



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

Mission Statement: **CMSN prepares students for success.**

Core Beliefs: **We will...**

- Create a safe, respectful, and productive community
- Celebrate achievements for all
- Share responsibility and accountability to foster growth
- Nurture the whole child
- Promote high expectations for all
- Balance between relationships and academics
- Make it known that every person matters and makes a difference

Priority #1	
<b>Improvement Plan Focus Area:</b> Provide a leveled system of behavioral support through student discipline procedures and interventions.	
<p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p>The issue needing to be addressed is Inconsistency in discipline and behavioral supports among teachers and staff in the building.</p>	<p>Team Member(s) Responsible:</p> <p>Micah House Suzie Kelley Amanda Cross</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p>	

When the priority is fully implemented teachers and staff at CMSN will have stronger classroom management by following the school discipline levels and using Capturing Kids Hearts as a tool for effective behavior support. Teachers will build stronger parent communication by calling consistently to correct classroom behaviors. Teachers will use their social contracts with fidelity to create a positive classroom culture that allows for behavioral interventions.

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

Teachers and staff need a better understanding of what behaviors constitute specific discipline. 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:**

- Documentation of behaviors being sent to administrations that with effective classroom management, can be handled and resolved within the classroom.
- Documentation of positive parent phone calls regarding strong communication about student behavior.
- 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.
- 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.

### 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
Process Champions - monthly meetings	Micah House, Suzie Kelley	3 years	Categorical funding	<ul style="list-style-type: none"> <li>-Monthly meetings with CKH process champions to look at correlations between behavior levels and CKH implementation building wide.</li> <li>-Meet to discuss concerns, progress, and goals.</li> <li>-Process Champion classroom walk-throughs</li> <li>-Use needs assessment to determine school climate, culture, and how many were on board with the program.</li> </ul>
Changing the current MSN behavior ladder to meet the standards and practices of CKH. The goal is to move to a more simplified behavior ladder.	Micah House, Suzie Kelley, Amanda Cross.	3 years	No funding required	<ul style="list-style-type: none"> <li>-Meet once a month with the MSN teacher leadership team to discuss what can be eliminated from the behavior ladder and what should be kept. Also, what could be re-worked or adjusted.</li> <li>-Consistently send out surveys for faculty feedback.</li> <li>-Use needs assessment to address this need as many teachers made it clear that they are confused between the behavior ladder expectation and the standards of CKH.</li> </ul>
Implement a discipline referral google form for anything needing to be specifically addressed by	Tobie Sprawls	2 years	No funding required	<ul style="list-style-type: none"> <li>- All form notations placed in a google form directly. Those notations allow monitoring of repeated offenses.</li> <li>-Data trail of the number of discipline</li> </ul>

administration.				referrals each month. MSN will target behavior patterns based on the data in the google form.
Perfect the use of E-School for logging and tracking student discipline. Align this with CKH.	Micah House, Suzie Kelley, Ashlee McDaniel	3 years	No funding required	<ul style="list-style-type: none"> <li>-Meet once a month with the MSN leadership team to answer s-school questions and concerns.</li> <li>-Meet once a month with the entire staff to answer e-school questions and concerns.</li> <li>- Send out regular email reminders and updates to teachers regarding new findings in e-school.</li> <li>-Send out monthly surveys to determine if e-school is working for the staff and our student discipline procedures.</li> <li>- Use needs assessment to create this action. Teachers made it clear that they needed a better way to log student discipline and refer discipline to the office.</li> </ul>
Scheduled time for Counselors to push into classrooms. Lessons based on social/emotional needs	Amanda Cross, Micah House	3 years	No funding required	<ul style="list-style-type: none"> <li>-Using building data to target specific needs in both grade levels. Examples would be social emotional needs, academic needs, motivation, ect.</li> <li>-Working with teachers to support classroom dynamics and counseling intervention strategies</li> </ul>

## Priority #2

**Improvement Plan Focus Area:** Assess student literacy and reading skills in all subjects based on the Science of Reading.

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

The issue needing to be addressed is an imbalance of RISE implementation among all subjects to support The Science of Reading resulting in reading and reading comprehension decline.

Team Member(s) Responsible:

Micah House  
Ashlee McDaniel  
Hannah McGough

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

Teachers will implement the science of reading through RISE and Phonics First with fidelity, resulting in higher student achievement in reading and reading comprehension. Teachers will use assessments to see student growth in reading and reading comprehension. Teachers will utilize Walk to Intervention time to target phonics interventions and 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. Lack of understanding in what components of curriculum and lesson planning can incorporate RISE 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 #2 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Implementing Phonics focus in Weekly PLC content area meetings.	Suzie Kelley, Micah House	2 years	-Materials to support PLCs  MSN Professional Development funds	-Meet once a week with PLC to discuss new literacy rich lessons. Discuss ways to incorporate literacy into all core subjects. - Use Edulastic common assessments as a pre-assessment for students at the start of each year. -Use MAP testing to progress monitor our students literacy needs. -Use common assessments in Edulastic to progress monitor our students literacy needs. -Use needs assessments to create this goal as responses from teachers were consistently unclear as to what phonics specific lessons they should use for interventions.

<p>Data driven Walk to Intervention program to provide level specific phonics interventions.</p>	<p>Micah House, Suzie Kelley, Ashlee McDaniel, Hannah McGough</p>	<p>2 years</p>	<p>No funding required</p>	<ul style="list-style-type: none"> <li>-Use MAP testing to progress monitor our students literacy needs.</li> <li>-Use common assessments in Edulastic to progress monitor our students literacy needs.</li> <li>-Use Edulastic common assessments as a pre-assessment for students at the start of each year.</li> <li>-Aggregate MAP data to see trends and to determine the placement of phonics intervention groups.</li> <li>-Use MAP testing data to determine the direct grade level equivalent for students to use Khan Mappers, Moby Max, and Scootpad.</li> </ul>
<p>Create and implement RISE aligned lessons for science/social studies teachers to utilize in Walk to Intervention.</p>	<p>Micah House, Suzie Kelly, Tonya Choate</p>	<p>2 years</p>	<ul style="list-style-type: none"> <li>-Materials to support purchase of specific lessons and materials</li> </ul> <p>MSN Professional Development funds</p>	<ul style="list-style-type: none"> <li>-Develop lessons during weekly science/social studies PLC.</li> <li>-Use MAP data to determine what lessons work for each phonics group.</li> <li>-Rotate science/social studies teachers out each week with phonics intervention groups to meet the needs of diverse learners.</li> <li>-Use needs assessment to create this action. Teachers were consistently unclear of how to integrate RISE/SOR based practices across their curriculum.</li> </ul>
<p>Screen all 5th &amp; 6th graders using NWEA MAP Fluency beginning 2021-2022 school year.</p>	<p>Micah House, Tobie Sprawls, Suzie Kelley</p>	<p>3 years</p>	<ul style="list-style-type: none"> <li>-Categorical Funding?</li> <li>- Headphones with microphone for every Literacy Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Screen students using MAP Fluency the first month of each semester.</li> <li>Use that data to monitor progress in areas of phonological awareness, sound symbol recognition, alphabet knowledge, rapid naming, decoding, and encoding.</li> <li>-Use the data to drive Walk to</li> </ul>

				Intervention and differentiate small groups to meet student needs.
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**Priority #3**

**Improvement Plan Focus Area:** Address student, teacher, school needs in response to re-entering school/on-site learning/remote/virtual learning.

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

Specifically MSN will address and target:

- The academic needs of students after having lost 2 months of direct instruction.
- Focus of virtual learning as a tool for future classroom instruction.
- The emotional needs of students and teachers during the COVID-19 pandemic.
- The school needs based on CDC and State guidelines for attending school during the COVID-19 pandemic.

Team Member(s) Responsible:

Micah House  
Suzie Kelley  
Tobie Sprawls

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

MSN will build into our current classroom structure more virtual options to create accessible education for all.

MSN will build in time during morning meetings to address emotional needs of students as it relates directly to the effects of COVID-19. We will use CKH as a tool to continue building on social/emotional needs.



MSN will restructure lunch/recess and classroom procedures to follow state and CDC guidelines for creating a safe school.

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

The COVID-19 pandemic has led MSN to restructure due to the continued safety concerns with the spread and prevention of the virus. This restructure will address how MSN has used technology in the past and how it will affect future learning. It will also address how we can be more effective with parent communication as compared to past years.

**Evidence:**

- National and State data proving the continued spread of COVID-19
- Survey data from parents and teachers influence how MSN incorporates virtual learning into the teaching structure in years to come.

**Alignment to District Core Belief:**

- MSN will create a safe place for all students. This safety is both emotionally and physically through following CDC and State guidelines in response to COVID-19
- MSN will continue to promote high expectations through more virtual learning opportunities in and out of the classroom.
- MSN will share responsibility and accountability to foster professional growth in the areas of virtual learning and student safety.

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Administer NWEA MAP assessment to determine current student achievement in Math and Reading.	Tobie Sprawls	2 years	Categorical Funding	Teacher teams will meet during PLC's to review student achievement data and provide instruction accordingly.
Revamp classroom structure and building procedures to promote students/staff safety in wake of the	Micah House	2 years	ESSER Funding	Continue to follow CDC and ADH guidelines as they change.

COVID-19 pandemic and future preparedness.				Monitor student health and wellness through continued communication with ADH.
Utilize Morning and Afternoon meetings to develop SES tools that will help students face the challenges post-pandemic and to prepare students for future traumatic events.	Suzie Kelley	2 years	No funding required	Teachers check in with counselors once a week to discuss student concerns.
Provide a blended learning model using Google Classroom as a platform for all classes. This would serve as a smooth pivot from in and out of school instruction.	Micah House, Suzie Kelley, Tobie Sprawls, Ashlee McDaniel	2 years	No funding required	Administration will keep track of each teacher's use of Google Classroom and student participation. We will use that as a foundation to see who may need support in further implementation of the Google Classroom platform.
Improve parent communication as it relates to student progress, grades, and social emotional concerns.	Micah House, Suzie Kelley, Tobie Sprawls, Tonya Choate	2 years	No funding required	Parent survey sent out via Google Forms. The data collected influences parent/guardians perspective after the first semester 2020-2021. The data proves that CMSN needs better communication about student progress.
Implement a strategic plan to target low/below average grades due to the increase in students on quarantine.	Suzie Kelley, Tobie Sprawls	1 year	No funding required	First 9 weeks grade data collected for all students on-site. A spreadsheet of failing and near failing grades is created and separated by team and subject. This data will drive how CMSN targets students who are falling behind due to the amount of digital instruction and increase in quarantine.

### Leadership Team

<b>Team Member's Name</b>	<b>Team Member's Role (Admin, Teacher, Community Member, etc.)</b>
Micah House	Assistant Principal
Tobie Sprawls	Assistant Principal
Suzie Kelley	Principal
Hannah McGough	5th CPDA Science/Social Studies Teacher
Ashlee McDaniel	6th Grade Literacy Teacher
Amanda Cross	Counselor
Tonya Choate	6th Grade Literacy Teacher/ Parental Involvement Coordinator
Shelby Younge	6th Grade Math Teacher
Kelsey Spigner	Art Teacher