



**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 and math proficiency of 5th and 6th graders who score below 1060 by 30%, demonstrating growth on the Atlas Interim from Fall to Winter (Feb. 2025) test by May/ end of year, utilizing Science of Reading strategies and targeted interventions in math and reading.**

**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 2024-2025 and new teachers joining the CMSS staff will be Science of Reading trained and be proficient by the end of the 2025-2026 school year.
- Administration will walk through/observe each classroom at a minimum of once 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 2025-2026 school year.
- CMSS will have beginning, middle, and end of the year reading fluency assessments using the ORFassessment and District Checkpoints to monitor student achievement/progress.
- CMSS will implement a Response to Intervention Team during the 2025-2026 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/skills 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.
- Special Education Teachers will provide targeted math instruction using UFLI.
- Teachers will provide additional Math Intervention instruction focused on multiplication facts during intervention time.

**Team Member(s) Responsible:**

- Mandy Green
- Dawn Peebles
- Ben Brockinton
- 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.

<ul style="list-style-type: none"> <li>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.</li> <li>Students will receive instruction and support with math skills across all content areas.</li> </ul>	
<p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>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.</p> <ul style="list-style-type: none"> <li>For the 2024-2025 school year, 35% of 5th graders and 39% of 6th graders were considered “Level 3” or “Level 4” according to the ATLAS Assessment. The 5th grade average was below the state by 2% and the 6th grade was above the state by 2%.</li> <li>Reading was one curriculum area in which teachers felt students needed the most support.</li> <li>5th grade Interim Data, Fall to Winter, 27% - 26 % (-1% decrease). 6th grade Interim Data, Fall to Winter, 29% - 31% (3% increase).</li> <li>During a <a href="#">Needs Assessment Survey</a> from January 2024 teachers indicated a need for additional reading training and strategies to best meet the academic needs of students. For the 2023-2024 school year, we applied for and were approved for a cohort that offered coaching and support for our Professional Learning Community (PLC). This support also provided professional development and training for our staff through essential standard work. Our staff PLC co-horts continued this focus during the 2024-2025 school year.</li> </ul>	
<p><b>Alignment to District Core Belief:</b></p> <p>CMSS’s reading focus is aligned to several of the CPS Core Beliefs.</p> <ol style="list-style-type: none"> <li>Academic success for every student is the top priority.</li> <li>Education is a shared responsibility.</li> <li>All children have the opportunity to be academically prepared to reach their dreams.</li> </ol>	

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 students will receive targeted intervention and/or enrichment based upon their individual needs in reading, math, and science.	Mandy Green Dawn Peeples *2nd AP Heather Singleton	Ongoing	<ul style="list-style-type: none"> <li>Daily intervention blocks built into the master schedule.</li> </ul> <p>Curriculums:</p> <ul style="list-style-type: none"> <li>LEXIA- Literacy</li> </ul>	<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</p>

			<ul style="list-style-type: none"> <li>• IXL-Math - purchased with Title 1 funds (\$9,375)</li> <li>• Generation Genius-Science - purchased with Title 1 funds (\$1,295)</li> <li>• Maker Space</li> <li>• Family Night Event</li> <li>• Robotics</li> <li>• Library Books</li> <li>• UFLI (math)</li> </ul>	intervention and/or enrichment.
CMSS will provide opportunities for students to enrich their learning through clubs, events, and school sponsored activities.	Mandy Green *2nd AP Teachers	On-going	<p>Frontier Festival Day and resources/books- Purchased with Title 1 Funds</p> <p>Robotics Club and supplies-purchased with Title 1 funds (\$1,670.79)</p> <p>STEM Learning and STEM Day- STEM Carts and books 5th &amp; 6th purchased with Title 1 funds (\$795.21)--This money was used for stem activities during family night. Not carts.</p> <p>Career Day for 6th Grade- books and resources purchased with Title 1 funds (\$648.25)--These were just Charlie May Simeon books this year.</p>	<p>Teacher evidence from observations, interventions, student achievement scores.</p> <p>Feedback from Administrators and all stakeholders.</p>

## Priority #2

**Improvement Plan Focus Area:** Cabot Middle School South will work to reduce the number of student 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, 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 measurement tools.
- 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.
- Staff fully 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.

Team Member(s) Responsible:

- Mandy Green
- Dawn Peebles
- Ben Brockinton
- LeAnn Robertson
- Ryan Davenport

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

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.

CMSS will pair our knowledge and experience of CKH with the training we receive at the Renaissance Training, summer 2025. Renaissance

professional development empowers teachers to learn and apply best practices to positively impact classroom routines, school culture, and student outcomes.

**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 will have a "CKH refresher" at the beginning of the year. CMSS staff will be trained in the Renaissance foundational beliefs and practices, to impact and empower teachers to learn and apply best practices to positively impact classroom routines, school culture, and student outcomes.	Dawn Peeples 2nd AP	2025-2026 School Year	<ul style="list-style-type: none"> <li>CKH Resources</li> <li>Renaissance training and resources</li> </ul>	All staff members will attend an in-house CKH refresher course upon starting the school year.
A Renaissance Team will be formed to support ongoing building training throughout the year, to ensure the knowledge and practice of the Renaissance Focus Tasks.	Dawn Peeples 2nd AP	Ongoing	<ul style="list-style-type: none"> <li>Quarterly School-wide celebrations focused on student behavior.</li> </ul>	Informal surveys and conversations with students, staff, and faculty.  Address areas of concerns from all staff/faculty members.
Offer opportunities for parents and community members to be involved and training for parenting/ supporting their	Mandy Green Dawn Peeples	Ongoing, beginning of each school year	<ul style="list-style-type: none"> <li>Hallway Hero Training</li> <li>Club (District</li> </ul>	New staff members will work with their team of teachers when implementing strategies in their

middle school student's education.			Funds) sponsors	classrooms.  Administration will explain and support new teachers in implementation of CKH protocol as well as the Renaissance Focus Tasks and Actions.
The CMSS Renaissance Team will work to create incentives and recognition programs for students and staff.	Renaissance Committee Chairman -Nikki Cook	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"> <li>• Committee meeting agendas</li> <li>• Events planned</li> <li>• Celebrations calendar</li> </ul>
Provide staff members with professional development on topics affecting student behaviors: trauma, mental health, social/emotional, etc.  (Professional Development) CMSS is registered as a school for the Jostens Renaissance Conference - Summer 2025	Mandy Green Dawn Peeples	Ongoing  Summer 2025	<ul style="list-style-type: none"> <li>• Bookstore Funds</li> <li>• Jostens Renaissance Conference : framework for building a culture where teachers love their job and students thrive in school.</li> </ul>	Survey staff to determine critical need areas.  Administration will follow-up with staff on effective use of training and/or resources.  Staff will be given collaborative opportunities to share with staff members successes and obstacles.
Collect and review disciplinary action totals. Data collected will be compared to determine impact of CKH and Renaissance initiatives on student discipline.	Mandy Green Ryan Davenport	Ongoing	N/A	Administration will review disciplinary action totals and disaggregate data for trends/patterns.  Administration and teachers will

				<p>have ongoing conversations in KID TALK meetings regarding discipline data, specific students needs, and plans for student success, as well as during Advisory meetings.</p> <p>Administration/Counselors will review and communicate building disciplinary policies and expectations.</p>
Develop PLC norms for use during Team Meetings, PLC meetings, and Staff Meetings	Mandy Green Dawn Peeples *2nd AP	Annually, Beginning of each school year	N/A	<p>The Principal will model and lead discussions to create CMSS PLC Norms.</p> <p>Staff members will hold each other accountable to the Social Contracts, as they would their students in their classrooms.</p> <p>Each year, new PLC norms and classroom Social Contracts 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 will consist of 6th grade students who will work with 5th grade students and also be student leaders during Open House, Parent/Teacher Conferences, and school events.</p> <p>Quarterly Renaissance Rallies will take place, to encourage and celebrate student and staff success.</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> <p>Feedback and data will determine effectiveness of the program. Information will be used for decision making and potential changes to the program.</p>



CMSS will host a Family Game Night in the 2025-2026 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 Dawn Peeples *2nd AP LeAnn Robertson Ryan Davenport	Spring 2026	<ul style="list-style-type: none"> <li>Academic games to promote and support family learning (Title 1 funds) (\$1,692.72)</li> </ul>	<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>
To support SEL (Social Emotional Learning), CMSS Counselors and Administration will collaborate to plan and deliver monthly SLE lessons for all 5th and 6th grade students.	Mandy Green LeAnn Robertson Ryan Davenport		<ul style="list-style-type: none"> <li>ASKA Standards</li> <li>ARSCA Standards</li> </ul>	

### Priority #3

**Improvement Plan Focus Area:** Cabot Middle School South 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 2025-2026 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.

**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

**Team Member(s) Responsible:**

- Family Engagement Facilitator, LeAnn Robertson
- Mandy Green
- Dawn Peeples
- Ben Brockinton
- PTO President: Darcey

<ul style="list-style-type: none"> <li>supporting involvement for parents and community members.</li> <li>• Parents will be Hallway Hero trained and background checked, to better support school-wide events and safely volunteer in the schools.</li> <li>• CMSS will work with the High School clubs and provide volunteer service hours opportunities at our after-school events.</li> </ul>	
<p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>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.</p> <p>CMSS's 24-25 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,</p> <ul style="list-style-type: none"> <li>• 6.2% of students speak another language other than English at home. (Including: Spanish, Urdu, Tagalog, Thai, Chinese, Vietnamese, Korean)</li> <li>• 5.5% of students receive ELL/LEP services.</li> <li>• 48.59% of students have been identified as receiving free/reduced lunch.</li> <li>• 1.07% of students are considered homeless.</li> <li>• 25.71% of students identified as special education with an IEP.</li> <li>• 15.8% of students have a current 504 Accommodation Plan in place.</li> </ul> <p>According to the High Reliability Schools Survey conducted by the Arkansas Department of Education in 21-22, parents/guardians indicated</p> <ul style="list-style-type: none"> <li>• They felt neutral in regards to having formal ways to provide input regarding the optimal functioning of the school.</li> <li>• They felt neutral/disagreed that the school asks their opinions about how the school should function.</li> </ul>	
<p><b>Alignment to District Core Belief:</b></p> <p>CMSS's parental involvement focus is aligned to several of the CPS Core Beliefs.</p> <ol style="list-style-type: none"> <li>1. The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.</li> <li>2. Every school in Cabot Public Schools can be a high performing organization, both academically and operationally.</li> <li>3. Education is a shared responsibility.</li> <li>4. All CPS children have the opportunity to be academically prepared to reach their dreams.</li> <li>5. Effective relationships are powerful.</li> </ol>	

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	Dawn Peeples *2nd AP	Annually	N/A	Committee members will analyze the results from the survey and develop ways to improve parental involvement.  Develop a survey to specifically seek ways to involve parents at CMSS and support them with their child's learning at home.
Distribute Parent Resource Center materials at our Family Fun night event and other school events, to ensure all home languages are represented.	Dawn Peeples *2nd AP Cynnamon Brown	Ongoing	Parent Resource Center supplies - Title 1 Funds	Survey parents to determine what resources are most needed.  Survey ESL/ELL teachers to determine what resources would be most helpful.  Review list of items being regularly checked out by parents. Seek new items for parent use.
Provide training, tutorials, and resources to parents to support learning at home.  Encourage and equip teachers to use uniform methods of online	LeAnn Robertson Tonya Driskill Administration Brandy Darcey	Ongoing	N/A	Survey parents and teachers on level of comfortability/familiarity with various platforms.  Monitor use of various online platforms to determine most used

instruction for all students.				and effective methods to deliver instruction/support learning at home.
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### Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Mandy Green	Principal
Dawn Peebles	Assistant Principal
Ben Brockinton	Assistant Principal / FACE Coor.
	Community Member/ PTO member
Brandy Darcey	PTO President
LeAnn Robertson	Counselor/ Building & Culture Chairman
Ryan Davenport	Counselor/ Building & Culture Co-Chairman
Kristen Nelson	Classified Staff Member/Garden Club Sponsor

Nikki Cook	Renaissance Committee Chairman
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