



**Cabot Public School District
Mountain Springs Elementary
School Improvement Plan**

Mission Statement: Mountain Springs Elementary makes every day count by empowering students with the foundational skills required to become productive citizens.

Priority #1

Improvement Plan Focus Area: Science Of Reading

To increase 3rd and 4th grade reading proficiency to 90% ready or exceeding, 100% of MSE teachers will be trained in the Science of Reading and implement the skills learned to produce high phonemic awareness and phonics skills for students in their classrooms through high participation in the PLC process and use of the following curriculum: Phonics First, Wit and Wisdom (Great Minds), Equipped for Reading Success, and Kilpatrick.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*
Teachers will implement and follow RISE initiatives and Phonics First with fidelity. Students not on grade level on progress monitoring assessments will be targeted with intervention.

Team Member(s) Responsible:
Connie Reed
Macy Leggett
Jennifer Bradley
Lesli Sawatsky

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*
Student achievement will increase in the areas of encoding, decoding, writing, and reading comprehension. The goal is for all capable students to enter 3rd Grade reading on grade level.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*
The purpose for this goal is to address gaps in literacy achievement due to learning loss. Reading proficiency has been measured by the MAP Growth assessment, MAP Skills Checklist, ACT Aspire, Phonics First assessments, running records, and LEXIA.

End of Year Data Spring 2023:

56.6 % of students in Grades 3 and 4 were projected to be ready or exceeding according to MAP Growth
50% of 3rd graders and 63% of 4th graders were ready or exceeding on ASPIRE testing.

Alignment to District Core Belief:

Literacy Instruction is crucial to academic success and we will accomplish literacy goals by addressing the science of reading.

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
Phonics First or Structures and Phonemic Awareness instruction will be implemented in all classrooms.	Jennifer Bradley	Ongoing	Phonics First Teaching Resources Training for new staff members	Phonics First Assessments- Letter ID- encoding and decoding, Sounds assessment- encoding and decoding, Layer assessments- encoding and decoding, Red word Assessment
All new teachers will attend RISE training in the Science of Reading.	Connie Reed Macy Leggett	Yearly	District & State Funding	Certificate of Completion
All grades will implement board adopted Literacy Curriculum with fidelity to address Arkansas Standards for learning.	Jennifer Bradley	Ongoing	Wit and Wisdom teacher manuals, Geodes, Great Minds Website , Wit and wisdom student workbooks, student book copies, Phonics First curriculum, Heggerty/Kilpatrick lessons	Unit Assessments Exit Tickets PAST assessment

			Cabot Curriculum Google Site	
Teachers will be assessed on RISE implementation/Science of Reading methods	Connie Reed Macy Leggett	Ongoing	Administrators have completed RISE Assessor training	RISE observation checklist & Look Fors to show continued proficiency SOR SmartCard K-2 SOR Smart Card 3-6 SOR Look Fors
Provide intervention for at risk students	Jennifer Bradley Lesli Sawatsky	Ongoing	Phonics First- Tier 1, 2, 3 Bridge the Gap Phonemic Awareness Lessons- Tier 2,3 Reading Interventionist position for Tier 3 interventions Lexia- Tier 1 and 2 (with support lessons) Reading A-Z - \$2394.00 LEXIA - District Funded	Phonics encoding checks/decoding checks, running records, Lexia level reports, MAP Fluency reports
Implement Solution Tree PLC process for monitoring student growth and proficiency	Connie Reed Macy Leggett	May 2026	State Sponsored PLC Program- application approved Weekly PLC meeting time	Ongoing proficiency scale data by standard to guide instruction and pacing

Priority #2

Improvement Plan Focus Area: Increase Student Achievement

In an effort to increase all student achievement in the area of mathematics, 100% of MSE staff will use Illustrative Mathematics and other math based resources to promote student success through high participation in the PLC process and use of the following curriculum:
Illustrative Mathematics

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

MSE will utilize available resources to include Edulastic, MAP Growth reports, KHAN Academy, and primarily the Illustrative Math curriculum.

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

Increased student achievement will be measured by growth on MAP, ACT Aspire, and IM unit assessments.

Team Member(s) Responsible:

**Connie Reed
Macy Leggett
Jennifer Bradley
Sally Tarvin**

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

In an effort to achieve desired achievement for all students, MSE will implement the previously listed strategies in addition to Tier I instruction with the Cabot adopted curriculum of Illustrative Mathematics to increase student academic growth. Students have not received as much intervention in mathematics as reading in the past, creating deficits.

End of Year Data Spring 2023:

60.4 % of students in Grades 3 and 4 were projected to be ready or exceeding in Reading on ASPIRE according to MAP Growth

Alignment to District Core Belief:

High-performing, academic success is one of our top priorities.

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
Teachers will utilize Edulastic and KHAN Academy as needed	Macy Leggett	Ongoing	Edulastic- free- common assessments in state testing format	-KHAN Academy Standard Reporting -Lexia Reports/Monitoring -Edulastic Common Assessment percentages
MAP Continuum, Proficiency Scales will be used to monitor student achievement.	Jennifer Bradley Sally Tarvin	Ongoing	Interim Assessments PLC created Common assessments	Proficiency Reports Student Profile MAP Reports Reading Fluency Reports
Cabot Math Block Time will include time for student extensions/interventions.	Connie Reed Macy Leggett Sally Tarvin	Ongoing	Cabot Math Block K-2 Cabot Math Block 3-6	MAP Proficiency Reports ACT ASPIRE Data Phonics First Assessments LEXIA Reports
All teachers will continue the implementation of the Cabot board adopted Illustrative Math curriculum.	Sally Tarvin	Ongoing	District Funded Professional Development Math Coach Support DESE AR K-5 Math Standards	Classroom Observations PLC Meetings Unit Checks in IM QuEST observations

Priority #3

Improvement Plan Focus Area: Capturing Kids Hearts Program

Continuation and revision of Capturing Kids Hearts will teach life skills and build relationships in order to engage students in meaningful, safe learning at Mountain Springs with 100% of staff incorporating this curriculum.

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

All teachers received Capturing Kids Hearts training and will continue to implement learned strategies in the classroom, staff meetings and throughout the building. This year teachers will focus on launches and student roles in the classroom.

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

Teachers and students will build strong relationships that will overflow in all academic areas. Student attendance will maintain above 95% daily.

Team Member(s) Responsible:

**Connie Reed
Macy Leggett
Melanie Fox
Jennifer Bradley**

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

The purpose for this goal is to address relationship building within the family environment established to increase student performance and success in the classroom by creating a safe place where students can be confident in diving into learning.

Alignment to District Core Belief:

Social and emotional well-being along with academic success is one of our top priorities.

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
CKH trainers will visit the building throughout the year to aid and address implementation and strategies.	Connie Reed Macy Leggett Melanie Fox	Ongoing	District Funded	Observations by Admin Self Rating Checklists PLC Meeting shares Discipline Referral data
CKH Guiding Committee will meet to review program components.	Connie Reed	Ongoing	Monthly allotted times for CKH Guiding Committee meetings	Teacher Discussion
Administration will participate in monthly CKH zoom meetings to solidify understanding and gain additional strategies.	Connie Reed Macy Leggett	Ongoing	Zoom access	Sign In Sheet for Zooms
Teachers and counselor will implement CKH lessons in the classroom based on monthly character words.	Melanie Fox	Ongoing	Capturing Kids Hearts Website	Lessons will be observed during walkthroughs as well as apparent in the classroom environment.

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Connie Reed	Principal
Macy Leggett	Assistant Principal
Melanie Fox	Counselor
Jennifer Bradley	Instructional Facilitator
Kim Howey	Media Specialist
Marlee Sowell	Classroom Teacher
Sally Tarvin	Math Interventionist
Lesli Sawatsky	Reading Interventionist/Dyslexia Interventionist