



***Cabot Freshman Academy***  
**Cabot Public School District**  
**2024-2025 School Improvement Plan**

Mission Statement: Graduation Starts Here: Every Student, Every Credit, Every Day

Priority #1	
<b>Improvement Plan Focus Area: Science of Reading/Reading Across the Curriculum; Continued intervention, remediation and enrichment through C2G/Honors classes- Development of an efficient RTI program focused on reading, writing and English comprehension</b>	
<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>CFA ACT Aspire reading scores have remained stagnant over the two years. The 23-24 ATLAS scores will not be available for viewing until Oct. 2024, but NWEA scores from the 23-24 school year shows that CFA students still need to grow in the area of reading comprehension. Although students read in their ELA classes, it was determined that there is limited reading in other content areas and electives.</p>	<p>Team Member(s) Responsible:</p> <p>Ahna Davis- Principal John Shirron- Asst. Principal Stephanie Jimmerson- Asst. Principal Mandee Carmical- Student Support Coordinator Linda Bevis- English Chair Becca Rogers- Math Chair Rachael Brimberry - Social Studies Chair Anthony Shepherd- Science Chair Jamie Shelton- Electives Chair</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>* Increase in reading scores on mandated exams and</p>	

classroom exams; MAP, PSAT, PreAP Checkpoints

- \* Increase in content area reading
- \* Increase in comprehension/analyzation skills

As a school, we would like to obtain a

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

Students have difficulty understanding non-fiction text, illustrations, technical texts, etc. ELA teachers are charged with teaching students to read and understand texts. However, all content areas can play *a part in implementing reading skills*. *All subject areas* require various forms of reading and comprehension.

Evidence:

- \* ACT Aspire Scores- Stagnant- 8th grade year
- \* Comprehension on exams/ADI Labs/Technical Readings- Below Average
- \* CFU during classroom discussion
- \* NWEA Data
- \* CFA/CSA Data

Goals: Students will score 15% higher than the state average on the ATLAS exam in reading, writing and English.

**Alignment to District Core Belief:**

- \* Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.
- \* Providing students with the necessary tools needed to be successful academically
- \* Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- \* Education is a shared responsibility.
- \* All CPS children have the opportunity to be academically prepared to reach their dreams.

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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
Increase Content Area Reading through EdPuzzle and Red River Reading Initiative	Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal John Shirron- Asst Principal Tiffinie Taylor- Media Specialist Department Chairs	2020-PRESENT	\$2500 for District Curriculum/Building Fund	<ul style="list-style-type: none"> <li>* Classroom Walkthroughs</li> <li>* Classroom Assessments</li> <li>* PSAT Data</li> <li>* Prior Data from ACT</li> <li>* NWEA Data</li> </ul>
Solution Tree- Literacy Training with Literacy Coach	Ahna Davis- Principal Mandee Carmical- Student Support Coordinator/AP	2022-Ongoing	ADE Cohort 6- PLC at Work Grant	<ul style="list-style-type: none"> <li>* CFA Data</li> <li>* Dashboard Data</li> <li>* CSA Data</li> <li>* ATLAS Results</li> <li>* Interim Data</li> </ul>
Science of Reading Trainings- Implemented by the Arkansas Department of Education	All certified staff	Continuous	<p>Offered through ADE- Teachers/Counselors/Other- completed Awareness Pathway</p> <p>SPED Teachers completed Awareness Pathway and additional required training.</p>	<ul style="list-style-type: none"> <li>* Observations of classroom instruction with the implementation of SOR strategies (ex. Word walls, root words, etc.)</li> <li>* Post/Pre Observations conferences to discuss implementation of SOR strategies</li> </ul>

Red River Reading Initiative	Tiffinie Taylor-Media Specialist Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal John Shirron-Principal Mandee Carmical- Student Support/AP	2023-Present (Continuous)	Admin- Awareness path, Assessor trainings and additional required trainings  \$1250 donation from Red River Dodge  Students earn incentives by completing various reading tasks and mastering various strategies Use of CommonLit, Librarian sourced short stories	<ul style="list-style-type: none"> <li>* Data acquired through common assessments, MAP Testing, ACT Aspire and PSAT scores.</li> <li>* Will continue College Board strategies and techniques learning from 2019-2021</li> <li>* Implement strategies from PLC Literacy Coach</li> <li>* Classroom Walkthroughs</li> <li>* Classroom Assessments</li> <li>* NWEA/Map Data</li> <li>* ATLAS Data</li> <li>* Interim Data</li> <li>* CFAs/CSAs in English classes</li> </ul>
ATLAS Classroom Tools Assessments	Ahna Davis- Principal Mandee Carmical- Student Support Coordinator/AP Tiffinie Taylor- Medial Specialist Linda Bevis- English Chair	Began Spring 2024- Continuous	None	<ul style="list-style-type: none"> <li>* ATLAS Interims</li> <li>* Data collected from practice assessments in the ATLAS portal</li> <li>* CFA data</li> <li>* CSA data</li> <li>* ATLAS scores</li> </ul>

## Priority #2

### Improvement Plan Focus Area: Promoting A Positive School Culture Through Relationships/Positive Interaction- Implementation of Behavioral and Mental Health Initiatives That Lead to Positive School Outcomes

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

Due to the increase in student needs (ex. Trauma, mental health, lack of stable home conditions, etc.), the need to build positive relationships and establish a positive school culture is a necessity in the success of students academically, socially and behaviorally.

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

- \* Increase in attendance/retention
- \* Increase in obtained credits
- \* Increase in academic interest
- \* Decrease in discipline referrals
- \* Awareness of social/emotional well being

Team Member(s) Responsible:

Ahna Davis- Principal  
 Stephanie Jimmerson- Asst. Principal  
 John Shirron- Principal  
 Mande Carmical- Student Support Coordinator/AP  
 Stephanie Harper- Counselor  
 Angie Simon- Counselor  
 De Tonnessen  
 Jamie Shelton  
 Shirley Wade  
 Suzie Yielding  
 Kylee Fortner  
 Stacy Cates  
 Lacy Copley  
 Lindsay Brockinton  
 Jennifer Carballo  
 Linda Bevis

Discipline Committee:

John Shirron- Chair  
 Stephanie Jimmerson  
 Ahna Davis  
 Angie Simon  
 Mande Carmical  
 Stacy Cates

	Becca Winslow Jennifer Bryant Jamie Shelton Barry Duncan Shola McFadden-Kittrell Shawn Robertson
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**Root Cause(s):** *What is the heart of the issue? What evidence supports this conclusion?*

Over the last three years, CFA has experienced an increase in discipline referrals and a decline in attendance. Teachers have expressed an interest in increasing relationships and working on the culture in their classrooms. School culture plays a vital part in the success of students both in and out of the classroom.

Over the last few years, we have discovered the lack of training in the areas of trauma informed practices and the need to have supports/measures to assist students who come from trauma filled backgrounds.

**Evidence:**

- \* Discipline referral data
- \* Attendance data
- \* At Risk data
- \* On- Time Credit data
- \* Kid Talks with @ risk students

**Goals:**

1. Obtain an average daily attendance rate of 92% or more.
2. Decrease discipline notices by 25% for the 24-25 school year.
3. At least 98% of all students will obtain a minimum of 5 ½ credits to be on track to graduate.
4. Train 100% of our faculty and staff in the trauma informed practices
5. Implement a behavior matrix and discipline expectations across the school- all follow the same expectations

**Alignment to District Core Belief:**

- \* Effective Relationships are of importance
- \* All schools can be safe learning environments where every student and adult is valued and respected.
- \* Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.

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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
Renaissance Conference- Dallas, Texas	Ahna Davis John Shirron Mandee Carmical Angie Simon De Tonnessen Jamie Shelton Shirley Wade Justin Acree Suzie Yielding Kylee Fortner Stacy Cates Lacy Copley Lindsay Brockinton Jennifer Carballo	2023-2024 School Year- Evaluated April 2024- Adjustments made for 24-25 School Year	Building Fund- Instructional and Activity Accounts- \$6000 Federal- \$6000 registration fees	* Attendance Data * Credit Data- 1st Semester * Discipline Referrals * Implemented: Academic Incentive Cards School-Wide Culture Team Flair for Learning Program Adulting Day Various Student/Faculty incentive programs based on academics * SmartData Dashboard
Renaissance Committee Creation	Suzie Yielding-Chair Linda Bevis Jamie Shelton Kylee Fortber Ahna Davis	24-25 School Year	Continued fundraising to raise funds to support Renaissance programs- Activity account will be created to pull from	* See above  Will continue to implement the above through the 24-25 School Year
A.W.A.R.E Training	24-25 CFA Faculty and Staff	24-25 School Year	Offered through the A.W.A.R.E grant and THRIVE- ADE	* Smart Data Dashboard- Discipline, Attendance, Office Visits

THRIVE Training	<p>Summer/Fall of 2023: Mandee Carmical Ahna Davis</p> <p>Winter/Spring of 2024: Angie Simon</p> <p>Summer of 2024: John Shirron Stephanie Jimmerson</p>	<p>2023- Current</p> <p>Will continue to implement through upcoming school year and beyond</p>	<p>DESE THRIVE Training- Offered through ADE- No cost</p>	<p>* See Above</p>
Discipline Committee	<p>John Shirron- Chair Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal Mandee Carmical- Asst. Principal Angie Simon- Counselor Jennifer Bryant Stacy Cates Jamie Shelton Shawn Robertson Shola McFadden-Kittrell Becca Winslow Barry Duncan</p>	<p>Fall 2022- current</p> <p>Will continue each school year</p>	<p>Book Study- "Growing Tomorrow's Citizens in Today's Classroom"- PLC Cohort 6 Grant Resource</p> <p>Purchase Behavior Matrix Charts/Building Expectations Posters- Building Funds</p>	<p>* See Above</p>



### Priority #3

#### Improvement Plan Focus Area: Implementation of the PLC Process

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

Our ACT Aspire scores have remained stagnant over the course of the last few years. Although they have dropped very little, we still have not made progress in a more positive manner. As a faculty and staff, we feel that our curriculum needs to be shored up so that every student learns the same material and skills needed to be successful in the 9th grade.

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

- \* Ensure that all students learn what is deemed essential for the 9th grade
- \* Increase standardized test scores
- \* Increase in obtained credits- lower failure rates
- \* Increase in academic interest

Team Member(s) Responsible:

Ahna Davis- Principal  
John Shirron- Asst. Principal  
Stephanie Jimmerson- Asst. Principal  
Mandee Carmical- Student Support Coordinator  
Linda Bevis- English Chair  
Becca Rogers- Math Chair  
Rachael Brimberry- Social Studies Chair  
Jason Clark- Science Chair  
Jamie Shelton- Electives Chair  
De Tonnessen- Electives Chair  
Tiffinie Taylor- Singletons Chair  
Angie Simon- Counselor  
Stephanie Harper- Counselor

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

We have remained stagnant with our test scores and ensuring that all students learn what they need to learn to be successful in the 9th grade. Our failure rates have increased with more students being retained over the last two years than in previous years. We need a system in place that allows us to ensure that ALL students have learned what we deem is essential for ALL 9th graders.

Evidence:

- \* ATLAS Scores
- \* NWEA/MAP Data
- \* Interim Data

- \* Failure rate/Credit obtainment
- \* CFA/CSA Data

**Goals:**

1. 100% of subject areas will have essential standards mapped out and established.
2. 100% of all subject areas will complete a minimum of seven PLC cycles for the 24-25 school year.

**Alignment to District Core Belief:**

- \* Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.
- \* Providing students with the necessary tools needed to be successful academically

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
ADE Cohort 6- PLC at Work	Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal John Shirron- Asst Principal Mandee Carmical- Student Support Coordinator Guiding Coalition- L.Bevis, J. Shelton, D. Tonnessen, T.Taylor, B.Rogers, A. Shepherd, S. Yielding, R. Brimberry	2022-2026	Funded by the Arkansas Department of Education	<ul style="list-style-type: none"> <li>* Data Dashboard</li> <li>* Standardized Test Data</li> <li>* NWEA/MAP Data</li> <li>* CFA Data</li> </ul>

Professional Development for teachers in the area of PLC	All certified staff	Continuous	Workshop fees funded by ADE	<ul style="list-style-type: none"> <li>* Faculty feedback</li> <li>* Test scores/Interim Scores</li> <li>* Team meeting collaboration</li> </ul>
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### Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Ahna Davis	Principal
John Shirron	Assistant Principal
Stephanie Jimmerson	Assistant Principal
Mandee Carmical	Student Support Coordinator/Asst. Principal
Stephanie Harper	Counselor
Angie Simon	Counselor

Linda Bevis	English Chair
Stacy Cates	Math
Ben Brockinton	Social Studies/PC
Barry Duncan	Science
Jamie Shelton	Electives Chair
Tiffinie Taylor	Media Specialist
Jordan Tenison	At- Large
Suzie Yielding	SPED
Kylee Fortner	At-Large
Becca Winslow	At-Large