



**Cabot Public School District
Middle School North School Improvement Plan**

Mission Statement: Cabot Middle School North will work to provide a rich educational experience for each child based on high expectations for all. We will remain dedicated to preparing our students for success and independence in a safe learning environment.

Vision Statement: Cabot Middle School North’s vision is to be a differentiated learning environment, focused on individual student growth, as well as the needs of the whole child.!

Priority #1	
Improvement Plan Focus Area: Incorporate student literacy skills in all content areas based on the Science of Reading in compliance with the Right to Read Act.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> The issue needing to be addressed is an imbalance of RISE implementation among all core content classes to support The Science of Reading resulting in reading and reading comprehension decline.	Team Member(s) Responsible: Michelle Jones Karla Sinclair Stephanie Ford
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i>	

Teachers will implement the science of reading through RISE implementation, resulting in higher student achievement in reading and reading comprehension. Teachers will use MAPS Reading scores to see student growth in reading comprehension.

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

Teachers need a better understanding of how to implement the Science of Reading through RISE practices in all subject areas. Teachers need tools to assess students mastery in reading and reading comprehension through the Science of Reading, using RISE practices. Understanding of what components of curriculum and lesson planning best incorporate RISE practices need to be highlighted to improve teachers' knowledge and practices.

Evidence:

- Building wide needs assessment to determine staff understanding of RISE practices
- Evaluator walk-throughs looking specifically for SOR & RISE practices
- Leadership team feedback to identify needs with RISE and SOR

Alignment to District Core Belief:

- Reading and reading comprehension is a focus for all students at CMSN. Using RISE practices throughout all subjects promotes academic success in reading.
- All teachers at CMSN are taking responsibility for student reading success and mastery. Every teacher at CMSN will implement the science of reading and RISE practices in their curriculum and lesson plans.
- All students have equal opportunity to make gains in reading and reading comprehension among all courses at CMSN. Our goal is to prepare students in the area of reading to reach their dreams and goals.

Priority #1 Actions

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
Implementing Weekly PLC	Micah House,	Ongoing	Materials to support	-Meet weekly with content PLCs to discuss SoR

content area meetings.	Stephanie Ford		PLCs MSN Professional Development funds	focus area and the relevance to the content. -Use MAP testing to progress monitor our students' literacy needs. -Use common assessments in to progress monitor our students' literacy needs. -Use needs assessments to create this goal as responses from teachers demonstrate needed support for interventions.
Create and implement RISE aligned lessons for science/social studies teachers.	Stephanie Ford, Paxton Barker	3 years	-Materials to support purchase of specific lessons and materials MSN Professional Development funds	-Develop lessons that support literacy areas of vocabulary and morphology in science/social studies PLC. -Use MAP data to determine what skills need to be addressed in the reading area of Informational. -Use needs assessment to create this action. Teachers were consistently unclear of how to integrate RISE/SOR based practices across their curriculum.
Implementation of Lexia Core- 5 and Lexia Power-Up as a Tier III intervention and data tool.	Michelle Jones, Stephanie Ford, Karla Sinclair	3 years	Categorical Funding	- Lexia has built in progress monitoring data that is in real time. This information supports our Literacy teachers with tier III interventions as it targets students deficiencies in reading. - Literacy teachers will meet during their weekly scheduled PLC time to go over changes in data, certificates from the program, and discuss units gained. - The Instructional facilitator will run reports each 9 weeks to highlight units gained to monitor building progress toward Lexia completion and student goals.
Using NWEA MAP testing data/scores to identify student growth in reading.	Micah House, Stephanie Ford, Karla Sinclair	3 years	Categorical Funding	- Teachers and students will keep records of their personal goals and revisit their achievement after each MAP testing session.

				<p>This will provide continued motivation and accountability to foster building wide academic growth.</p> <ul style="list-style-type: none"> -GROW/Glow Party for those students performing at 61% in both Math and Literacy OR meeting projected growth scores in both Math and Reading for Winter and Spring NWEA Maps assessments. - The Instructional Facilitator will be working specifically with Literacy teachers to provide updated projected performance reports based on NWEA MAP Assessments. She will set up action plans with literacy teachers to meet and engage those specific learners that are close to the next performance band.
Implementing the use of MAP Fluency with struggling readers, specifically students receiving Dyslexia intervention	Rebekah West, Michelle Jones	2 years	Categorical Funding	-Run MAP Fluency each quarter to determine skills progress.
Integrate morphology into the building content specific curriculum pacing guides (Math, Literacy, Science, Social Studies)	Michelle Jones, Stephanie Ford, Susan Corn	2 years	No funding required	<ul style="list-style-type: none"> - Develop pacing guides for each grade level content area that integrates morphology during summer PD sessions. -Administration will utilize RISE Assessor practices to assess the use of morphology in all content areas.
Determine essential standards for 5th and 6th grade literacy as it aligns with Wit & Wisdom, our current literacy curriculum.	Stephanie Ford	2 years	Categorical Funding	- Using the Arkansas State literacy standards, essentials standards will be determined by both 5th and 6th grade literacy PLC teams. Those standards will be tied to modules within Wit & Wisdom, our adopted literacy curriculum.

Priority #2

Improvement Plan Focus Area: Implement Capturing Kids' Hearts protocols to build school culture and address students' social and emotional needs.

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

Overall improvement to the culture and climate among all stakeholders at CMSN.

Team Member(s) Responsible:

Michelle Jones
Micah House
Amanda Cross

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

When fully implemented, students will be empowered through a self-managing student body holding all stakeholders accountable to the social norms of an effective school environment. Teachers and parents will have stronger communication and feel as equal partners in each student's education.

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

Students need a consistent set of expectations and procedures throughout the different areas of the school. Ex: office referrals, phone calls, detention, etc. Teachers and staff need consistent practice with Capturing Kids Hearts and social contracts to implement positive classroom and building wide culture. This practice is also necessary for teachers to have strong behavioral supports and interventions.

Evidence:

- Inconsistencies in the behavior management plan with CKH protocols.
- Building wide needs assessment that determine key areas teachers feel they need support regarding student discipline procedures. The largest and most pertinent feedback from teachers and staff was the need for clarity in which behaviors constitute what levels of discipline, consequence, and intervention.
- Continued support from the Flippen group with classroom walkthroughs and feedback.
- Classroom walkthroughs by administration to identify whether CKH and social contracts are being used with fidelity to create a positive culture and effective classroom management.

Alignment to District Core Belief:

- Disciplinary and behavioral support and structures will allow academic success through effective classroom management and culture.

- Disciplinary and behavioral supports allow for high performance among teachers and students by providing structure, unity, and a positive environment.
- Safety and respect are promoted through positive classroom culture as a reflection of strong classroom management and following Capturing Kids Hearts guidelines.
- Discipline and behavior redirection is in the hands of both students and teachers through the use of social contracts.
- 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
Process Champions - quarterly meetings	Micah House, Amanda Cross, Susan Corn	3 years	Categorical funding	-Quarterly meetings with CKH process champions to look at correlations between behavior levels and CKH implementation building wide. -Meet to discuss concerns, progress, and goals. -CKH classroom walk-throughs -Use needs assessment to determine school climate, culture, and clear up confusions between the behavior ladder expectation and the standards of CKH.
Cafeteria site visit for students to develop relationships with cafeteria workers and gain an understanding of the routines and procedures in this area of school using CKH practices during breakfast and lunch	Micah House Michelle Jones Pam Abbott	2 years	No funding required	-Cafeteria presentation during Advisory times at the beginning of the year -Incorporate CKH routines and procedures during the breakfast/lunch settings -Monitor improvement in behaviors in the cafeteria
Implementation of Coffee	Amanda Cross, Micah	3 years	No funding required	- Meeting once a month with

and Counselors in second semester to support academic and social emotional needs of specific students	House			<p>teachers during plan time to gather data on possible, "At risk," students.</p> <ul style="list-style-type: none"> - Develop action plans for those students whether that be specific counseling or academic needs. - First point of the Response to Intervention Process. Collection of preliminary data to funnel into targeted intervention based on specific academic need/concern.
---	-------	--	--	---

Priority #3	
Improvement Plan Focus Area: Ensure all students learn at high levels	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <ul style="list-style-type: none"> ● According to the PLC Model, the fundamental purpose is to ensure that all students learn at high levels ● Educators will work collaboratively and take collective responsibility for success for each student 	<p>Team Member(s) Responsible:</p> <p>Micah House Amanda Cross Stephanie Ford Karla Sinclair Susan Corn</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> ● All teachers will be trained in the PLC model ● Teachers will work in content teams to analyze evidence of student learning and develop strategies for improvement ● All students will be held academically accountable for those standards and skills deemed essential for that grade level ● All students will have access to appropriate physical education equipment when attending physical education class 	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p>	

Using current NWEA Map Data for the 2022-2023 year, CMSN School Data Profile from Spring 2023 Maps Growth Assessment has shown a decline in student performance in both Reading and Math. 5th grade students have declined in Math 5% and Reading 10%. 6th grade students have declined 2% in both Reading and Math.

Evidence:

- 5th grade students have declined in Math 5% and Reading 10%. 6th grade students have declined 2% in both Reading and Math.
- Small group interventions are not consistently happening in all Math and Literacy classes with effective interventions and data collection on implemented interventions
- Intervention blocks are not specifically identified in teacher’s lesson plans

Alignment to District Core Belief:

- Academic success for every student is the top priority.
- Every school is a high-performing organization, both academically and operationally.
- Education is a shared responsibility
- All children have the opportunity to be academically prepared to reach their dream.

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
-PLC meeting schedule change to include content teachers to meet with content leads, admin, and IIF	Micah House Stephanie Ford	2 years	No funding required	-Change master schedule to include same planning time for all content teachers in 5th grade -Continue dedicated time during the master schedule for PLC Meetings.

<p>-Evaluate physical education equipment for the inclusive capabilities</p>	<p>Amanda Cross Micah House Michelle Jones</p>	<p>Will be completed for the 2023-24 school year for all classes</p>	<p>Categorical funding required</p>	<p>-Initial needs assessment to determine the inclusive capabilities of PE equipment for all students with Coach Cook -Identify equipment needs and make list of necessary purchases for all students to partake in the activity</p>
<p>-Develop an RTI committee that will strategically look at multiple data points (NWEA MAP, Lexia, Wit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments) to formulate interventions centered around essential standard achievement gaps.</p>	<p>Michelle Jones Stephanie Ford Karla Sinclair Susan Corn</p>	<p>3 years</p>	<p>Categorical Funding</p>	<p>- RTI committee meetings to desegregate data points and provide targeted, leveled intervention for Math and Literacy specifically. - Datapoints (NWEA MAP, Lexia, Wit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments) to see if there are trends in student academic growth or declines. -Utilize Lexia data and create Intervention binders in the Literacy classroom so that interventions and intervention data are cohesive across literacy classrooms</p>
<p>PLC Training for all teachers</p>	<p>Micah House Stephanie Ford</p>	<p>3 years</p>	<p>No funding required</p>	<p>- Teachers will attend required district training over the summer and throughout the school year on the PLC Process. - CMSN Leadership Team will work through the Learning By Doing book to refine the PLC Process. Team members will use information to facilitate embedded PD through PLC meetings.</p>
<p>Utilize GoFormative with the 6th grade math team</p>	<p>Micah House Stephanie Ford</p>	<p>2 years</p>	<p>Categorical Funding</p>	<p>- 6th grade math teachers will utilize their common plan times to create</p>

<p>to collect data on essential standards mastery.</p>	<p>Michelle Jones</p>			<p>common formative assessments using the GoFormative platform. The CFA's will be developed with the PLC team and directly tied to essential standards. The standards are also determined by the PLC team and pulled from the Arkansas State math standards. Those Essential standards are also tied to unit based learning through our adopted math curriculum, Illustrative Mathematics. The data pulled from these assessments will guide the team in specific math intervention for 6th grade and extensions.</p>
--	-----------------------	--	--	---

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Micah House	Principal
Michelle Jones	Assistant Principal
Paxton Barker	6th Grade Science/Social Studies Teacher
Karla Sinclair	6th Grade Literacy
Amanda Cross	Counselor
Andrea Linville	PTO/Community Member
Susan Corn	5th Grade Math Teacher
Edgar Fonda	Art Teacher
Stephanie Ford	Innovation Instructional Facilitator
Rebecca West	Dyslexia Interventionist