



**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	
Improvement Plan Focus Area: Provide a leveled system of behavioral support through student discipline procedures and interventions.	
<p>Priority Area: <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>Desired Outcome: <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"> -Monthly meetings with CKH process champions to look at correlations between behavior levels and CKH implementation building wide. -Meet to discuss concerns, progress, and goals. -Process Champion classroom walk-throughs -Use needs assessment to determine school climate, culture, and how many were on board with the program.
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"> -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. -Consistently send out surveys for faculty feedback. -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.
Implement a discipline referral google form for anything needing to be specifically addressed by	Micah House, Jenny Blackwell	3 years	No funding required	<ul style="list-style-type: none"> - All form notations placed in a google form directly. Those notations allow monitoring of repeated offenses. -Data trail of the number of discipline

administration.				referrals each month. MSN will target behavior patterns based on the data in the google form.
Scheduled time for Counselor lessons through the Media Center rotations with Lessons based on social/emotional needs along with academic needs.	Amanda Cross, Micah House	3 years	No funding required	<ul style="list-style-type: none"> -Using building data to target specific needs in both grade levels. Examples would be social emotional needs, academic needs, motivation, ect. -Working with teachers to support classroom dynamics and counseling intervention strategies. - Use of Smart Goal setting during the counselors instructional time to track student growth and achievement.
Implementation of Kid Talks with each teacher team once a month to support academic and social emotional needs of specific students	Amanda Cross, Micah House, Suzie Kelley, Jenny Blackwell	3 years	No funding required	<ul style="list-style-type: none"> - Meeting once a month with each teacher team during plan time to gather data on possible, "At risk," students. - 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 #2

Improvement Plan Focus Area: Assess student literacy and reading skills in all subjects based on the Science of Reading in compliance with the Right to Read Act.

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
Amy Frye

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>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>3 years</p>	<p>-Materials to support purchase of specific lessons and materials</p> <p>MSN Professional Development funds</p>	<p>-Develop lessons during weekly science/social studies PLC.</p> <p>-Use MAP data to determine what lessons work for each phonics group.</p> <p>-Rotate science/social studies teachers out each week with phonics intervention groups to meet the needs of diverse learners.</p> <p>-Use needs assessment to create this action. Teachers were consistently unclear of how to integrate RISE/SOR based practices across their curriculum.</p> <p>- Use of informational text during Walk to Intervention.</p>
<p>Implementation of Lexia Core- 5 and Lexia Power-Up building wide beginning November 2021 as a phonics intervention and data tool.</p>	<p>Jenny Blackwell, Rebekah West</p>	<p>3 years</p>	<p>Categorical Funding</p>	<p>- Lexia has built in progress monitoring data that is in real time. This information fuels our Literacy teachers specific small group interventions as it targets students who need instruction in the area of phonics.</p> <p>- Literacy teachers will meet during their weekly scheduled PLC time to go over changes in data, certificates from the program, and discuss data usage.</p> <p>- The Instructional facilitator will run reports each 9 weeks to determine usage and monitor building progress toward Lexia minutes and student goals.</p>
<p>Using NWEA MAP testing data/scores to set individual student growth goals in Walk to Intervention (WIN) time.</p>	<p>Micah House, Rebekah West</p>	<p>3 years</p>	<p>Categorical Funding</p>	<p>- Each round of MAP (Fall, Winter, & Spring) advisory teachers will pull students aside to set individual growth goals specific to MAP scores in the area of Literacy.</p> <p>- Teachers and students will keep records of their personal goals and revisit their</p>

				<p>achievement after each MAP testing session. This will provide continued motivation and accountability to foster student and building wide academic growth.</p> <p>- The Instructional Facilitator will be working specifically with 6th grade students who are performing in the yellow quadrant of NWEA MAP Assessments. She will set up action plans with literacy teachers to meet and engage those specific learners and monitor by weekly lesson observations.</p>
<p>Implementing the use of MAP Fluency with struggling readers, specifically students receiving Dyslexia intervention through Brainspring Phonics First and Structures programs. This is to help in placing students in the appropriate groups according to reading needs.</p>	Rebekah West	2 years	Categorical Funding	<p>- Utilizing the testing data from MAP Fluency test results to place student leveled groups.</p> <p>-Run MAP Fluency each quarter to determine skills progress.</p>
<p>Integrate morphology into the building content specific curriculum pacing guides (Math, Literacy, Science, Social Studies)</p>	Jenny Blackwell Rebekah West	2 years	No funding required	<p>- Develop pacing guides for each grade level content area that integrates morphology during summer PD sessions.</p> <p>-Administration will utilize RISE Assessor practices to assess the use of morphology in all content areas.</p>

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
Jenny Blackwell

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
Revamp classroom structure and building procedures to promote students/staff safety in wake of the COVID-19 pandemic and future preparedness.	Micah House	3 years	ESSER Funding	Continue to follow CDC and ADH guidelines as they change. Monitor student health and wellness through continued communication with ADH.
Utilize Advisory time to develop SEL tools that will help students face the challenges post-pandemic and to prepare students for future traumatic events.	Suzie Kelley	3 years	No funding required	- Cool Tool resources compiled by CMSN counselors and shared with all teachers. - CKH leadworthy lessons provided through CKH website. - Progress monitor through monthly CKH process champions meeting. Gauge the building on discipline and SEL.
Improve parent communication as	Micah House,	2 years	No funding required	Survey parents/families/guardians at the

<p>it relates to student progress, grades, and social emotional concerns.</p>	<p>Suzie Kelley, Jenny Blackwell, Tonya Choate</p>			<p>start of each school year to determine the best means of communication.</p> <p>Continue to promote consistent communication within the building. Teachers are asked to make a phone call if they do not receive a response to emails concerning grades or student behavior.</p>
<p>Improve on targeted Interventions within Walk to Intervention time to help bridge academic gaps as a result of increased absences/quarantines.</p>	<p>Jenny Blackwell, Rebekah West, Micah House, Suzie Kelley</p>	<p>3 years</p>	<p>Categorical Funding</p>	<ul style="list-style-type: none"> - Specific rotations are set up within the Walk to Intervention block that target key areas to bridge student learning gaps as a result of increased absences and quarantines. - Literacy teachers will be implementing a targeted phonics program during Walk to intervention through LEXIA which has built in progress monitoring data. - Math teachers will be looking at NWEA MAP testing data specific to Math. They will target the essential standards that show gaps for individual students and log progress of those goals. -Science/Social Studies teachers will support in the area of reading comprehension by focusing on reading for informational text. Teachers will scaffold the level of understanding as student achievement rises. They will also support Math teachers by diving into charts & graphs. Teachers will scaffold the level of understanding as student achievement rises.

Priority #4

Improvement Plan Focus Area: Implement a new scheduling model at Cabot Middle School North for 5th & 6th during the 2022-2023 school year.

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 outdated Middle School teaming model that does not allow effective student achievement intervention time. The current model is not conducive to scheduling activity classes, staff duties, and lunch/recess with growing enrollment. The current model does not allow time to content specific plan time. It also makes it extremely challenging to place and schedule around Special Education placements.

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

When the priority is fully implemented it is anticipated that there will be significant achievement growth in student academics. It is also anticipated that there will be an upswing in effective Response to Intervention practices as content specific teachers will have more time to collaborate and plan together. This priority will also foster a clearer understanding of the co-teaching model for special education and general education teachers with best inclusion practices.

Team Member(s) Responsible:

Micah House
Suzie Kelley
Jenny Blackwell

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

The expectations of a strong response to intervention programs along with more inclusive special education practices does not lend well to the current teaming model that has been in place for over 20 years. The current teaming model only allows for content PLC's once every two weeks. The continual increase in enrollment makes scheduling duties/student monitoring responsibilities very challenging.

Evidence:

- Currently grade level content teachers are only meeting, planning, and conducting a form of RTI once every two weeks in the morning (8:00-8:45). During that time the cohorts are pulled from their Walk to Intervention time with students to go to PLC while a paraprofessional covers the room with lessons left by the teacher. 45 minutes once every two weeks has not been proven to have RTI development or conversations. It has become a check-in on pacing and overall classroom achievement. Students during that time are not getting intensive interventions from the paraprofessional covering the room.
- Having enough teachers/support staff for required lunch/recess duty has been a major challenge with the current model. Right now there are 6 teams on each grade level for a total of 12 teams in the building that all operate off different schedules. Pulling support staff to lunch/recess duties is very difficult because many of the paraprofessionals are SPED inclusion para's and their class times overlap lunch/recess times.
- The current intervention program (Walk to Intervention) happens 4 days a week for 45 minutes each morning. Students rotate to receive literacy, math, and informational text support each day with 2 days dedicated to literacy. That has not proven to be enough time to effectively intervene with essential standards as our NWEA MAP growth has continued to decline or only show slow growth in many cases.

Alignment to District Core Belief:

- The proposed model to be implemented beginning the 2022-2023 school year provides collective accountability by breaking up teacher teaming and departmentalizing content areas. This makes each content area responsible for the academic growth of an entire grade level in their specific content.
- The proposed model fosters high expectations for students and teachers to truly intervene with student academic gaps with the time they are allotted in each block rotation.

Priority #4 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
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<p>-Re-design the middle school scheduling model to a 3 block/bell schedule. Each block to have 110 min. Instructional blocks with 20 min of intervention time factored in.</p>	<p>Micah House Suzie Kelley Jennie Blackwell</p>	<p>1 year</p>	<p>No funding required</p>	<p>-Initial needs assessment to determine the need for a new scheduling model -Monthly check-ins with MSN leadership team to gauge the effectiveness of implementation - Needs surveys sent out each quarter to determine necessary changes or continued success.</p>
<p>-Develop an RTI committee that will strategically look at multiple data points (NWEA MAP, Lexia, Whit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments) to formulate interventions centered around essential standard achievement gaps. These interventions will be employed in the newly allocated 20 min intervention time factored into the 110 min instructional block.</p>	<p>Jennie Blackwell Rebekah West Amy Frye</p>	<p>3 years</p>	<p>Categorical Funding</p>	<p>- Bi-weekly RTI committee meetings to desegregate data points and provide targeted, leveled intervention for Math and Literacy specifically. - Datapoints (NWEA MAP, Lexia, Whit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments) to see if there are trends in student academic growth or declines.</p>

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Micah House	Assistant Principal
Jennie Blackwell	Assistant Principal
Suzie Kelley	Principal
Amy Frye	5th Grade Literacy and Social Studies Teacher
Ashlee McDaniel	6th Grade Literacy and Social Studies Teacher
Amanda Cross	Counselor
Tonya Choate	6th Grade Literacy Teacher/ Parental Involvement Coordinator
Shelby Younge	6th Grade Math Teacher
Edgar Fonda	Art Teacher
Rebekah West	Innovation Instructional Facilitator