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: By Spring 2024 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 that don't meet mastery of grade level literacy skills will be addressed through RTI.

	Team Member(s) Responsible:
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.	Michelle Jones Stephanie Ford Ashlee McDaniel
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	

measure to 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): *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				
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, Stephanie Ford	Ongoing	Materials to support PLCs

MSN Professional Development funds | -Meet weekly with content PLCs to discuss SoR focus area and the 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. -Use needs assessments to create this goal as responses from teachers demonstrate needed support for interventions.
Create and implement RISE practices for science/social studies teachers.	Stephanie Ford, Paxton Barker	3 years	Categorical Funding	- Use of vocabulary word walls. - Focus on comprehension and reading informational text. -Use MAP data to determine what skills need to be addressed in the reading area of Informational. -Use needs assessment to create this action.
Implementation of Lexia Core- 5 and Lexia Power-Up as a Tier III intervention and data tool.	Michelle Jones, Stephanie Ford, Ashlee McDaniel	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.
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: By Spring 2025 we will Implement a behavior matrix and ladder to support student behavior in all areas and settings at CMSN. Through advisory teachers will model behavior matrix expectations throughout the school year. A behavior Intervention Committee will meet monthly to review progress data.

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 students and teachers at CMSN.	Team Member(s) Responsible: Michelle Jones Micah House Kevin Floyd

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 students and teachers 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.	Mikalah Brown Amanda Cross

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 effective behavior management practices and social contracts to implement 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 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.

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	-Monthly meetings with the Behavior Intervention Team to look at correlations between behavior levels and consistent implementation of behavior matrix. - Comparison from previous years behavior referral data to monitor reduction in negative student behavior. - Yearly Needs assessment to determine adjustments that need to be made to current behavior ladder and matrix.
Behavior Intervention Team to meet once a month. Support the behavior ladder and matrix. Serve as a role in response to behavior intervention.	Michelle Jones, Mikalah Brown, Kevin Floyd, Amanda Cross	3 years	Categorical funding	-Monthly meetings with the Behavior Intervention Team to look at correlations between behavior levels and consistent implementation of 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 best steps for students to be successful. -Use needs assessment to determine school climate, culture, and clear up confusions between the behavior ladder expectations and behavior matrix.

Behavior Expectation for all areas 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 Behavior Intervention Team to determine if the visual references are proving effective.

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 success for each student in all content areas.	Team Member(s) Responsible: Micah House Amanda Cross Stephanie Ford Susan Corn
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 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): *What is the heart of the issue? What evidence supports this conclusion?*

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, Stephanie Ford	2 years	No funding required	- Meet bi-weekly with guiding coalition (Made up of content leads). - Compare data and timelines across each content team to hold the building accountable to structure and implementation.

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.
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.	Michelle Jones Stephanie Ford Susan Corn Ashlee McDaniel Nichole Glass	3 years	Categorical Funding	- RTI committee meetings to desegregate data points and provide targeted, leveled intervention for Math and Literacy specifically. - Datapoints (Lexia, Wit & Wisdom checkpoints, Illustrative Math checkpoints, and common formative assessments) to see if there are trends in student academic growth or declines.
PLC Training for all teachers	Micah House Stephanie Ford	3 years	No funding required	- 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.

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
Paxton Barker	6th Grade Science/Social Studies Teacher
Amanda Cross	Counselor
Mikalah Brown	Counselor
Andrea Linville	PTO/Community Member
Susan Corn	5th Grade Math Teacher
Edgar Fonda	Art Teacher
Stephanie Ford	Innovation Instructional Facilitator
Nichole Glass	5th Grade Math/Sci Teacher
Stephanie Bostick	Parental Involvement Coordinator
Ashlee McDaniel	6th grade literacy teacher
Amy Frye	5th grade literacy teacher
Marian Souza	SLP & SPED point person
Tonya Choate	6th grade literacy teacher