



CABOT MIDDLE SCHOOL SOUTH
Cabot Public Schools

Mission Statement: "The core purpose of Cabot Middle School South is to be the reason that every student is educated, encouraged, and empowered to reach their highest level of success, both inside and outside of the classroom."

Priority #1

Improvement Plan Focus Area: Cabot Middle School South will increase the reading proficiency of 5th and 6th graders who score below the 50th percentile on the fall MAP test so that 10 percent or more of the students will demonstrate growth to the next quartile or above as measured by the spring MAP reading test by May/ end of year, utilizing Science of Reading strategies and targeted interventions.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- CMSS Teachers will be Science of Reading proficient by the end of the year 2022-2023 and new teachers joining the CMSS staff will be Science of Reading trained and be proficient by the end of the 2024-25 school year.
- Administration will walk through/observe each classroom at a minimum of 1-2 times a week to ensure high levels of learning and SoR practices are being implemented.
- Teachers will receive walk-through/observation feedback from their instruction from administration.
- Targeted, school-wide interventions will be in place and begin by week 4 of the 2024-25 school year.
- CMSS will have beginning, middle, and end of the year reading fluency assessments using Dibels and District Checkpoints to monitor student achievement/progress.
- CMSS will implement an Response to Intervention Team during the 2024 -2025 school year with a clear process for identifying and intervening with identified struggling students.
- The PLC process will help us also check for understanding and mastery of student standards/skill as content and grade level teams give common formative assessments, interventions, and enrichment on grade level essential standards.
- Less use of chromebooks and more time actually reading books. The library and classrooms teachers are reducing the amount of time on chromebooks and requiring the students to read independently rather than using technology when finished with work early.

Team Member(s) Responsible:

- Mandy Green
- Edgar Fonda
- Dawn Peeples
- Heather Singleton

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- All teachers will be equipped to identify and support struggling readers.
- Students will receive instruction and support with reading, writing, and speaking skills across all content areas.
- We will increase student achievement in reading and ensure that every student is growing and moving into the next quartile according to MAPs data and progress monitoring.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

In the past, reading has been seen as a subject area by itself. However, reading is a fundamental skill that is necessary for all students across all subject areas and is essential to being academically prepared for college and beyond.

- For the 2023-2024 school year, 40.1% of 5th graders and 46.2% of 6th graders were considered “Ready” or “Exceeding” according to ACT Aspire. Although Both 5th and 6th grade reading percentages are above the state average (39% of 6th graders, and 36% of 5th graders for the state), the 5th grade score rose drastically for the current year.
- The previous 2022-23 school year ACT Aspire data showed our 5th graders at only 26% at ready or exceeding, while the state reading score for ready or exceeding was at 34.1% of 5th graders. By focusing on reading standards, common formative assessments, Science of Reading, and progress monitoring we were able to raise our year over year scores by 16 percentage points for our 5th grade. The same group of 5th graders from the 21-22 school year (26% ready/exceeding) in their 6th grade year scored at 46.2% as ready and exceeding. This is a drop from the previous year’s 6th graders score of 54% ready, however it is still continued growth for this group of kids with 20 percentage point growth from 5th grade to 6th grade.
- Reading was one curriculum area in which teachers felt students needed the most support. According to our [MAPs progress monitoring data](#):
 - BOY 2022: 5th Grade ready or exceeding: 46% Reading, 6th Grade ready or exceeding: 38% Reading
 - Mid Year 2023: 5th Grade ready or exceeding: 39% Reading, 6th Grade ready or exceeding: 38% Reading
- During a [Needs Assessment Survey](#) from January 2024 teachers indicated a need for additional reading training and strategies to best meet the academic needs of students. This school year we applied for and were approved for a cohort that offered coaching and support our Professional Learning Community (PLC). This support also provided professional development and training for our staff through essential standard work.

Alignment to District Core Belief:

CMSS’s reading focus is aligned to several of the CPS Core Beliefs.

1. Academic success for every student is the top priority.
2. Education is a shared responsibility.
3. All children have the opportunity to be academically prepared to reach their dreams.

Priority #1 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
All CMSS Teachers will be trained in RISE to demonstrate a proficiency in scientific reading	Dawn Peeples Mandy Green Edgar Fonda	Ongoing All teachers must	<ul style="list-style-type: none">• CPS will provide training opportunities for teachers.	Teachers will be observed for the implementation of Science of Reading Components.

instruction as related to their subject area.		demonstrate proficiency in the 2022-2023 school year.	<ul style="list-style-type: none"> Teachers will be given copies of the “Look-Fors” cards that we will use to determine proficiency. PLC Coaching/Cohort 	<p>Curriculums:</p> <ul style="list-style-type: none"> Structures- our phonics based systematic processes for encoding/decoding Wit & Wisdom- Literacy IM- Illustrative Math <p>Feedback will be provided by the Administration.</p>
All CMSS students will receive targeted intervention and/or enrichment based upon their individual needs in reading, math, and science.	Mandy Green Edgar Fonda Dawn Peeples Heather Singleton	Ongoing	<ul style="list-style-type: none"> Daily intervention blocks built into the master schedule. <p>Curriculums:</p> <ul style="list-style-type: none"> LEXIA- Literacy IXL-Math - purchased with Title 1 funds Generation Genius- Science - purchased with Title 1 funds <p>Diagnostic Decision Tree</p>	<p>Students will be assessed with universal screeners to determine their individual needs.</p> <p>ACT Aspire and MAP data will also be used to group students for intervention and/or enrichment.</p>
All CMSS Teachers will conduct Peer Observations looking for Science of Reading components and evidence in teaching.	Mandy Green Edgar Fonda Dawn Peeples	<p>Ongoing</p> <p>Beginning with the 2023-2024 school year, teachers will observe each other for proficiency of Science of Reading components</p>	<p>Teachers will consult the 3-6 SmartCard provided by the Department of Education and Cabot Public Schools.</p> <p>Science of Reading resources provided through training and ADE.</p>	<p>Observation, evaluation, and coaching by administrators through informal and formal means.</p> <p>As teachers find evidence from observing their peers in action, they will leave feedback and take-aways for that teacher. They can then implement these strategies in their own lessons.</p> <ul style="list-style-type: none"> Domain specific vocabulary Writing, listening, and speaking through collaborative communication among all students.

All ESOL students will have access to the curriculum books/resources in their language and teachers will work closely with our ESOL teachers to provide instruction.	Edgar Fonda Cynnamon Brown	Ongoing	ESL books and translated resources for our students. Purchased with Title 3 funds.	Progress monitoring Student report cards ELPA data Teacher evidence from observations, interventions, student achievement scores.
CMSS will provide opportunities for students to enrich their learning through clubs, events, and school sponsored activities.	Mandy Green Edgar Fonda Dawn Peeples Teachers	Ongoing	Frontier Festival Day and resources/books- Purchased with Title 1 Funds Robotics Club and supplies- purchased with Title 1 funds STEM Learning and STEM Day- STEM Carts and books 5th & 6th purchased with Title 1 funds Career Day for 6th Grade- books and resources purchased with Title 1 funds	Teacher evidence from observations, interventions, student achievement scores. Feedback from Administrators and all stakeholders.

Priority #2

Improvement Plan Focus Area: Students at Cabot Middle School South The desired outcome is to reduce the number of referrals/infractions by teaching appropriate learned behaviors. Our goal is to reduce the Tier I infractions by 10%. In addition a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness through a positive culture and school environments.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Overall improvement to culture and climate at CMSS among all stakeholders.

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- CMSS students will consistently demonstrate behaviors that reflect a Respectful, Responsible, Safe and "Ready to Learn" school climate as assessed by a variety of

Team Member(s) Responsible:

- Mandy Green
- Edgar Fonda
- Dawn Peeples
- LeAnn Robertson
- Ryan Davenport

<p>measurement tools.</p> <ul style="list-style-type: none"> • Implement and place a great emphasis on student celebrations such as positive office referrals, discipline education for staff (CKH) and attendance records/education, and parent surveys. Higher staff attendance rates. • Lower disciplinary action totals for students. • Staffulty operates within a collaborative environment, with all members having a voice. • Full implementation of Capturing Kids Hearts protocol across the building by all members of faculty and staff. • PLC process bringing staff together for a collective commitment to our goals. • Celebrating student achievement in both academics and behavior. • Implementation of our Calming Room for all students, and an increased use of our Reflection room for our L.A.B. students in order to reduce the behaviors and need for referrals. • Intentional demonstration of staff value and recognition in collaboration with CKH affirmations • Increase parent involvement and visibility to decrease the number of student misbehaviors. • Offer parent resources to help with appropriate adolescent changes and behaviors. • Offer parent resources for navigating school curriculum, technology, homework help/resources to reduce frustrations and student behaviors. • Staff will be trained with the Hatching Results curriculum. Hatching Results brings leadership, training and consultation to school counselors, administrators, and school district leaders seeking to improve their comprehensive school counseling programs. With the goal of improving efficiency and effectiveness, we use data to drive decision-making and evaluate the impact of programs and services to improve outcomes for all K-12 students 	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>Through informal conversations and observations, many teachers expressed the inconsistencies in the implementation of CKH protocols(Cabot Middle School South's behavior management and social emotional curriculum), communication and various staff input. There are varying opinions in regards to educational philosophies and expectations of middle school students. According to the 23-24 Needs Assessment Survey sent to all staff and faculty members in January of 2024 (73 responses out of 100 staff members),</p> <ul style="list-style-type: none"> • 43.8% disagreed or felt neutral about CKH protocols being consistently implemented throughout CMSS. • 12.6% disagreed or felt neutral in regard to faculty and staff members engaging in deliberate efforts to create a positive school climate. • 29.3% disagreed or felt neutral in regard to whether staff/faculty are considered a valuable voice and resource to improving CMSS. • 35.4% disagreed or felt neutral in regard to our current situation matching our vision of what is possible. <p>Since March 2020, campus visitors have been denied access to volunteering and/or visiting with students (i.e. lunch, class parties), and the following two years visitors were limited. It has been a priority the last two school years to improve and change this perception. Through the</p>	

CKH National Showcase Schools performance survey, several parents indicated this as negatively impacting their perception of the school culture and climate.

Alignment to District Core Belief:

CMSS's culture/climate focus is aligned to several of the CPS Core Beliefs.

1. Every school in Cabot Public Schools can be a high performing organization, both academically and operationally.
2. All schools can be safe learning environments where every student and adult is valued and respected.
3. Visionary leadership creates a dynamic environment.
4. Effective relationships are powerful.

Priority #2 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
All staff members will be trained through the Capturing Kids' Hearts (CKH) program. New staff will attend a CKH training at the beginning of the year. All staff will have a "CKH refresher" at the beginning of the year.	Dawn Peeples Edgar Fonda	2024 - 2025 School Year	<ul style="list-style-type: none"> CKH Resources (District Funds) 	<p>All staff members will attend CKH training upon starting the school year.</p> <p>30 staff members will attend Process Champions professional development for additional training for the CKH process.</p> <p>CKH representatives will conduct site visits with Process Champions to evaluate and improve CKH protocols at CMSS.</p>
Process Champions will meet periodically throughout the school year to ensure the fidelity of CKH protocols.	Dawn Peeples Edgar Fonda	Ongoing	<ul style="list-style-type: none"> CKH embedded professional development sessions throughout the school year. (District 	<p>Informal surveys and conversations with students, staff, and faculty.</p> <p>Address areas of concerns from all staff/faculty members.</p>

			Funds)	
Offer opportunities for parents and community members to be involved and training for parenting/ supporting their middle school student's education.	Mandy Green Edgar Fonda Dawn Peeples	Ongoing, Beginning of each school year	<ul style="list-style-type: none"> • Hallway Hero Training • Club (District Funds) sponsors • Parent Resource Center (title 1 funds) • Educational resources for families (title 1 funds) 	<p>New staff members will work with their team of teachers when implementing strategies in their classrooms.</p> <p>Administration will explain and support new teachers in implementation of CKH protocol.</p>
The CMSS Renaissance Team will work to create incentives and recognition programs for students and staff.	Renaissance Committee Chairman -Charity Dixon	Quarterly	Bookstore Funds	Survey students, staff, and faculty to determine effectiveness of the program and make changes as necessary.
The CMSS Building Culture committee will work on staff celebrations and plan opportunities & events for staff team building and appreciation.	Building Culture Committee Chairman- LeAnn Robertson	Monthly/as needed	Bookstore Funds	<ul style="list-style-type: none"> • Committee meeting agendas • Events planned • Celebrations calendar
<p>Provide staff members with professional development on topics affecting student behaviors: trauma, mental health, social/emotional, etc.</p> <p>(Professional Development) CMSS is registered as a school for the Innovated Conference Summit and THRIVE training in the summer of 2024.</p>	Mandy Green Edgar Fonda	<p>Ongoing</p> <p>Summer 2024</p>	<ul style="list-style-type: none"> • Bookstore Funds • Innovated Summit Conference (Title 1 funds) • THRIVE 	<p>Survey staff to determine critical need areas.</p> <p>Administration will follow-up with staff on effective use of training and/or resources.</p> <p>Staff will be given collaborative opportunities to share with staff members successes and obstacles.</p>

			conference (District funds)	
Collect and review disciplinary action totals. Data collected will be compared to determine impact of CKH program on student discipline.	Mandy Green Ryan Davenport	Ongoing	N/A	<p>Administration will review disciplinary action totals and disaggregate data for trends/patterns.</p> <p>Administration and teachers will have ongoing conversations in PLC meetings regarding discipline data, specific students, etc.</p> <p>Administration/Counselors will review and communicate building disciplinary policies and expectations.</p>
Develop a Staffulty Social Contract for use during Team Meetings, PLC meetings, and Staff Meetings	Dawn Peeples	Annually, Beginning of each school year	N/A	<p>The Principal will model and lead discussions to create a CMSS Staffulty Social Contract.</p> <p>Staff members will hold each other accountable to the Social Contract, as they would their students in their classrooms.</p> <p>Each year, a new Social Contract will be created and implemented.</p>
<p>Develop a peer mentoring system at CMSS to foster a self-managing student body and positive peer interactions.</p> <p>Panther Pals- to consist of 6th grade students who will work with 5th grade students and also be student leaders during Open House, Parent/Teacher</p>	Counselors- LeAnn Robertson Ryan Davenport	Ongoing	N/A	<p>At the end of the school year, 5th grade teachers will nominate students to mentor incoming students.</p> <p>Counselors will work with 5th grade teachers to pair struggling students with a peer mentor.</p>

Conferences, and school events.				Feedback and data will determine effectiveness of the program. Information will be used for decision making and potential changes to the program.
CMSS will host a Family Game Night in 2024-2025 as we did in the spring of 2023-24 school year to bring families together to play and learn academic games to promote a culture of family involvement and partnership for learning.	Mandy Green Edgar Fonda LeAnn Robertson	Spring of 2024 and 2025	<ul style="list-style-type: none"> Academic games to promote and support family learning (Title 1 funds) 	<p>Students and families will sign up to participate to anticipate how many are expected.</p> <p>They will be able to leave feedback and suggestions for the event.</p>
CMSS administrators and counselors will be trained in and help coach staff in Hatching Results curriculum.	Mandy Green LeAnn Robertson Ryan Davenport	Ongoing	<ul style="list-style-type: none"> Hatching Results (District Funds) 	

Priority #3

Improvement Plan Focus Area: CMSS will increase our Parent Teacher Organization volunteers and members by 20% while also focusing on increasing our school events and community partners/volunteer opportunities for the 2024-2025 school year.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Increase volunteer opportunities for parents within the school day.
- Increase in social media presence and awareness of our PTO and volunteer opportunities.
- Increase involvement of PTO and family opportunities at after school events.
- Offer free events to our families/students in order to increase participation.
- Use Transperfect, our district translation service, to communicate with our ESL families.
- Translate all communication into languages of our ESL population for communication with these families.

Team Member(s) Responsible:

- Family Engagement Facilitator, LeAnn Robertson
- Mandy Green
- Edgar Fonda
- Dawn Peeples
- PTO President: Darcey

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- An increased number of parents are involved in student learning.
- CMSS will have a functioning Parent- Teacher Organization that takes a greater role for supporting involvement for parents and community members.
- Parents will be Hallway Hero trained and background checked, to better support school-wide events and safely volunteer in the schools.
- CMSS will work with the High School clubs and provide volunteer service hours opportunities at our after-school events.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

After a long pause in having volunteers, volunteer opportunities, and programs/events on campus after the pandemic, the level of involvement has remained stagnant and nonexistent at best. Last year we held our first school events on campus after more than two years of having no visitors and guests. Due to our increase in ELL and socio-economically challenged population (targeted assistance), we have also struggled to connect with our diverse community of stakeholders and families. We desire these families to feel included and supported.

CMSS's 22-23 student population is represented by a wide variety of ethnic/cultural backgrounds, ability levels, socio-economic class, and parental support at home. According to CMSS building statistics,

- 6.6% of students speak another language other than English at home. (Including: Japanese, Chinese, Mandarin, Spanish Tagalog, Vietnamese, and Korean)

- 4.5% of students receive ELL/LEP services.
- 48.59% of students have been identified as receiving free/reduced lunch.
- 1.07% of students are considered homeless.
- 25.71% of students identified as special education with an IEP.
- 15.8% of students have a current 504 Accommodation Plan in place.

According to the 22-23 Needs Assessment Survey sent to all staff and faculty members,

- 64.6% of staff/faculty members disagreed or were neutral about Parents feeling supported in helping continue their child's learning at home.

According to the High Reliability Schools Survey conducted by the Arkansas Department of Education in 21-22, parents/guardians indicated

- They felt neutral in regards to having formal ways to provide input regarding the optimal functioning of the school.
- They felt neutral/disagreed that the school asks their opinions about how the school should function.

Alignment to District Core Belief:

CMSS's parental involvement focus is aligned to several of the CPS Core Beliefs.

1. The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.
2. Every school in Cabot Public Schools can be a high performing organization, both academically and operationally.
3. Education is a shared responsibility.
4. All CPS children have the opportunity to be academically prepared to reach their dreams.
5. Effective relationships are powerful.

Priority #3 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
ACSIP Committee will review the School Parent and Family Engagement Plan and planned events/fundraisers/opportunities for family/community involvement.	Mandy Green LeAnn Robertson Brandy Darcey	Bi-Annually	N/A	Committee members will work with the Parent/Family Engagement Facilitator to review the plan and suggest improvements.
ACSIP Committee will review the High Reliability Schools Survey	Edgar Fonda	Annually	N/A	Committee members will analyze the results from the survey and develop ways to improve parental

				<p>involvement.</p> <p>Develop a survey to specifically seek ways to involve parents at CMSS and support them with their child's learning at home.</p>
<p>Distribute Parent Resource Center materials at our free movie night events and school events and ensure all home languages are represented.</p>	<p>Dawn Peeples Cynnamon Brown</p>	<p>Ongoing</p>	<p>Parent Resource Center supplies - Title 1 Funds</p>	<p>Survey parents to determine what resources are most needed.</p> <p>Survey ESL/ELL teachers to determine what resources would be most helpful.</p> <p>Review list of items being regularly checked out by parents. Seek new items for parent use.</p>
<p>Provide training, tutorials, and resources to parents to support learning at home.</p> <p>Encourage and equip teachers to use uniform methods of online instruction for all students.</p>	<p>LeAnn Robertson Tonya Driskill Administration Brandy Darcey</p>	<p>Ongoing</p>	<p>N/A</p>	<p>Survey parents and teachers on level of comfortability/familiarity with various platforms.</p> <p>Monitor use of various online platforms to determine most used and effective methods to deliver instruction/support learning at home.</p>

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Mandy Green	Principal
Edgar Fonda	Assistant Principal
Dawn Peeples	Assistant Principal
Mrs. Lashbrook	Community Member/ PTO member
Brandy Darcey	PTO President
LeAnn Robertson	Teacher/FACE Coordinator
Ryan Davenport	Counselor/ Building & Culture Chairman
Kristen Nelson	Classified Staff Member/Garden Club Sponsor
Charity Dixon	Renaissance Committee Chairman