



CABOT PANTHER ACADEMY

(formerly Academic Center of Excellence)

Cabot Public School District

School Improvement Plan

Mission Statement:

CPA is a community that strives to work, grow, and succeed together. We are committed to cultivating a positive culture for learning that focuses on promoting growth for every student, inspiring all students to make responsible choices, and creating opportunities to prepare students to be successful in their next steps.

Revision Date: March 10, 2025

Priority #1

Improvement Plan Focus Area: Focused instruction to improve reading

We will provide focused reading instruction to all students in our program to improve summative reading test data for the spring of 2025.

Grade Level Goals:

	CURRENT DATA Level 3 & Level 4 2024 ATLAS DATA	FUTURE GOAL Level 3 & Level 4 2024 ATLAS DATA
7th Grade	54%	60%
8th Grade	44%	50%
9th Grade	29%	35%
10th Grade	40%	45%

<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p>Teacher understanding of reading instruction.</p>	<p>Team Member(s) Responsible:</p> <p>Carrie Lair Kelly Howard Lance Schichtl Kathy Motes Kathy Peters Jeff Shaver Madeline Balgavy Ashley Vann John Panter Allison James Hayleigh Sparks Kristen Sumler Jeri Munnerlyn Rita House Tori Willborg Nicole True Christy Duncan Emily Madar Payton Sorrell Troy Campbell Ryan Smith Jarma Perkins Jessica Tonnessen</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>Students will have access to high-quality instruction that will help them across all content areas.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>The heart of the issue is that reading is a fundamental skill that impacts all subject areas. Reading is a skill that all students need in order to be successful in life. According to our 2024 ATLAS data, our students struggle in the area of reading. Our 7th grade reading scores were 54% PROFICIENT/ ADVANCED. This data reflects the 13 students who were tested. The 8th grade reading scores were 44% PROFICIENT/ADVANCED and represents the 27 students who were tested. The 9th grade reading scores were 29% PROFICIENT/ADVANCED and reflects 35 students tested. The 10th grade reading scores were 40% PROFICIENT/ADVANCED this reflects the 48 students who were tested.</p>	
<p>Alignment to District Core Belief:</p> <p>Our reading focus is aligned to several beliefs:</p> <p>*Academic success for every student is a priority for our district.</p> <p>*Every school can be a high-performing organization, both academically and operationally.</p>	

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
All Cabot Panther Academy teachers trained in SOR (Science of Reading) in order to demonstrate proficiency in scientific reading instruction as related to their subject areas.	Carrie Lair Kelly Howard Lance Schichtl	2024-2025 SCHOOL YEAR	CPS will provide training opportunities utilizing the IDEAS portal.	Observations by the administrative team using Aspire data.
All ALE students will participate in 100 minutes of independent reading time each week.	Carrie Lair Kelly Howard Lance Schichtl Kathy Peters	2024-2025 SCHOOL YEAR	Increased selection of books and text complexity to meet the needs of various reading levels. Time allotted in the master schedule to allow for independent reading time.	Students will be pre-assessed in August to determine their current reading levels using teacher created assessments, Edmentum Diagnostic Assessments, and NWEA MAP Data. Summative assessment data throughout the 2024-2025 school year will help determine if students are reading according to their grade level.
All Cabot Panther Academy teachers trained in SOR (Science of Reading) will incorporate	Hayleigh Sparks Kathy Peters Ashley Vann Payton Sorrell	2024-2025 SCHOOL YEAR	Teachers will utilize small group instruction and intervention to increase exposure to content rich	

the training they received into their curriculum.	Madeline Balgavy Emily Madar Jeff Shaver Kristen Sumler Allison James Jessica Tonnessen Kathy Motes Rita House Jeri Munnerlyn Troy Campbell Ryan Smith Jarma Perkins		vocabulary through the study of morphology; prefixes, suffixes, base words Utilize reading assessments available through No Red Ink to provide additional interventions, as needed.	
Students will receive interventions aligned with Science of Reading strategies to support their individual needs in the area of reading.	Hayleigh Sparks Kathy Peters Ashley Vann Payton Sorrell Jeri Munnerlyn Madeline Balgavy Rita House Emily Madar Jeff Shaver Allison James Kristen Sumler Kathy Motes Jessica Tonnessen Ryan Smith Jarma Perkins Troy Campbell John Panter	2024-2025 SCHOOL YEAR	Edmentum No Red Ink Flexible scheduling which allows for individualized intervention times.	
All students in grades 7-10 will participate in ATLAS testing. All students in grades 7-10 will participate in	Carrie Lair Kelly Howard	2024-2025 SCHOOL YEAR	ATLAS Classroom Assessment Tool	Spring 2025

assessments created using the ATLAS Classroom Assessment Tool. Data will be used to help identify struggling readers or those with reading difficulties. (Act 1268)	Dyslexia Interventionist		Dyslexia Interventionist	
Dyslexia screenings as requested by parents or according to those identified in need according to data.	Carrie Lair Kelly Howard	2024-2025 SCHOOL YEAR	Dyslexia Interventionist	
All students will participate in ATLAS interim assessments, as well as post tests. All students in grades 7-10 will participate in periodic assessments created using the ATLAS Classroom Assessment Tool.	Hayleigh Sparks Kathy Peters Ashley Vann Payton Stovall Jeri Munnerlyn Austin Taylor Emily Madar Jeff Shaver Rita House Allison James Kristen Sumler Kathy Motes Jessica Tonnessen	2024-2025 SCHOOL YEAR September 2023 January 2024 April 2024	ATLAS Interim Testing ATLAS Classroom Assessment Tool	Students will be assessed in Reading, Math, and Science three times a year to determine if students are performing at their current grade level. Interim test data, as well as pre/post test data, will help determine if students are making growth towards reading goals.
Students will receive content-based reading lessons with an emphasis on morphology and etymology according to Science of Reading.	Hayleigh Sparks Kathy Peters Ashley Vann Payton Sorrell Madeline Balgavy Emily Madar Rita House	2024-2025 SCHOOL YEAR	Edmentum	

	Jeff Shaver Allison James Kathy Motes			
Students will read district-selected novels for their grade level, and participate in small group discussions about the text.	Hayleigh Sparks Jeri Munnerlyn Kathy Peters Kathy Motes	2024-2025 SCHOOL YEAR		Students will be assessed on vocabulary from the novel as well as other ELA standards appropriate to their grade level.

Priority #2	
Improvement Plan Focus Area: <u>Focused Opportunities to Increase Parental Involvement</u>	
We will focus on increasing the opportunities parents have to participate in the educational career of their students. We will focus on increasing the number of parents who participate in our PTSO (Parent, Teacher, Student Organization) from 20% to 30% by May 2025.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Parents need access to items that will help them engage their students in the learning process outside of the normal school day, and have information available that will help them understand and relate to issues faced by their students.	Team Member(s) Responsible: Carrie Lair Kelly Howard Lance Schichtl Nicole True Christy Duncan Allison James
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Parents will have access to materials that help them connect with their students' academic needs and SEL needs.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i>	

The heart of the issue is that a large majority of our parents want to help their students be successful, but are limited in their ability to help with curriculum being delivered through Edmentum due to their lack of technology awareness. Many parents have asked for items that they can take home and use with their students in order to become more engaged in the education of their students.

Alignment to District Core Belief:

Our reading focus is aligned to several beliefs

*Academic success for every student is a priority for our district.

*Every school can be a high-performing organization, both academically and operationally.

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
Host an open house and onboarding session to go over program descriptions, expectations, and how to monitor student progress at CPA & ALE.	Carrie Lair Kelly Howard Lance Schichtl	August 2024		Follow Up Surveys Monthly Parent Meetings
Maintaining a Parent Center in the building to provide materials and services for parents that will help them engage with their students. Add information to the monthly newsletter for parents regarding how to	Carrie Lair Kelly Howard	2024-2025 SCHOOL YEAR	ALE funds used for display items such as brochure holders and magazine racks.	

check out items.				
Parents and students will be encouraged to engage in conversations at home with one another.	Carrie Lair Kelly Howard Lance Schichtl Allison James	2024-2025 SCHOOL YEAR		Monthly checkout report and parent survey after returning items.
Students will have the opportunity to engage in educational board games at home with parents to increase parental involvement. Add information to the newsletter for parents to know how to check out items.	Carrie Lair Kelly Howard Allison James	2024-2025 SCHOOL YEAR		Monthly checkout report and parent survey after returning items.
Maintain the LiveBinder to include digital versions of counseling resources, parent and community resources, college and career resources, and F.A.C.E. (Family and Community Engagement) Plan.	Allison James Kelly Howard	2024-2025 SCHOOL YEAR	Cabot Public Schools website	Resources are updated monthly to ensure all information is up to date.
Parents will be invited to participate in monthly PTSO meetings in order to stay informed on upcoming school events and information.	Carrie Lair Kelly Howard	Monthly '24-'25 School Year	Google Meets	Monthly PTSO Meeting Dates and Attendance

Priority #3

Improvement Plan Focus Area: Implement Professional Learning Communities

We will allot 50 minutes per week within the master schedule to allow teachers to collaborate and process through the PLC cycle in order to:

- identify a maximum of 12 essential standards per subject
- develop learning targets for each of the identified essential standards
- create S.M.A.R.T. goals for each unit
- build CFAs for each essential standard identified
- monitor and evaluate data from CFA's to make decisions regarding intervention
- determine students needing intervention based on CFAs given
- increase student achievement and growth (assessed at the end of each nine weeks grading period)

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

Guiding Coalition members need specific time each week to review data from team members in order to make decisions regarding interventions, extensions, next steps, and best practices for students and staff.

Teachers need specific time to collaborate and share their pedagogical knowledge with each other to help increase student achievement and success.

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

Teachers will participate in a weekly professional learning community with their teaching partners. The PLC operates on a set of norms built by the PLC participants, and all teachers participate and share

Team Member(s) Responsible:

Carrie Lair
Kelly Howard
Lance Schichtl
Nicole True
Emily Madar
Rita House
Kathy Motes
Payton Sorrell

information that will help benefit student learning and success academically, socially, and emotionally.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> The heart of the issue is that teachers can utilize each other to help promote student learning and student engagement, but they are limited to the time constraints of the school day and do not have proper training/guidance on how a PLC functions.	
Alignment to District Core Belief: Our reading focus is aligned to several beliefs *Academic success for every student is a priority for our district. *Every school can be a high-performing organization, both academically and operationally.	

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
Identify time each week for Guiding Coalition members to collaborate and plan for next steps and instruction for collaborative teams. Create a schedule with specific times for teachers to rotate through PLCs weekly.	Carrie Lair Kelly Howard	AUGUST 2024		Guiding Coalition meetings weekly PLC agenda
Meet with teachers to help guide the PLC experience, model what participation should look like, go over expectations	Carrie Lair Kelly Howard	ONGOING THROUGHOUT THE YEAR	Solution Tree Resources	Guiding Coalition meetings held bi-weekly PLC agenda

for PLCs				Collective Norms Create a list of “look-fors”
Professional Development provided to teachers related to implementation of the PLC process.	Carrie Lair Kelly Howard Lance Schichtl	August 23, 2024	Solution Tree Coach Dr. Regina Owens	1003 Funds
Continue working through the <u>Learning by Doing</u> text with staff to develop next steps regarding best practices for the PLC process.	Carrie Lair Kelly Howard Lance Schichtl	AUGUST 2024 Ongoing throughout the school year	Solution Tree Resources gathered from RTI and PLC training PLC Trainings provided through DESE	Guiding Coalition meetings held weekly PLC agenda 1003 Fund Documentation
Create surveys for teachers to gauge the effectiveness of PLCs and send them out for feedback	Carrie Lair Kelly Howard Allison James Rita House Kathy Motes Payton Sorrell Nicole True Emily Madar	AUGUST 2024 OCTOBER 2024 DECEMBER 2024 FEBRUARY 2025 APRIL 2025	Google Forms	Guiding Coalition meetings held bi-weekly PLC agenda Survey Results

Priority #4

Improvement Plan Focus Area: Implement Best Practices to improve School Culture:

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

As a school that serves primarily at-risk students, it is essential that the faculty and staff are

Team Member(s) Responsible:

Carrie Lair
Kelly Howard
Lance Schichtl
Nicole True
Christy Duncan
Hayleigh Sparks

knowledgeable and equipped to better serve our student population.	Kathy Motes Kathy Peters Payton Sorrell Jeff Shaver Madeline Balgavy Ashley Vann John Panter Troy Campbell Jarma Perkins Ryan Smith Allison James Kristen Sumler Jeri Munnerlyn Rita House Tori Willborg Emily Madar Jessica Tonnessen
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> When fully implemented, students will have access to faculty and staff who are prepared to meet their needs regardless of what they might be. We will see fewer discipline issues and more students who feel comfortable with our staff and confident in their educational experience at Cabot Panther Academy. Additionally, we intend to see a reduction in absenteeism and an increase in graduation rates.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> The heart of the issue is that we have seen an increase in at-risk students in our setting who could benefit from having access to more resources and support. Allowing each of our teachers to become more aware of how school culture impacts learning, this provides our students a higher likelihood of success both inside and outside of the classroom.	
Alignment to District Core Belief: *Academic success for every student is a priority for our district. *Every school can be a high-performing organization, both academically and operationally.	

Priority #4 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Back to School PD focusing on youth mental health	Carrie Lair Kelly Howard Lance Schichtl Nicole True Christy Duncan	August 2024	District Counseling Personnel CLA Staff - Kim Griffin	Hope Survey (counselors)

Participate in professional development opportunities that focus on improving School Culture.	Carrie Lair Kelly Howard	November 15, 2024 January 24, 2025 March 7, 2025 May 2, 2025	Solution Tree Rep. Scott Cunningham	1003 Funds
ALE Advisory lessons geared toward coping with stress, dealing with anxiety, etc.	Carrie Lair Kelly Howard Lance Schichtl Nicole True Christy Duncan Hayleigh Sparks Kathy Motes Kathy Peters Ashley Vann Payton Sorrell Jeff Shaver Madeline Balgavy John Panter Troy Campbell Jarma Perkins Ryan Smith Jessica Tonnessen Allison James Kristen Sumler Jeri Munnerlyn Rita House Tori Willborg Emily Madar	2024-2025 SCHOOL YEAR	REACH Curriculum Why-Try Curriculum	Student Action Plan data

Priority #5	
Improvement Plan Focus Area: <u>Focused instruction to improve math</u>	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Increased opportunities to provide math intervention and instruction	Team Member(s) Responsible: Jeff Shaver Madeline Balgavy Ashley Vann John Panter Troy Campbell Jarma Perkins Ryan Smith Allison James

<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>Dedicated time in the master schedule provided for math intervention.</p>	<p>Kristen Sumler Jeri Munnerlyn Rita House Tori Willborg Emily Madar Jessica Tonnessen</p>
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>Based on spring ATLAS scores from the spring 2024 tests, students were well below average in Algebra I and Geometry. Algebra I = 10% and Geometry = 9%</p>	
<p>Alignment to District Core Belief:</p> <p>*Academic success for every student is a priority for our district.</p> <p>*Every school can be a high-performing organization, both academically and operationally.</p>	

Priority #5 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Dedicate intervention time in the master schedule for math instruction.	Carrie Lair Kelly Howard	Ongoing throughout the school year.		Pre-Test Data Post-Test Data
High quality instructional materials	Carrie Lair Kelly Howard Ashley Vann Emily Madar Tori Willborg	Ongoing throughout the school year.	Instructional Funds \$500	Pre-Test Data Post-Test Data

Leadership Team

Team Member's Name	Team Member's Role
Carrie Lair	Principal
Kelly Howard	Assistant Principal
Lance Schichtl	Assistant Principal
Jeri Munnerlyn	CPA - History Classroom Teacher
Kathy Motes	CPA - English Classroom Teacher
Rita House	CPA - Science Classroom Teacher
Allison James	CPA - Special Education Teacher
Nicole True	CPA - School Counselor
Emily Madar	CPA - MathClassroom Teacher
Payton Sorrell	CPA - CTE / Business Teacher