



**Cabot Junior High South**  
Cabot Public Schools  
2025-2026 School Improvement Plan



**Our Mission**

CJHS: The best educational experience focused on growth, good citizenship, safety, and learning for all.

**Our Vision**

It is the goal of CJHS to become a high-achieving “A” school by using PLC processes to ensure academic growth, across all subject areas while promoting good citizenship for all students.

## Priority #1

**Improvement Plan Focus Area:** Focused instruction based on the Science of Reading

**Improvement Plan Goal:** CJHS will increase reading scores by 5% on the ATLAS Summative Assessment by the end of the 2026-2027 school year.

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

- Teachers will implement components of the Science of Reading into all content areas.
- All students will have a guaranteed and viable curriculum in addition to intervention for all students who are not mastering essential standards.

**Team Member(s) Responsible:**

- Charlotte Sandage
- Kasey Hill
- Tyler Tarrant

**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 across all content areas.

**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.

The ATLAS English/Language Arts assessment is composed of a reading and writing test.

- 2023-2024 ATLAS ELA Summative Testing Data:
  - 15% of Incoming 7th graders and 22% of 8th graders scored Level 1 - Limited Understanding
  - 45% of Incoming 7th graders and 47% of 8th graders scored Level 2 - Basic Understanding
- 2024-2025 ATLAS Fall Interim Testing Data:
  - 36% of 7th graders and 33% of 8th graders scored a Level 1 - Limited Understanding

- 41% 7th graders and 42% of 8th graders scored Level 2 - Basic Understanding
- 2024-2025 ATLAS Winter Interim Testing Data:
  - 27% of 7th graders and 27% of 8th graders scored a Level 1 - Limited Understanding
  - 46% 7th graders and 44% of 8th graders scored Level 2 - Basic Understanding

According to 2024-2025 building demographics:

- 1% of our student population have been identified as homeless.
- 14% of our student population have an 504 Accommodation Plan
- 7% of our student population have been identified as English Language Learners
- 7% of our student population have indicated that English is not their primary home language (including: Cambodian, Chinese, Japanese, Portuguese, Spanish, Tagalog, Urdu, and Vietnamese)

**Alignment to District Core Belief:**

CJHS's reading focus is aligned with several of the CPS Core Beliefs.

- Academic success for every student is the top priority.
- Education is a shared responsibility.
- 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 CJHS Teachers will be trained in the Science Of Reading to demonstrate proficiency in scientific reading instruction as related to their subject area.	Charlotte Sandage Kasey Hill Tyler Tarrant	Ongoing  Beginning with the 2018-2019 school year, teachers will be trained through approved ADE IDEAS videos.	CPS will provide training opportunities for teachers.  <i>Learning by Doing: A Handbook for PLCs at Work</i> (3rd Edition)	Classroom Observations  Professional Development Records  Feedback will be provided by administration  Continuums and assessments from <i>Learning by Doing</i> 3rd Edition.
All CJHS students will receive intervention and/or enrichment based on their individual needs in reading.	Kasey Hill Tyler Tarrant	Ongoing	RTI Block is built into the master schedule each day.	Data from <ul style="list-style-type: none"> <li>● CFAs</li> <li>● ATLAS</li> <li>● iXL</li> </ul>
Screen students who are suspected of displaying the characteristics of dyslexia and/or struggling readers.	Kasey Hill	Ongoing	Dyslexia Screeners <ul style="list-style-type: none"> <li>● CTOPP-2</li> <li>● WRMT-3</li> <li>● GORT-5</li> <li>● TWS-5</li> </ul>	Data from <ul style="list-style-type: none"> <li>● Level 1 Screeners</li> <li>● CFAs</li> <li>● ATLAS</li> </ul>

Provide Dyslexia Intervention for students identified and/or diagnosed with the characteristics of dyslexia.	Diem Scott	Ongoing	Sonday System TOWRE-2	Students' progress will be monitored through the Sonday Systems program, TOWRE-2, MAP Scores, and ATLAS.
Teachers will incorporate a variety of reading strategies during Tier 1 instruction within their specific content areas.	Charlotte Sandage Department Chairs	Ongoing	iXL No Red Ink Non-Fiction Articles SOR Strategies	These strategies will be discussed in PLC meetings in the building and at the district level.  Review lesson plans and assessments to determine implementation and monitor student progress.

## Priority #2

**Improvement Plan Focus Area:** Professional Learning Community (PLC)

**Improvement Plan Goal:** CJHS will increase scores by 5% on the ATLAS Summative Assessments by the end of the 2026-2027 school year through a collaborative effort of faculty members using the PLC and RTI processes.

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

- Teachers need time to collaborate in order to identify deficits in curriculum and provide best practices for intervention for struggling students.
- To achieve mastery of essential standards, students need time during the school day for targeted intervention

**Team Member(s) Responsible:**

- Charlotte Sandage
- Kasey Hill
- Tyler Tarrant

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

- All students will have a guaranteed and viable curriculum in addition to intervention for all students to master the essential standards for each course.

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

According to the 2023-2024 ATLAS Summative Assessments

- 68% of 7th graders and 64% of 8th graders were not proficient on the ELA Summative Assessment.
- 58% of 7th graders and 78% of 8th graders were not proficient on the Math Summative Assessment.
- 60% of 7th graders and 57% of 8th graders were not proficient on the Science Summative Assessment

According to 2024-2025 building demographics:

- 1% of our student population have been identified as homeless.
- 14% of our student population have an 504 Accommodation Plan
- 7% of our student population have been identified as English Language Learners

- 7% of our student population have indicated that English is not their primary home language (including: Cambodian, Chinese, Japanese, Portuguese, Spanish, Tagalog, Urdu, and Vietnamese)

**Alignment to District Core Belief:**

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

- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.
- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- Education is a shared responsibility.
- All CPS children have the opportunity to be academically prepared to reach their dreams.
- 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
Attend and create Professional Development for instructional strategies to increase student engagement during instruction	Charlotte Sandage Guiding Coalition	Ongoing	<i>Learning by Doing: A Handbook for PLCs at Work</i> (3rd Edition)	Guiding Coalition and department heads will train teachers with instructional strategies.  Classroom walkthroughs and observations with feedback  Continuums and assessments from <i>Learning by Doing: A Handbook for PLCs at Work</i> (3rd Edition)
Common plan time and dedicated planning periods for PLCs to meet and collaborate. <ul style="list-style-type: none"> <li>Determine essential standards</li> <li>Create CFAs</li> <li>Discuss student progress/data</li> </ul>	Department Chairs	Ongoing	iXL provided through district funding.	Running agendas  Digital Data Wall  Feedback from administration. Data collected from CFAs and iXL  Monitor SMART goals set by departments.
RTI class period built into the master	Charlotte Sandage	Ongoing	RTI Scheduler provided through building funds.	Data collected from CFAs and iXL



schedule to address student deficits.				Feedback from teachers and administration about student growth.
Targeted interventions for students scoring Level 1 on ATLAS Summative Math assessments	Charlotte Sandage	Ongoing	RTI Scheduler iXL Edmentum	Data collection from online intervention platforms

### Priority #3

**Improvement Plan Focus Area:** THRIVE

**Improvement Plan Goal:** CJHS will decrease behavior referrals to the office by 10% by the end of the each school year.

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

- Universal behavioral expectations for all students.
- Support for staff/faculty to address behavioral concerns

**Team Member(s) Responsible:**

- Tyler Tarrant
- Jared Walters

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

- Students will have clear and positive expectations for behavior.
- Students and staff will have a safe, supportive, and inclusive environment that reduces stress, anxiety, and behavioral issues.

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

In order to be successful in the classroom, students must feel physically and emotionally safe. In emotionally safe schools, students are less likely to engage in disruptive behavior because they feel respected and heard. Positive relationships among staff and students help reduce stress and anxiety. Students are more likely to be open to take on challenges and seek help, both academically and personally.

**Discipline Data:**

- Infractions include: cell phone violations, disorderly conduct, disrespect, fighting, insubordination, physical harm to student, tobacco/vaping, and truancy.
  - 355 total office referrals in the 2023-2024 SY
  - 249 total office referrals in the first semester of the 2024-2025 SY
  - 5 students in the 2024-2025 SY had 10 or more infractions in the first semester.
- 6 students attended ALE at some point in the 24-25 SY and returned to campus. Reasons for ALE placement included: multiple disciplinary infractions, refusal to search, alcohol, and truancy.

**Mental Health Concerns:**

- 8 students were hospitalized for acute care during the first semester of the 2024-2025 SY
- 45 students receive school based mental health services by outside therapists.
- 40 referrals have been sent by our school counselors on behalf of students/parents to outside counseling agencies.
- 10+ students per week visit the counseling center to discuss issues/concerns related to mental health.

**Alignment to District Core Belief:**

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- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.
- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- 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
THRIVE training provided by the state	Jared Walters	2023-2024 School Year	District Funds	Attendance on required training held by ADE.
The THRIVE Committee will meet periodically to discuss progress towards goals and create incentives for students meeting expectations.	Jared Walters Tyler Tarrant	Ongoing	Building Funds	Agendas  Behavioral Data  Survey results from students and staff
Mental health awareness trainings and conversations with staff/faculty.	Charlotte Sandage Jared Walters	Ongoing	N/A	Behavioral Data
Provide resources and build relationships with students in crisis	Jared Walters	Ongoing	N/A	Data Collection <ul style="list-style-type: none"> <li>• ALE Transition Conferences</li> <li>• Hospitalization Re-Entry Check Ins</li> <li>• </li> </ul>

## CJHS Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Charlotte Sandage	Principal
Tyler Tarrant	Assistant Principal
Kasey Hill	Assistant Principal
Jared Walters	Counselor
Shellah Marsh	Teacher
Jena Reitz	Teacher
Reed Fisher	Teacher
Cheryl Ellison	Teacher
Ronnie Goodwin	Teacher