



***Southside Elementary***  
**Cabot Public School District**  
**School Improvement Plan**

Mission Statement: The Southside community is committed to fostering an environment of modeling for, encouraging, and teaching all children to be productive lifelong learners.

| Priority #1   |  |
|---|--|
| <p><b>Improvement Plan Focus Area: For 100% of all Southside certified staff members to make substantial contributions to the implementation of the Science of Reading Elementary Literacy Curriculum:</b> Heggerty Phonemic Awareness (K-2), David Kilpatrick’s Equipped for Reading Success (K-2), Equipped for Reading Success for intervention (3rd, 4th), Phonics First (K-4), Structures (3rd-4th), Sound Walls (K-4), Wit and Wisdom (K-4), Geodes (K-2), Lexia (K-4), adaptive reading intervention.</p> <p>.</p> |  |
| <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>Teacher Training<br/>Teacher scheduling</p>  | <p><b>Team Member(s) Responsible:</b></p> <p>Tori Harrison<br/>Madison Hurley-Darr<br/>Kendra Colston<br/>Classroom teachers<br/>Central Office staff</p>  |
| <p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>All students will be able to demonstrate a greater depth of knowledge in literacy, resulting in an</p>   | <p><b>Data:</b></p> <p>The Division of Elementary and Secondary Education of Arkansas passed ACT 1063, also known as The Right To Read Act. This legislation targets educators in the pivotal role of reading instruction to be properly trained in knowledge and skills of the Science of Reading. Based on the 2015 ACT Aspire results less than half of</p> |

increase in achievement data - due to teachers utilizing best practices from the Science of Reading.

Arkansas's students scored ready or above in reading.

-In Spring 2023:

39 % of 3rd grade students enrolled at Eastside Elementary School achieved at the "Ready" or "Exceeding" level in reading as measured by the ACT Aspire.

62 % of 4th grade students enrolled at Eastside Elementary School achieved at the "Ready" or "Exceeding" level in reading as measured by the ACT Aspire.

In addition, 55% of Kindergarten students, 51% of 1st grade students and 45% of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment.

-All K-4 teachers have been trained in Lexia and Phonics First curriculum. All K-4 teachers, Special Education teachers, Interventionists, Instructional Facilitator, and Principals have been trained in six days of RISE. All K-2 teachers have been trained in Heggerty Phonemic Awareness. All classroom teachers, Special Education teachers, Interventionists, and Principals are trained in Wit and Wisdom. The Dyslexia teacher and interventionists have been trained in Phonics First level-1. One interventionist and the Dyslexia Specialist have Phonics First level-1, 2 and Structures training. The Dyslexia Specialists has also had training with the Take Flight program.

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

Level of classroom instruction is not meeting the rigorous standards according to assessment data.

**Alignment to District Goal:**

-Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.

-The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

**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   |
|---|---|---|---|--|
| Implementation of Wit and Wisdom Curriculum in K-4th grades | Tori Harrison<br>Madison Hurley-Darr<br>Kendra Colston                                    | 2020-2021 school year<br>2021-2022 school year<br>2022- current school year | Wit and Wisdom Materials                      | Wit and Wisdom assessments,<br>Classroom-based assessments,<br>MAP Data  |
| Adoption and Training on Wit and Wisdom                     | Central Office Staff, Wit and Wisdom trainers   | Fall 2019-2021  | Wit and Wisdom Curriculum                     | Wit and Wisdom assessments,<br>Classroom-based assessments,<br>MAP Data  |
| Implementation of Science of Reading methods in instruction | Tori Harrison<br>Madison Hurley-Darr<br>Reading Interventionist<br>K-4 classroom teachers | Spring 2023 - current   | Wit & Wisdom; Phonics First; Lexia            | All certified staff members will utilize methods for the Science of Reading that will be assessed by the administrative team |

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|---|--|--|--|--|
| K-2 - Implementation of depth of knowledge in phonemic awareness, phonological awareness & encoding | Tori Harrison<br>Madison Hurley-Darr<br>Kendra Colston | 2020-2021 school year<br>2021-2022 school year<br>2022- 2023<br>2023 - current | Heggerty Book, Kilpatrick, & Flyleaf Books | Classroom-based pre-assessments/<br>post-assessments<br>MAP Data |
| K-4 - Implementation of depth of knowledge in comprehension, vocabulary & fluency                   | Tori Harrison<br>Madison Hurley-Darr<br>Kendra Colston | 2020-2021 school year<br>2021-2022 school year<br>2022- 2023<br>2023 - current | Wit & Wisdom Curriculum                    | Classroom-based pre-assessments/<br>Post-assessments<br>MAP Data |

|  |  |  |                          |   |
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| RISE training for all teachers to become proficient in the Science of Reading as it pertains to the Right to Read Act. | Central office staff and RISE trainers | Aug. 2018-2021   | RISE Assessors           | Classroom-based pre-assessments   |
| Phonics First Instruction  | School Staff                           | 2020-2021 school year<br>2021-2022 school year<br>2022-2023 school year<br>2023-2024 school year | Phonics First Curriculum | Phonics First Progress Monitoring Data, Classroom-based assessments, MAP Data |
| Phonics First Training   | District and School Staff              | 2020-2021 school year<br>2021- current new hires   | Phonics First Curriculum | Phonics First Progress Monitoring Data, Classroom-based assessments, MAP Data |

**Professional Development:** Our school level data will determine the professional learning needs for our staff based on:

- Small Group Instruction to support the Science of Reading implementation (Classroom teacher and SPED teachers)
- Principal will participate in an HESL group for research, action planning and implementing the PLC Process with monthly meetings.
- Updating ELA Standards

**Evaluation/Monitoring of Goal:**

- Informal and Formal observations utilizing Educator Effectiveness System
- Professional Development certificates, minutes and agendas
- Focus Walks (administration and peer)
- Common Formative Assessments (CFAs) and data analysis as a team
- Lesson Plans
- Classroom teachers will implement Lexia with fidelity including intervening for student with lessons

**Priority #2:**

**Improvement Plan Focus Area: 100% implementation of Capturing Kids' Hearts to address social-emotional needs for staff and students. All staff will be trained by the end of August 2023 with full implementation.**

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

Professional Development  
Staff Collaboration  
Student participation/by-in

Team Member(s) Responsible:

Tori Harrison  
Madison Hurley-Darr  
Kendra Colston  
Classroom teachers  
Central Office staff/CKH Trainers

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

\*There will be a common language throughout the building for accountability, praise, and expectations.  
\*There will be a decrease in behavior in the classroom due to the 4 Discipline questions, consequences, and accountability actions that are put into place in the classroom.  
\*The school environment will have a common understanding of approaching challenging situations with students in order to teach self-control, accountability, ownership, and a pivot into desirable, positive behavior.

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

A loss of learning has led to an increase in behaviors and a need for mental-health therapists in our building. With this increase, classroom management and student support becomes more and more challenging for teachers.

**Alignment to District Goal:**

-Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally, and even through digital modes of instruction.  
-The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

**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  |
|---|---|--|--|---|
| Professional Development                    | District Curriculum staff<br>Classroom teachers<br>Tori Harrison<br>Madison Hurley-Darr   | August 2021-indefinitely                 | Initial CKH training with staff, process champions trainings, and additional support throughout the year from CKH staff (District funding) | Implementation of social-emotional curriculum                           |
| Process Champions                           | April Bevis<br>Tori Harrison<br>Madison Hurley-Darr<br>April Weeks<br>Ally Bevis<br>Kristy Cotillier<br>Kourtney Pillow<br>Kera Gross | 2021-22 School year                      | Included in the cost of CKH  | N/A   |
| CKH Committee                               | April Bevis<br>Julie Pritchett<br>Cori Haley<br>Kendra Colston<br>Ally Bevis  | 2021-22 School year<br>2022 -current     | None   | N/A   |
| Monthly Cohorts                             | Tori Harrison<br>Madison Hurley-Darr  | 2021-22 School year<br>2022 - current SY | Included in the cost of CKH  | Surveys provided and completed by school staff regarding implementation |

**Priority #3:**

**Improvement Plan Focus Area: Starting in the 23-24 school year, 100% of Southside teachers will significantly contribute to the implementation of the Illustrative Mathematics curriculum in order to provide a rigorous math environment.**

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

Professional Development  
Staff Collaboration  
PLC Process  
Student participation/by-in

**Team Member(s) Responsible:**

Tori Harrison  
Madison Hurley-Darr  
Kendra Colston  
April Weeks  
Classroom teachers

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

-Deeper mathematical understanding  
-Engaging mathematical conversations  
-Teacher acts as facilitator (student led)

**Data:**

In Spring of 2023:

74.3 % of 3rd grade students enrolled at Eastside Elementary School achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire.

56.3 % of 4th grade students enrolled at Eastside Elementary School achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire.

In addition, 61% of Kindergarten students, 41% of 1st grade students and 41% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

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

With the implementation of Illustrative Mathematics there is a learning curve that teachers will need to overcome in order to successfully provide a rigorous mathematical learning environment.

**Alignment to District Goal:**

-Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally, and even through digital modes of instruction.  
-The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

**Professional Development:**

Our school level data will determine the professional learning needs for our staff based on:

- QUEST professional development
- Updating Math Standards professional development
- weekly PLC collaborative meetings

**Evaluation/Monitoring of Goal:**

- Informal and Formal observations utilizing the Educator Effectiveness System
- Professional Development certificates, minutes and agendas
- Focus Walks (administration and peer)
- Common Formative Assessments and data analysis as a team
- Lesson Plans

| 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  |
| Professional Development                    | District Curriculum staff<br>Classroom teachers<br>Tori Harrison<br>Madison Hurley-Darr                         | August 2021-current                               | Illustrative mathematics professional development, PLC Process weekly meetings, math interventionist weekly push-in & coaching cycles | Weekly math interventionist coaching sessions; administrative walk-through observations |
| Monthly QUEST Meetings                      | Tori Harrison<br>Madison Hurley-Darr<br>April Weeks<br>Jordan Kincheloe<br>Chandler Simonson<br>Hannah Driskill | 2021-22 School year<br>2022 - 23<br>2023- current | n/A   | Student data assessments; PLC Process collaborative meetings                            |



## Leadership Team

| Team Member's Name  | Team Member's Role (Admin, Teacher, Community Member, etc.) |
|---------------------|---|
| Tori Harrison       | Principal   |
| Madison Hurley-Darr | Assistant Principal/Instructional Facilitator               |
| Kendra Colston      | Instructional Innovative Facilitator                        |
| Kera Gross          | Counselor   |
| Amber Barnes        | Speech-Language Pathologist                                 |
| Kourtney Pillow     | Resource Teacher  |
| Natalie Godwin      | Parent  |