



**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: All certified teachers will be trained and observed in RISE. All certified teachers will incorporate student literacy skills in all content areas based on the Science of Reading in compliance with the Right to Read Act. Students who don't meet mastery of grade-level literacy skills will be addressed through RTI.

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 core content classes to support The Science of Reading, resulting in reading and reading comprehension decline.

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 implementation, resulting in higher student achievement in reading and reading comprehension. Teachers will use Acadience (DIBELS) as a tool to

Team Member(s) Responsible:

Michelle Jones
Angie Simon
Ashlee McDaniel

measure and determine mastery in reading. Teachers will also review growth in specific grade-level reading comprehension skills during collaborative team meetings using common formative assessments.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> 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 needs 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 across all courses at CMSN. Our goal is to prepare students in the area of reading to reach their dreams and goals.	

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 content area meetings.	Micah House, Angie Simon	Ongoing	Materials to support PLCs MSN Professional Development funds	-Meet weekly with content PLCs to discuss SoR focus area and its relevance to the content. -Use Accadience (DIBELS) to progress monitor our students' literacy needs. -Use common formative assessments to progress monitor our

				students' literacy needs.
Create and implement RISE practices for science/social studies teachers.	Angie Simon, Rachel Hood	3 years	Categorical Funding	- Use of vocabulary word walls. - Focus on comprehension and reading informational text.
Implementation of IXL as a Tier III intervention and data tool.	Michelle Jones, Angie Simon, Ashlee McDaniel	3 years	Categorical Funding	-IXL 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. - Students will enter the Arena at least bi-weekly to maintain accurate data and receive point-in-time prescribed interventions within the program - Literacy teachers will meet during their weekly scheduled PLC time to go over changes in data, certificates from the program, and discuss gains from using the Arena. -Teachers will share resources, including IXL, with parents to support at-home practice and provide opportunities for families to monitor student progress on grade-level skills. This will strengthen parent engagement as active partners in supporting student learning and progress. - School Improvement Plan - IXL Progress and Growth Data
Determine and align all 5th and 6th grade literacy assessments to Level 3 PLDs as they correspond with <i>Wit & Wisdom</i> , our current literacy curriculum. All assessment decisions will be grounded in Level 3 proficiency expectations to ensure consistency and clarity in measuring student learning.	Angie Simon, Ashlee McDaniel, Jesse McCoy	2 years	Categorical Funding	Using the Arkansas State literacy standards, 5th and 6th grade literacy PLC teams will align instruction and assessments to Level 3 PLDs . These PLDs will be connected to the modules within <i>Wit & Wisdom</i> , our adopted literacy curriculum, to ensure consistent expectations for student proficiency and mastery.

Priority #2

Improvement Plan Focus Area: • CMSN will work to see a 20% reduction in student detention assignments by the end of the 25-26 school year. • CMSN will work to see a 10% reduction in office behavior referrals by the end of the 25-26 school year.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Overall improvement to the culture and climate among students and teachers at CMSN to yield higher productivity and engagement in the classroom.	Team Member(s) Responsible: Michelle Jones Micah House Kevin Floyd Mikalah Brown Amanda Cross
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> When fully implemented, students will be empowered by a self-managing student body that holds all students and teachers accountable to the social norms of an effective school environment. Teachers and parents will have stronger communication and feel like equal partners in each student’s education.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> 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 effective behavior management practices and social contracts to implement a positive classroom and building-wide culture. This practice is also necessary for teachers to have strong behavioral support and interventions. Evidence: • Inconsistencies in behavior referrals and parent contact. • Building-wide needs assessment that determines 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.	
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.
- Discipline and behavior redirection is in the hands of both students and teachers through the use of social contracts and clear, consistent behavior protocols.

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
Implementation of a new behavior ladder and discipline matrix. Utilize structures from THRIVE.	Michelle Jones, Mikalah Brown, Micah House, Amanda Cross	3 Years	MSN Professional Development Funds	-Quarterly meetings with the Behavior Intervention Team to look at correlations between behavior levels and consistent implementation of the behavior matrix. - Comparison of previous years' behavior referral data to monitor the reduction in negative student behavior. - Yearly Needs assessment to determine adjustments that need to be made to the current behavior ladder and matrix. - Behavior Data
The Behavior Intervention Team is to meet once a month. Support the behavior ladder and matrix. Serve as a role in response to behavioral intervention.	Michelle Jones, Mikalah Brown, Kevin Floyd, Amanda Cross	3 years	Categorical funding	-Quarterly meetings with the Behavior Intervention Team to look at correlations between behavior levels and consistent implementation of the behavior matrix. -Meet to discuss concerns, progress, and goals. - Meet to discuss particular students in need of more behavioral support. - Implement a student behavior intervention matching form to determine the best steps for students to be successful. This will be utilized

				in assigning students to Behavior Academies -Use needs assessment to determine school climate, culture, and clear up confusion between the behavior ladder expectations and the behavior matrix.
Behavior Expectation for all areas is posted clearly throughout the building.	Micah House, Kevin Floyd, Michelle Jones, Amanda Cross	1 year	MSN Instructional Funds	- Student behavior monitoring in common areas to determine if visual references to expectations support positive student behavior. - Reflection with the Behavior Intervention Team to determine if the visual references are proving effective. - CMSN Behavior Matrix

Priority #3

Improvement Plan Focus Area: Ensure all students learn at high levels utilizing collaborative team meetings. Teachers will meet weekly in content teams to review common formative assessment data, assess mastery, and provide intervention/extension as needed. The timeline for this priority is ongoing as team development and essential standards change with need.

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

- 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 the success of each student in all content areas.

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

- Each content area will utilize collaborative team meetings once a

Team Member(s) Responsible:

Micah House
Amanda Cross
Angie Simon
Susan Corn

week during their common plan time. • Collaborative team meetings will be intentional and focused on the cycle of inquiry to support student mastery with essential standards. • Student academic growth and increased grade averages based on intentional interventions and extensions centered around data pulled from common formative assessments.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> Not all content teams are on the same page or at the same level of implementation in using common formative assessment to drive student intervention and extensions. Student mastery currently looks different in each grade level content area due to each collaborative team collective data and implementing common formative assessment differently. Evidence: • Small group interventions are not consistently happening in all Math and Literacy classes with effective interventions and data collection on implemented interventions. Extension activities for students showing mastery in essential standards are not happening consistently in all classrooms.	
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 be productive citizens.	

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

Develop a strong guiding coalition to be the overarching accountability factor in the PLC process.	Micah House, Michelle Jones, Kevin Floyd, Angie Simon	2 years	No funding required	- Meet bi-weekly with the guiding coalition (Made up of content leads). - Compare data and timelines across each content team to hold the building accountable for structure and implementation.
PLC meeting schedule change to include content teachers to meet with content leads, admin, and LS	Micah House Angie Simon	2 years	No funding required	-Change master schedule to include the same planning time for all content teachers in 5th grade -Continue dedicated time during the master schedule for PLC Meetings. - Master Schedule for 5th Grade
During PLC meetings, teachers will strategically look at multiple data points (ATLAS, IXL, Wit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments) to formulate interventions centered around essential standard achievement gaps.	Michelle Jones Angie Simon Susan Corn Ashlee McDaniel Jesse McCoy Candice Cutrone Rachel Hood Sierra Hurley	3 years	Categorical Funding	- PLC teams meet regularly to disaggregate data and provide targeted, leveled interventions in both Math and Literacy. - Multiple data points—including IXL, ATLAS, Wit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments—are analyzed to identify trends in student growth and areas of need. - These data sources, along with CFAs, are used to plan and implement schoolwide intervention days.
PLC Training for all teachers	Micah House Angie Simon	3 years	No funding required	- Teachers will attend required district training over the summer and throughout the school year on the PLC Process.

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Micah House	Principal
Michelle Jones	Assistant Principal
Kevin Floyd	Assistant Principal
Rachel Hood	6th Grade Science/Social Studies Teacher
Amanda Cross	Counselor
Mikalah Brown	Counselor
Andrea Linville	PTO/Community Member
Susan Corn	5th Grade Math Teacher
Angie Simon	Learning Specialist
Nichole Glass	6th Grade Math Teacher
Stephanie Bostick	Parental Involvement Coordinator
Ashlee McDaniel	6th Grade Literacy Teacher
Jesse McCoy	5th Grade Literacy Teacher
Marian Souza	SLP & SPED point person
Candica Cutrone	5th Grade Science/Social Studies Teacher
Cara Ruger	6th Grade Literacy
Debby Blankenship	5th Grade Math/Science
Paige Brown	CBI
Sierra Hurley	6th Grade Math
Beverly Pray	5th Grade Science/Social Studies

Briley Saunders	5th Grade Literacy
DeAnna Collet	Lead Secretary
Ginger LeQuieu	Gifted and Talented
Hannah Johnson	5th Grade SPED Math
Micah Coats	5th Grade Science Paraprofessional
Oriana Montoya-Banda	5th Grade Literacy