



Eastside Elementary
Cabot Public School District
School Improvement Plan

MISSION: Ensure rigorous learning for ALL.

VISION: We will cultivate: nurturing environments, high learning expectations, collaborative relationships, and community involvement.

*Students will no longer take the MAP Assessment in 2024-2025, so data points will shift to the ATLAS K-3 screener results throughout the year as assessed.

Focus Area #1-LITERACY	
Goal: For 100% of all Eastside certified staff members to make substantial contributions to the implementation of the Science of Reading Elementary Literacy Curriculum: 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), Brainspring Instructional Cards (K-4), Sound Walls (K-4), Tools for Reading (K-4), Kid Lip Cards (K-1st), Learning Dynamics, SPIRE, and Flyleaf Decodable Texts, Wit and Wisdom (K-4), Geodes (K-2), Multisensory Grammar (3rd-4th), Lexia Core5 (K-4).	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> -Teacher Knowledge -Teacher Resources -Student Achievement	Data: 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 Arkansas's students scored ready or above in reading. -In Spring 2023: In Spring 2023 <u>59%</u> of Kindergarten students, <u>46%</u> of 1st grade students and <u>48%</u> of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment. In Spring 2023:
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> -Classroom Instruction	

-Student Achievement -Proficient Reading -Increased comprehension in more rigorous text complexities	<p><u>39%</u> of 3rd grade students enrolled at Eastside Elementary School achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.</p> <p><u>62%</u> of 4th grade students enrolled at Eastside Elementary School achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.</p> <p>-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 have also had training with the Take Flight program.</p>
<p>Goals: The goals for Spring of 2024 include: -<u>42%</u> of Eastside Elementary’s students in 3rd grade and <u>60%</u> in 4th grade will score “Ready,” or “Exceeding” in reading on the Cambium Assessment. -<u>64%</u> of Eastside Elementary’s students in grades Kindergarten, <u>56%</u> of 1st and <u>50%</u> of 2nd will achieve in the <u>60th</u> percentile or above on the reading NWEA Assessment</p>	
<p>Alignment to District Core Belief: -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.</p>	

Focus Area #1- Actions				
Measurable Actions:	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
All certified staff members will utilize methods required by the Science of Reading and be assessed	Jill Fletcher Jill Geran Melissa Boroughs	2023-ongoing	SOR Training	Classroom Walkthrough data collection

by the principal.				
All grade-level teams will identify essential standards and measure student progress using CFAs. Essential Standards will all be identified again this year due to the new standards.	Jill Fletcher Jill Geran Melissa Boroughs Brooke Fitch Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman	2023-2024	PLC Training	Common Formative Assessments to be developed during PLC Trainings
Classroom teachers and specialists will meet 70 minutes a week in PLC's.	Jill Fletcher Jill Geran Melissa Boroughs Brooke Fitch Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Stephanie Hanley Jennifer West Ledena Stephens Angie Joslin Holly Woodruff	2023-ongoing	PLC Training	Weekly sign-in sheets
Specialists will provide literacy interventions based on Common Formative Assessments data.	Jill Fletcher Jill Geran Melissa Boroughs Brooke Fitch Jennifer West Ledena Stephens	2023-ongoing	Phonics First Assessments- Letter ID- encoding and decoding, Sounds assessment- encoding and decoding, Layer assessments- encoding and decoding, Red word Assessment	

All classroom teachers are proficient (with exception of newly hired staff) in the Science of Reading and will continue learning and implementing this research.	Jill Fletcher Jill Geran Melissa Boroughs Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman Joni Coats Rachel Clawson Brandi Cordell Kara Taylor Julie Jones	2023-ongoing		
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Professional Development: Our school-level data will determine the professional learning needs of our staff based on:

- Small Group Instruction to support the Science of Reading implementation (Classroom teacher and SPED teachers)
- PLC Cohort 7 Training
- 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
- SMART goals assessed 3 times per year with the PLC process

Focus Area #2-MATH

Goal: For 100% of all certified staff members to make substantial contributions to the implementation of Illustrative Math (IM).

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

- Teacher Knowledge
- Teacher Resources
- Student Achievement

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:

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

___% 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, 71% of Kindergarten students, 48% of 1st grade students and 42% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

In Spring of 2022:

80% of 3rd grade students enrolled at Eastside Elementary School achieved at the "Ready" or "Exceeding" level in math as measured by the ACT Aspire.

66% 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, 70% of Kindergarten students, 49% of 1st grade students and 43% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

In Spring of 2021:

70% of 3rd grade students enrolled at Eastside Elementary School achieved at the "Ready" or "Exceeding" level in math as measured by the ACT Aspire.

59% 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, ___% of Kindergarten students, ___% of 1st grade students and ___% of 2nd grade students scored in the ___percentile or above on the math NWEA Assessment.

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

-Illustrative Math is a relatively new curriculum for our district. Our teachers need to focus on the essential standards while also encouraging mathematical conversations in a classroom where they act as the facilitators who are consistently probing for student understanding.

Goals: By the end of the 2023-2024 school year;

-85% of 3rd and 71% of 4th grade students enrolled at Eastside Elementary School will achieve “Ready” or “Exceeding” level in math as measured by the Cambium Assessment.
 -76% of Kindergarten, 52% of 1st and 47% of 2nd grade students enrolled at Eastside Elementary school will score in the 60th percentile or above on the math NWEA Assessment.

Alignment to District Core Belief:

-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.

Focus Area #2-Actions				
Measurable Actions	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
All classroom teachers will implement IM as the primary curriculum	Jill Fletcher Jill Geran Melissa Boroughs Holly Woodruff Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman	2021-ongoing	IM resources/materials	-District offered professional development opportunities
All grade level teams will identify essential standards and measure student progress using CFA's. Essential standards will all be identified again this year due to the new standards.	Jill Fletcher Jill Geran Melissa Boroughs Holly Woodruff Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman	2023-2024	None	-PLC meetings

Classroom Teachers and specials will meet 70 minutes a week for PLC's.	Jill Fletcher Jill Geran Melissa Boroughs Holly Woodruff Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman Jennifer West Ledena Stephens Angie Joslin	2023-ongoing	State Sponsored PLC Program- application approved Weekly PLC meeting time	-PLC meetings
Specialists will provide math interventions based on Common Formative Assessments.	Holly Woodruff Jennifer West Ledena Stephens	2021-ongoing	IM materials/resources CGI materials/resources	WIN Small group intervention

Professional Development:

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

- Quest professional development
- Updating Math Standards professional development

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
- Smart Goals assessed by Cambium Interims as well as NWEA MAP data (3 times a year)

Focus Area #3-CAPTURING KIDS' HEARTS

Goal: For 100% of staff to foster social/emotional development through Capturing Kids' Hearts.

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

- Student-teacher relationships
- Teachers familiarize themselves with the 4 questions and the self-managing model
- Self-managing classrooms

Data: By the end of the 2023-2024 school year,, Eastside Elementary School students will be able to demonstrate "self-managing" skills. Eastside students will also be able to focus on good behavior, demonstrate they know what behavior is expected, take responsibility when they are not doing what is expected, and determine what they should be doing instead.

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

- Students will learn self-managing skills
- Negative behaviors will decrease
- Ongoing process that will improve with time if done intentionally

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

-CKH is based on three important leadership principles that impact key elements of safe school environments: violence prevention; risk reduction; student behavioral, social and emotional supports; and emotional learning. Evidence shows that students learn best when they feel safe and loved.

Goals: By the end of the 2023-2024 school year, Eastside Elementary will see a 50% decrease in discipline referrals compared to the previous school year.

Alignment to District Core Belief:

- 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.

Professional Development:

- Thrive
- Capturing Kids' Hearts

Evaluation/Monitoring of Goal:

-Behavior Referral Documents

Focus Area #3-Actions				
Measurable Actions	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
-All staff are trained in CKH with an ongoing focus on creating a positive school culture	Jill Fletcher Jill Geran Melissa Boroughs Whitney Malham Ashley Gonyea Amy Champlin Hannah Pigman Amy Adams Jailea Brock	2022-ongoing	Monthly allotted times for Process Champion team to meet	-District offered professional development opportunities -Teacher discussions
-Classroom behavior goal setting will be a focus of the 2023-2024 school year	Jill Fletcher Jill Geran Melissa Boroughs Whitney Malham Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman	2023-ongoing	CKH (focus walls with 4 questions posted in classrooms)	-Behavior Reflections -Incentives
-CKH will be implemented school-wide	Jill Fletcher Jill Geran Melissa Boroughs Whitney Malham	2022-ongoing	Capturing Kids Hearts	-Student performance indicators; social/emotional conversations instated; student participation documentation

Focus Area #4-PROFESSIONAL LEARNING COMMUNITIES

Goal: For 100% of staff members to improve collaboration and delivery of instruction with a focus on improving student learning outcomes using a tiered approach to intervention.

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

- Identifying essential standards
- Teacher collaboration
- Results-oriented

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

- Common formative assessments
- Educators working collaboratively, with a specific focus on student learning.
- Honest discussions about teaching practices and students' progress.

Data: By the end of the 2023-2024 school year, Eastside Elementary School will sustain and grow in all elements to move forward in the PLC process as a member of Cohort 7.

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

- A Principle Learning Community is vital in order for groups of educators to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of all students.

Goals: By the end of the 2023-2024 school year, Eastside Elementary will sustain and grow in all elements to move forward in the PLC process as a member of Cohort 7.

Alignment to District Core Belief:

- 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.

Professional Development:

- Our school-level data will determine the professional learning needs of our staff based on: student data from common formative assessments and teacher surveys
- Principal, Assistant Principal, and Instructional Facilitator will attend PLC Regional Meetings.

Evaluation/Monitoring of Goal:

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Focus Area #4-Actions				
Measurable Actions	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
-Create and administer common formative assessments	Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman	2023-ongoing	None	Teacher Discussions
-Collaborate with team members for interventions	Jill Fletcher Jill Geran Melissa Boroughs Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman Ledena Stephens Jennifer West Brooke Fitch	2023-ongoing	None	WIN groups among teams Goal setting
-Use data to drive instruction	Jill Fletcher Jill Geran Melissa Boroughs	2023-ongoing	CFA data	

	Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman Ledena Stephens Jennifer West Brooke Fitch			
-Tier 2 interventions by the classroom teachers	Randi Cram Nicole Mogish Rachel Thurman Courtney Childs Cheyenne Bowerman Ledena Stephens Jennifer West Brooke Fitch	2023-ongoing	Phonics First- Tier 1, 2, 3 Take Flight- Tier 2 Tier 3 Reading Interventionist position for Tier 3 interventions Lexia- Tier 1 and 2 (with support lessons) Reading A-Z LEXIA IM-Math	

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Jill Fletcher	Admin
Jill Geran	Admin
Melissa Boroughs	Instructional Facilitator
Brooke Fitch	Reading Interventionist
Whitney Malham	Counselor
Amanda Temple	Community Member/Parent
Holly Woodruff	Math Interventionist
Jennifer West	Special Education
Randi Cram	Kindergarten Team Leader
Nicole Mogish	First Grade Team Leader
Rachel Thurman	Second Grade Team Leader
Courtney Childs	Third Grade Team Leader
Cheyenne Bowerman	Fourth Grade Team Leader