will address school decisions and execute and assess progress monitoring. We will develop a content team that will facilitate weekly content area meetings based on agendas and collaborate with the building media specialist in order to utilize and maximize available resources. We currently have a Parent Teacher Organization that meets monthly, follows an agenda, and it is comprised of parents, our Parental Involvement Coordinator, administration, and counselors.	Objective Met 11/30/16	Teri Duncan	05/01/2015

Action(s)	Created Date				
1	10/3/14	Assign team members	Complete 03/04/2015	Dawn Peeples	10/31/2014
	Notes:	Mrs. Peeples will strategically select team members for each of the three teams for our school.			
2	10/3/14	Select dates on the Google calendar and share with all team members	Complete 03/04/2015	Dawn Peeples	10/31/2014
	Notes:	Select dates and times that are conducive to the building and leadership teams. Post dates on the school Google calendar.			
3	10/3/14	Create agenda templates in Google docs for all teams to utilize and guide their discussions during meetings.	Complete 03/04/2015	Teri Duncan	10/31/2014
	Notes:	Create a google doc for team leads to enter notes to be shared with adminsitration.			
4	10/3/14	Hold various meetings: Leadership Meetings- twice a month for at least 60 minutes per meeting, Content Plan- once a week for at least 35 minutes per meeting, PTO- at least 60 minutes each month.	Complete 11/30/2016	Teri Duncan	10/31/2014
	Notes:	Monitor meetings by ensuring that members are present, agendas are followed, and minutes are kept.			
5	10/3/14	Check agendas weekly to assess the building temperature: pacing of curriculum, business that needs to be brought before the leadership team, concerns, data, and other concerns that arise.	Complete 11/30/2016	Teri Duncan	10/31/2014
	Notes:	Read minutes from each team meeting			
Implementation:			11/30/2016		

				Implementation Status	Assigned To	Target Date
Evidence			11/30/2016 Team meeting notes are evidence that this objective has been fully and effectively implemented.			
Experience			11/30/2016 As teams fill out their notes, we consistently monitor and provide feedback.			
Sustainability			11/30/2016 We will continue to monitor notes and provide feedback.			
		ID07	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We have a Leadership Team established, but we only meet "as needed," a few times per semester.	Limited Development 10/06/2014		
How it will look when fully met:			Leadership Team will meet every other Wednesday for one hour each time. The evidence we will provide: agendas and meeting minutes, and we will follow through with the plans that we make during meetings.	**Objective Met**	**Dawn Peeples**	**05/01/2015**
Action(s)	*Created Date*			**6 of 6 (100%)**		
1	10/6/14		Create a Leadership Team consisting of various grade levels, subject areas, and select positions in the building.	Complete 03/04/2015	Dawn Peeples	10/31/2014
		Notes:	Choose members for Leadership Team			
2	10/6/14		Set-up consistant meeting dates and times on Google Calendar	Complete 11/30/2016	Dawn Peeples	10/31/2014
		Notes:	Will need to go on our Google Calendar and mark dates for leadership meetings			
3	10/6/14		Notify team members of meeting dates and times.	Complete 03/04/2015	Dawn Peeples	10/31/2014
		Notes:	Notify leadership team by email			
4	10/6/14		Develop agenda for meeting: Administration will develop an agenda and other leadership members will submit agenda ideas no later than the Monday preceding the leadership meeting.	Complete 03/04/2015	Dawn Peeples	10/31/2014
		Notes:	Develop agendas for leadership meetings			
5	10/6/14		Take minutes of leadership meetings	Complete 11/30/2016	Erica Riddle	10/31/2014
		Notes:	Record minutes from leadership meetings			
6	10/6/14		Stay focused during meetings (use agenda) and follow-up with previous meeting action items to see that they have been accomplished.	Complete 11/30/2016	Dawn Peeples	10/31/2014
		Notes:	Use agendas to guide meetings			

		ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | The school is a community of practice in which learning, experimentation, and the opportunity for reflection are the norm. Teams meet each week for 45 minutes.

School leadership fosters and supports interdependent collaboration.
 Evidence:
Professional Learning Community Meeting Notes
Peer Visit Examples
RTI Team Meeting Notes
Progress Monitoring Team Notes
Team Meeting Notes

The school staff holds itself accountable for student success.

The school collects, analyzes, and uses data as a basis for making decisions.
 Evidence:
RTI Committee Documentation
Progress Monitoring Documentation
Interim Assessment Data Analysis- PLC Meetings

The administrators and faculty grapple with school generated evaluation data and is used for more extensive and intensive improvement.
 Evidence:
No Red Ink Presentation
No Red Ink Data
RTI Presentation
MobyMax Data
Data Based Decisions

The staff deliniates benchmarks, and insists upon evidence and results.
 Evidence:
Professional Learning Community Notes
Team Meeting Notes | Full Implementation 03/28/2017 | | |

Core Function:			School Leadership and Decision Making			
Effective Practice:			**Aligning classroom observations with evaluation criteria and professional development**			
!		**IF02**	**The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			This year we are focusing on rigor and differentiation. To make this happen, a Principal Summary Sheet will be developed in order to collect data of rigor and differentiation being utilized in the classroom.	Limited Development 09/29/2015		
How it will look when fully met:			When this is fully implemented Administrators will be in classrooms collecting data for the Principal Summary Report. Patterns of Practice will be observed and examined in order to make decisions for professional development needs.		**Dawn Peeples**	**12/20/2016**
Action(s)	**Created Date**			**0 of 2 (0%)**		
1	9/29/15		Develop a Principal Summary Report with Patterns of Practice		Dawn Peeples	12/21/2015
		Notes:				
2	9/29/15		Collect data and share with staff and make decisions for professional development		Dawn Peeples	12/21/2015
		Notes:				
		IF06	**Teachers are required to make individual professional development plans based on classroom observations.(70)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers use TESS evaluations in order to make goals for the upcoming school year. Teachers then choose professional development to help them reach their goals for the upcoming school year. PGPs are based on classroom observations.	Full Implementation 09/29/2015		
		IF11	**The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Our school provides an embedded professional development 6 times throughout the school year which focuses on differentiation and rigor. Our Principal is our facilitator for learning in differentiation and rigor.	Full Implementation 09/29/2015		
Core Function:			School Leadership and Decision Making			
Effective Practice:			**Helping parents to help their children meet standards**			
		IG01	**Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			To the fullest extent possible, the faculty welcomes and encourages the active participation of all its families and makes sure that all its families	Limited Development 03/28/2017		

are an integral part of the school.

Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events
 Evidence:
Family Night Child Care
Band Night Snack and Meal

Efforts are made to eliminate barriers (transportation, child care, translation) to attend school events
 Evidence:
Extended Learning Opportunities Transportation
Parent/Teacher Conferences Extended Hours
Spanish Interpreter
Sign Language Interpreter

Multiple forms of communication are used with families and communication is two way.
 Evidence:
Newsletters
Phone Call Documentation
Remind 101
Team Websites
Social Media (School and Team Facebook Pages, Twitter)

Families have a voice in the decision-making process of the school.
 Evidence:
Parent Teacher Organization
Parental Involvement Committee

Opportunities are provided for families to engage in supporting student learning (e.g.parenting classes, literacy programs, assessing information about student progress, making connections to the curriculum).
 Evidence:
Home Access Center
One Book, One School
Parent Classroom Volunteers
Volunteer Speakers

				Dawn Peeples	12/15/2017
How it will look when fully met:	Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events Evidence: Family Night Child Care Band Night Snack and Meal Efforts are made to eliminate barriers (transportation, child care, translation) to attend school events Evidence: Extended Learning Opportunities Transportation Parent/Teacher Conferences Extended Hours Spanish Interpreter Sign Language Interpreter Multiple forms of communication are used with families and communication is two way. Evidence: Newsletters Phone Call Documentation Remind 101 Team Websites Social Media (School and Team Facebook Pages, Twitter) Families have a voice in the decision-making process of the school. Evidence: Parent Teacher Organization Parental Involvement Committee Opportunities are provided for families to engage in supporting student learning (e.g.parenting classes, literacy programs, assessing information about student progress, making connections to the curriculum). Evidence: Home Access Center One Book, One School Parent Classroom Volunteers				

		Volunteer Speakers			

Action(s)	Created Date		0 of 2 (0%)		
1	3/28/17	Parental Involvement Committee for a group of teachers to meet with the Parental Involvement Coordinator so that we can regularly assess our methods. What is working? What isn't working?		Erica Riddle	12/15/2017
	Notes:				
2	3/28/17	Create surveys for parents in order to assess our parental involvement levels regularly.		Erica Riddle	12/15/2017
	Notes:				

Core Function:			School Leadership and Decision Making			
Effective Practice:			**Expanded time for student learning and teacher collaboration**			
		IH01	**The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Our school utilizes block scheduling, a before school homework room, advisory math and literacy programs, and an after school program called ELO. Our Extended Learning Opportunities (ELO) program serves our Targeted Achievement Gap Group (TAGG) students. Progress is monitored through various forms of data including common assessments and technology based programs such as MobyMax and Front Row Ed and through progress monitoring.	Full Implementation 09/29/2015		

Core Function:			School Leadership and Decision Making			
Effective Practice:			**Ensuring High Quality Staff - Recruitment, Evaluation, and Retention**			
		II01	**The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We collaborate with area universities by hosting the interns and the principal serves on a question and answer panel yearly for local universities. New teachers to the building are provided with mentors to help support them in growth and development. In our district, much of the recruitment process is handled at the district level.	Full Implementation 12/15/2015		

Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	Engaging teachers in aligning instruction with standards and benchmarks			

		IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Each subject has a professional learning community. Each professional learning community has an established leader who uses an agenda and guiding questions to ensure the effectiveness of each meeting. The guiding questions focus on differentiation and rigor. The PLC teams work together to build lesson plans that follow the state standards using technological resources, textbooks, commercial resources, and teacher created materials. During the PLC meetings, teachers discuss which standards are the focus for the following week, what the objectives are, how the standards will be met, and how they will assess students. Teachers decide which materials would be best to use with their students to achieve mastery.The curriculum is organized into units. Teachers use pre/post-assessments to determine student mastery. Assessments are differentiated to give each student the opportunity to succeed.	Full Implementation 09/29/2015		
		IIA02	Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Curriculum, instruction, assessment, and appropriate academic interventions are aligned with high standards.	Full Implementation 03/29/2017		
	The vision guides for what students should know and be able to do, and it is coherent.			
	Evidence:			
	5th grade Science Curriculum Map			
	5th grade Social Studies Curriculum Map			
	5th grade Math Units			
	6th grade Science Curriculum Map			
	6th grade Social Studies Curriculum Map			
	6th grade Math Units			
	6th grade Literacy Units			
	The curriculum is rigorous, non-repetitive, and moves forward substantially.			
	Evidence:			
	5th grade Science Curriculum Map			
	6th grade Science Curriculum Map			
	6th grade Social Studies Curriculum Map			
	6th grade Literacy Units			
	Work is demanding and steadily progresses.			
	Evidence:			
	Differentiated Lesson Plan			
	Archetypal Hero Chart notes and characteristics of Hercules			
	Archetypal Hero Presentation over Rosa Parks			
	Archetypal Hero Presentation Rubric			
	The curriculum emphasizes deep understanding of important concepts and the development of essential skills.			
	Teachers make connections across the disciplines to reinforce important concepts and assist students in thinking critically and applying what they have learned to solve real-world problems.			
	Evidence:			
	Math Integrated with Science Lesson			
	Science Essay Rubric			
	Creative Writing Piece for Science			
	Math Negative Numbers			
	Math Number Lines (Measurements, Elevation,			
	Heifer Ranch Global Gateway Experience Booklet			
	Career Research with Presentation			

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Engaging teachers in assessing and monitoring student mastery			
		IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Some instructional teams systematically develop and administer formative assessments at the beginning and end of units. Some teachers use the data to differentiate instruction and use the information to modify units of instruction and share the most successful teaching strategies. Since not all instructional teams have a systematic approach to creating unit pre-tests and post-tests, we develop a plan to implement this school wide.	Limited Development 03/07/2016		
How it will look when fully met:			When this objective is fully implemented, teacher instructional teams will have developed units of instruction with at least one formative assessment to determine student mastery of objectives prior to the introduction of units and their mastery at the end. This enables the teacher to adjust his or her approach to teaching the unit and differentiate assignments and supports for each student. The pieces of information needed to provide evidence that this objective is fully met are pre-tests and post-tests given by each instructional team and differentiated activities provided by each instructional team.		Teri Duncan	05/01/2017
Action(s)	Created Date					
		Notes:				
		IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | Our teachers use pre-test data to adjust lessons and to differentiate assignments. A pre-test is designed by our content teams and teachers in each subject area and aligned to the curriculum and standards and is given to all students to determine their level of understanding and knowledge of the unit the teacher is getting ready to start. The results of the pre-test gives the teachers the ability to differentiate instruction based on student need. The results of the pre-test may indicate that the student is not ready for the new material, and teachers are then able to develop a plan of action to help those students be successful and master the standards.
 Other students who have already mastered an idea, and would need additional materials to spark interest or challenge new thinking like exploratory activities or designing new activities. Teachers use higher level bloom's activities and instruction to reach those students in order to keep them engaged. Our teachers differentiate for both the students in need of extra help in reaching the
objectives and students demonstrating early mastery who benefit from enhanced assignments. Special Education teachers are consulted in order to reach students through either Tier 2 or Tier 3 interventions to reach at-risk students. ELL Specialists also help teachers help to ensure that teachers make necessary accommodations without compromising expectations for learning and making sure that high standards for learning are there for all students. | Full Implementation
03/07/2016 | | |

Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	Engaging teachers in differentiating and aligning learning activities			
IIC01	**Units of instruction include specific learning activities aligned to objectives.(96)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	All teachers are involved in a book study on differentiation. The Differentiated Classroom Templates were designed in order for teachers to incorporate differentiated lessons in their lesson plans. Lesson plans are monitored and coached upon by administrators each week. Monthly meetings are held by administrators in order to help teachers focus on differentiation goals in the classroom. Weekly content meetings are held in which teachers discuss ways to differentiate specific standards. Teachers also collaborate to design differentiated units. Teachers use pre-assessment tools to help determine levels for each student in order for the lessons to be fluid and post assessments are used in order to gauge levels of achievement. Technology tools are used, i.e. Mobymax, in order to help achieve student mastery, as well.	Limited Development 02/13/2015		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All teachers will successfully incorporate differentiated instruction at least 2-3 days a week. All groups and assignments will be based on pre-assessment data. All differentiated instruction will be based on process, content, or product. Evidence will be provided by lesson plans, teacher created units, and assessments (both pre-assessments and post assessments).	**Objective Met** **03/04/15**	**Dawn Peeples**	**05/01/2015**

Action(s)	Created Date				
1	2/13/15	Book Study: The Differentiated Classroom by Carol Ann Tomlinson	Complete 03/04/2015	Dawn Peeples	05/28/2015
	Notes:				
2	2/13/15	Schedule and conduct monthly meetings during teacher plan time in order to discuss and provide support in incorporating differentiated lessons.	Complete 03/04/2015	Dawn Peeples	05/28/2015
	Notes:				

3		2/13/15	Teachers will submit lesson plans to administration each week highlighting differentiated plans.	Complete 03/04/2015	Dawn Peeples	05/28/2015
	Notes:					
4		2/13/15	Purchase and implement Mobymax computer program in Extended Learning Opportunities program and general education classrooms.	Complete 03/04/2015	Dawn Peeples	05/28/2015
	Notes:					
5		2/13/15	Teachers attend weekly content meetings to discuss differentiation ideas for their units of study.	Complete 03/04/2015	Dawn Peeples	05/28/2015
	Notes:					
6		2/13/15	Assess differentiation through classroom walk-throughs, lesson observations, lesson plans, post assessment data.	Complete 03/04/2015	Adam Koehler	05/28/2015
	Notes:					
Implementation:				03/04/2015		
Evidence		3/4/2015 Our evidence includes lesson plans, classroom observations, and teacher feedback from administration.				
Experience		3/4/2015 It was enlightening. All certified staff was engaged and we were able to see evidence of our book study and meetings through classroom observations and lesson plans.				
Sustainability		3/4/2015 We will continue with a second book study on differentiation, as well as, continued monthly meetings in which we provide staff with additional information.				

Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	Assessing student learning frequently with standards-based assessments			
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Every 6 weeks all students are assessed in all content areas through common assessments which are created collaboratively by teachers. Data is collected and analyzed to help make instructional decisions for the future.	Full Implementation 09/29/2015		

		IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers use a variety of methods to assess and monitor the progress of student learning (e.g., tests, quizzes, assignments, exhibitions, projects, performance tasks, portfolios, student conferences).	Limited Development 03/29/2017		

Teachers use frequent assessments to benchmark key concepts and the achievement of their students.
   Evidence:
2016-2017 Interim Assessment Schedule for Math & Science
Student Assessment Data using Google Form
Literacy Open Response Data using Google Sheets
Student Assessment Data using Edulastic
Math Lesson Plan using Plickers to Assess Student Growth
Math Assessment Data using Kahoot
End of Module 5th Grade Math Data
CMSN Interim Assessment Data Summary
Writing Assessment using MobyMax.com Data

Students learn how to assess their own and others' work against the performance standards, expectations, or levels.
Evidence:
Student Fluency Self-assessment
Literacy Lesson Plan including student self-assessment
Literacy Lesson Plan including presentation with self-assessment
Self-assessing Writing using the Arkansas Writing Rubric
Student Created Character Analysis Rubric
Social Studies Explorers Choice Project Rubric
Native American Essay Rubric for Social Studies
Writing Assessment with Self-assessment and Peer Assessment
Journal Rubrics for Self-Evaluation
The faculty and master schedule provide students time to meet rigorous academic standards.

Students are provided more time to learn the content, concepts, or skills if needed.
   Evidence:
2015-2016 Master Schedule

2016-2017 Master Schedule
Math Block Schedule
Literacy Block Schedule
Paraprofessionals Schedule
Interventionists Schedule
Homework Room Information with Sign in Sheets and photo
A-Room Sign up Sheets with Documentation and photo
R.O.A.R.S. V.I.P. Letter to Parents
R.O.A.R.S. V.I.P. Lesson Plan and photo
Progress Monitoring Committee Information including Parent
Agreement Letter, Process for Review / Homework Plan

Flexible scheduling enables students to engage in academic
interventions, extended projects, hands-on experiences, and inquiry
based learning.
Evidence:
Master Schedule 2016-2017
Alternate Schedule for Early Dismissal
Incentive Schedule
A-Team Members with Student Documentation
Interventionists Schedule
Team Altered Schedule for Volcano Presentations and Eruptions
Team 6-1 Altered Schedule for Weekly Team Meeting and Incentive
Students are provided the support they need to meet rigorous academic
standards.

Teachers know what each student has learned and still needs to learn.
   Evidence:
2016 ESEA School Report
End of Module Assessments
Interim Assessment Report Summary
Anticipation Guide
Student KWL Chart
Student Post-assessment Data using Google Forms and Google Sheets

Students have multiple opportunities to succeed and receive extra help
as needed, such as: co-teaching or collaborative resource model,
support and intervention classes, before and after school tutoring, and
homework centers.
Progress Monitoring Committee
Interventionists Schedule
Homework Room Sign in Information

	Homework Room Sign in Sheets ROARS VIP forms ROARS VIP photos A-Room (Academic Room) Sign up Sheets A-Room Picture Paraprofessional Support Picture Co-teaching Picture				
How it will look when fully met:	When the objective is fully met, we will have more structured emphasis on pre-tests for each unit. Instructional teams will create pre-test for units that will be used by each teacher for differentiation purposes. The emphasis on pre-tests will be added to what we already have in place in regards intervention practices we already have in place.			**Teri Duncan**	**12/15/2017**

Action(s)	**Created Date**				

Notes:

Core Function:	**Classroom Instruction**			
Effective Practice:	**Expecting and monitoring sound instruction in a variety of modes**			
IIIA01	**All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Each content area works to plan units and differentiated lessons using a pacing guide or instructional units set by the school district. These guides and instructional units align standards, curriculum, instruction, and assessment. To sustain our efforts, the teachers attend training sessions and meetings so we can stay abreast of the most current practices and continue to use the pacing guides and instructional units.	Full Implementation 12/15/2015		

		IIIA35	Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are confident with our level of using Cues and Corrective Feedback. "Cues" evidence: Teachers set the climate by students being able to know what to expect through established daily procedures, i.e. bell ringer, assignment notebooks, student friendly objective. Corrective feedback evidence: differentiated lesson plans. We need to grow in "Engagement" and "Reinforcement."	Limited Development 12/12/2014		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			When this objective is being fully met in our school, all teachers will be trained in using Kagan Structures to ensure the use of cooperative learning activities in each classroom. This will help in both "engagement" and "reinforcement." Evidence will also be through our embedded training schedule and sign-in sheets. Evidence will also be found in our lesson plans for differentiated instruction.	Objective Met 03/04/15	Teri Duncan	03/31/2015
Action(s)	Created Date					
1	12/12/14		Teachers will create differentiated learning lesson plans.	Complete 03/04/2015	Teri Duncan	03/31/2014
	Notes:					
2	12/12/14		Teachers will attend embedded training sessions to learn Kagan Structures.	Complete 03/04/2015	Teri Duncan	03/31/2014
	Notes:					
Implementation:				03/04/2015		
Evidence			3/4/2015 Evidence includes weekly lesson plans classroom walk through data.			
Experience			3/4/2015 In classroom observations, student engagement has increased through the use of Kagan structures and the implementation of differentiated lesson plans.			
Sustainability			3/4/2015 Teachers will continue to turn in weekly lesson plans. Administrators will check lesson plans weekly and continue to observe classrooms for Kagan implementation.			

Core Function:	Classroom Instruction				
Effective Practice:	**Expecting and monitoring sound classroom management**				
	IIIC10	**All teachers reinforce classroom rules and procedures by positively teaching them.(165)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers spend the first day of school leading class building and team building activities with their students. Through these activities students learn about their classmates and feel more comfortable in a group with them. Teachers use games to teach classroom procedures and continue to teach them throughout the year. The students at Middle School North participate in our ROARS program, which teaches them the importance of responsibility, outstanding citizenship, academics, resilience, and service. This program teaches students to treat others with compassion, to build positive relationships, to help others whenever possible, to be responsible for their own actions, and to not give up just because something is difficult. When students exhibit these attributes, they are given stamps on their "ROARS" card and participate in an incentive.	Full Implementation 03/07/2016		

Core Function:	Conditions for Learning				
Effective Practice:	**Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed**				
	CL12	**All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	To the fullest extent possible, staff members understand and support the family backgrounds and values its students. The school recruits a culturally and linguistically diverse staff. Evidence: ESL Schedule French Club Sign Language Club The staff members are a good match to the school's community. Evidence: School/Student Demographics Teacher Demographics Students have ongoing opportunities to learn about and appreciate their own and others' cultures. The school values knowledge from diverse cultures represented in the school, community, and our nation. Evidence: Global Challenge Informational Packet Builder's Club Application/Roster/Agenda Materials in the media center represent all of the cultures of the students. Families often come and share their traditions and beliefs Evidence: Library Statistics Veteran's Day Celebration Someone Special Day Teachers use multicultural materials and methods Evidence: Lesson Plans for "The Watsons Go to Birmingham" Student Work Sample for "The Watsons Go to Birmingham" Lesson Plans for "Bud, Not Buddy" Multiple Viewpoints are Encouraged Evidence: School Wide Lesson Plans for "The Lions of Little Rock" - African American Viewpoint Arkansas American Indian Lesson Plans - American Indian Viewpoint	Limited Development 03/29/2017		

How it will look when fully met:		When this objective is being fully met at our school, it will show a revision to the curriculum to be more inclusive of all backgrounds, encouraging the formation of cultural support groups, and applying their understanding of racial identity development in their interactions with students. This will be in conjunction with what we already have in place.		**Dawn Peeples**	**05/24/2018**
Action(s)	**Created Date**		**0 of 3 (0%)**		
1	3/29/17	Begin discussions in our Professional Learning Community (Content) Meetings about revising our curriculum to be more inclusive of cultural awareness.		Teri Duncan	12/15/2017
	Notes:				
2	3/29/17	Each instructional team will brainstorm ideas to support cultural awareness in all parts of curriculum.		Teri Duncan	12/15/2017
	Notes:				
3	3/29/17	Add a component in lesson planning in order to ensure reflection on cultural awareness while making curriculum decisions.		Teri Duncan	05/24/2018
	Notes:				

Core Function:	Family Engagement in a School Community			
Effective Practice:	**Explain and communicate the purpose and practices of the school community**			
! **FE04**	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Each team sends a weekly newsletter home to inform parents what students are learning in the classroom. Parents are encouraged to work with students at home. The counselors send a monthly newsletter home to inform parents about specific ways they can help their children study and focus. Our school participates in the One Book, One School initiative. Students are given a reading calendar so they know which chapters to read at home with their families.	Limited Development 12/15/2015		
How it will look when fully met:	When this objective is fully met our school will have a school/family compact. This compact will create a stronger connection between the school and the home because it will help parents become more engaged in the learning lives of their children. With this compact combined with our One Book, One School initiative and the newsletters provided by the teams and counseling center our objective will be fully met.		**Dawn Peeples**	**05/27/2016**

Action(s)	*Created Date*		0 of 2 (0%)		
1	12/15/15	Survey teachers about what families can do at home to help them in the classroom.		Erica Riddle	01/31/2016
		Notes:			
2	12/15/15	Create a document with school/teacher responsibilities and family responsibilities.		Dawn Peeples	01/31/2016
		Notes:			

Core Function:	Family Engagement in a School Community			
Effective Practice:	**Provide two-way, school-home communication linked to learning**			
FE06	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	To the fullest extent possible, the faculty welcomes and encourages the active participation of all its families and makes sure that all its families	Full Implementation 03/28/2017		

are an integral part of the school.

Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events
 Evidence:
Family Night Child Care
Band Night Snack and Meal

Efforts are made to eliminate barriers (transportation, child care, translation) to attend school events
 Evidence:
Extended Learning Opportunities Transportation
Parent/Teacher Conferences Extended Hours
Spanish Interpreter
Sign Language Interpreter

Multiple forms of communication are used with families and communication is two way.
 Evidence:
Newsletters
Phone Call Documentation
Remind 101
Team Websites
Social Media (School and Team Facebook Pages, Twitter)

Families have a voice in the decision-making process of the school.
 Evidence:
Parent Teacher Organization
Parental Involvement Committee

Opportunities are provided for families to engage in supporting student learning (e.g.parenting classes, literacy programs, assessing information about student progress, making connections to the curriculum).
 Evidence:
Home Access Center
One Book, One School
Parent Classroom Volunteers
Volunteer Speakers

To the fullest extent possible, staff members understand and support the family backgrounds and values its students.

The school recruits a culturally and linguistically diverse staff.
 Evidence:
ESL Schedule
French Club
Sign Language Club

The staff members are a good match to the school's community.
 Evidence:
School/Student Demographics
Teacher Demographics

School staff-members offer parent education activities involving families.
 Evidence:
  1. Back to School Schedule
  2. Schedule Pick-up Checklist
  3. CMSN Parent Night Invitation and Reminder
  4. CMSN Parent Night Emails, Teacher Assignments, Power Point Hand-outs, Photos and Parent Survey Results
     5. CMSN 4th Grade Transition Night Power Point, Teacher Assignments, Station Rotation Schedule, Parent Hand-outs

Core Function:	High School: Opportunity to Learn			
Effective Practice:	**Ensure content mastery and graduation**			
HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Since we are at the middle school level, our support for career development is different than the support of the high school level. In order to help students begin thinking about college and career goals, we have implemented Say Go College Week and have guest speakers who give career talks once a month throughout the school year. Counselors and teachers work together to plan an informative and motivational program centered around colleges and vocational career opportunities during Say Go College Week.	Full Implementation 12/15/2015		

Core Function:	Student-Focused Learning			
Effective Practice:	**Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path**			
	BL01	**All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		We are at the beginning level of implementation of training teachers to use blended learning methods. Many teachers are using chromebooks in classrooms as a means to integrate technology. We have had training in Google Classroom in an effort to encourage more teachers to extend their way of teaching with technology. As teachers become more familiar with available resources and how to incorporate these resources in the classroom, it will provide a better foundation in order to incorporate blended learning into the classroom.	Limited Development 11/30/2016		
How it will look when fully met:		When this objective is fully met, teachers will use each other as resources to implement "flipped" classrooms. Teachers will be able use each others' expertise in strong areas in order to help all students. Teachers will ave received training in order to utilize technology that will allow them to flip their classrooms.		**Dawn Peeples**	**12/15/2017**
Action(s)	**Created Date**		**0 of 1 (0%)**		
1	11/30/16	Teachers will need to receive training and on how to flip classrooms.		Dawn Peeples	12/15/2017
	Notes:				

Core Function:	Student-Focused Learning			
Effective Practice:	**Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency**			
	SE01	**The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:			The evidence that this indicator as been fully and effectively implemented can be found in our daily routines such as morning announcements- student and staff/teacher recognition, joke of the day, One Book, One School trivia, community announcements. Each team holds awards assemblies each nine weeks to celebrate student successes. Our hallways are filled with our ROARS brand which promotes Responsibility, Outstanding Citizenship, Academics, Resilience, and Service. Students have ROARS cards for teachers to sign when the students are displaying a ROARS characteristic. ROARS incentive parties are given each nine weeks to celebrate students. We have a back to school ROARS bash in which we invite all students and parents to have fun together- play games, contests, enjoy food. We create a school wide atmosphere of respect and celebrating diversity with displays in the center hallways such as "Hands of Diversity" and "Legacy Chains." We also are working to create a JOY wall in which students share how they experienced JOY in a classroom.	Full Implementation 11/30/2016		
		SE02	**All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:			The staff creates a personalized environment that supports each student's intellectual, ethical, social, and physical development.
			
			Adults and students are grouped into smaller communities (e.g., teams, advisory classes, academies) for enhanced teaching and learning.
			 Evidence:
			Master Schedule
			Team Schedule
			Student Schedule
			Essentials Schedule
			Team Brochure
			Professional Learning Community Notes
			
			These small learning communities are characterized by stable, close, and mutually respectful relationships.
			 Evidence:
			    1. Advisory Structure
			        2. Team Meeting Agenda/Photos
			        2. Advisory Lesson Plans with Student Work
			        3. Harbor Video Emails
			        4. Harbor Video Website/Discussion Questions
				Full Implementation 03/28/2017		

Every student has a mentor, advisory, advocate or other adult he/she trusts and stays in relationship with throughout the middle school experience.
Evidence:
1. Advisory Class Roster
2. Interventionist Schedules
3. Club Sponsors
4. Club Student Survey Sheet
5. Club Rosters

All teachers foster curiosity, creativity, and the development of social skills in a structure and supportive environment.

Teachers enhance standards-based learning by using a wide variety of instructional strategies.
Evidence:
Pictures of Teachers and Students Using Technology
Pictures of Hands-On and Cooperative Learning
Pictures of Math Journals
Google Classroom Print Outs
ReadWorks Student Work

Teachers incorporate well-developed procedures and routines for effective classroom management.
Evidence:
Pictures of Procedure Walls
Lesson Plan for Procedures and Powerpoint
CMSN Discipline Ladder

Teachers facilitate learning by deliberately teaching study and organizational skills.
Evidence:
Counseling Center Lesson on Study Skills
CMSN Communicator Folder

Teachers integrate creative activities in the lessons, e.gl, current technologies, visual and performing arts, etc.
Evidence:
1. Music Lesson Plan Using Technology
2. Art Lesson Plan Teaching Parts of the Eye
3. PE Lesson Plan Teaching Multiples
4. Technology Class Research Project
5. Technology Class Creative Writing