



***Cabot Freshman Academy***  
**Cabot Public School District**

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

Priority #1	
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	
<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 Ashley Beaston - 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 our 2024 summative 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 Red River Reading Initiative and SSR time in English classes	Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal John Shirron- Asst Principal Tiffinie Taylor- Media Specialist Department Chairs	2020-PRESENT	\$1500 donation from Red River	<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 (ended summer 2024)	<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>* 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>

IXL ELA Program	All teachers and staff	Begin Spring 2025-continuous	Purchased by the district for trial run	Universal screener available CFA Data Data collected from IXL ATLAS summative and interim data
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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	
<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>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.</p>	<p>Team Member(s) Responsible:</p> <p>Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal John Shirron- Principal Mandee 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 Linda Bevis</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> <li>* Increase in attendance/retention</li> <li>* Increase in obtained credits</li> <li>* Increase in academic interest</li> <li>* Decrease in discipline referrals</li> <li>* Awareness of social/emotional well being</li> </ul>	

	<p>Discipline Committee: John Shirron- Chair Stephanie Jimmerson Ahna Davis Angie Simon Mandee Carmical Stacy Cates Becca Winslow Jennifer Bryant Jamie Shelton Barry Duncan Shola McFadden-Kittrell Shawn Robertson</p>
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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.**

**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
Renaissance Committee Creation	Suzie Yielding-Chair Linda Bevis Jamie Shelton Kylee Fortber	24-25 School Year	Continued fundraising to raise funds to support Renaissance programs- Activity account will be	* See above  Will continue to implement the above

A.W.A.R.E Training	Ahna Davis		created to pull from	through the 24-25 School Year
	24-25 CFA Faculty and Staff	24-25 School Year	Offered through the A.W.A.R.E grant and THRIVE- ADE	* Discipline, Attendance, Office Visits data analyzed
THRIVE Training	Summer/Fall of 2023: Mande Carmical Ahna Davis  Winter/Spring of 2024: Angie Simon  Summer of 2024: John Shirron Stephanie Jimmerson	2023- Current  Will continue to implement through upcoming school year and beyond	DESE THRIVE Training- Offered through ADE- No cost	* See Above
PBIS Rewards System Implemented	All certified and classified staff	Fall 2024-current	Building Fund- Instructional \$2900	Data for points earned will be analyzed; points earned through academics, attendance, behavior and social emotional health
Discipline Committee	John Shirron- Chair Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal Mande Carmical- Asst. Principal Angie Simon- Counselor	Fall 2022- current  Will continue each school year	Book Study- "Growing Tomorrow's Citizens in Today's Classroom"- PLC Cohort 6 Grant Resource  Purchase Behavior Matrix Charts/Building	* See Above



	Jennifer Bryant Stacy Cates Jamie Shelton Shawn Robertson Shola McFadden-Kittrell Becca Winslow Barry Duncan		Expectations Posters- Building Funds	
Behavior Solutions Training	Ahna Davis Mandee Carmical Jennifer Bryant Jamie Shelton Barry Duncan	September 2024	Offered by Solution Tree- registrations awarded with ADE Cohort 6 grant	* See Above
Behavior Solutions 1 Day Training	Angie Simon Shirley Wade Stephanie Jimmerson John Shirron Jordan Tenison Shonda Westbrook Austin Taylor Ashley Beaston Lindsay Brockinton Becca Rogers	June 2025	Provided through Cabot Public Schools	* See Above

Priority #3	
Improvement Plan Focus Area: Implementation of the PLC Process	
Priority Area: <i>Based on the identified focus area, what</i>	Team Member(s) Responsible:

<p><i>issue needs to be addressed to achieve the goal?</i></p> <p>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.</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 Ashley Beaston- Social Studies Chair Anthony Shepherd- Science Chair Jamie Shelton- Electives Chair De Tonnessen- Electives Chair Tiffinie Taylor- Singletons Chair Angie Simon- Counselor Stephanie Harper- Counselor</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>* Ensure that all students learn what is deemed essential for the 9th grade</p> <p>* Increase standardized test scores</p> <p>* Increase in obtained credits- lower failure rates</p> <p>* Increase in academic interest</p>	
<p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>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 then 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.</p> <p>Evidence:</p> <p>* ATLAS Scores</p> <p>* NWEA/MAP Data</p> <p>* Interim Data</p> <p>* Failure rate/Credit obtainment</p> <p>* CFA/CSA Data</p> <p>Goals:</p> <p>1. 100% of subject areas will have essential standards mapped out and established.</p>	

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	2022-2024	Funded by the Arkansas Department of Education  Program defunded Summer of 2024	<ul style="list-style-type: none"> <li>* Data Dashboard</li> <li>* Standardized Test Data</li> <li>* CFA Data</li> <li>* ATLAS Interim and EOC Assessments</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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Priority #4	
Improvement Plan Focus Area: Increase ATLAS Algebra scores	
<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>Our ATLAS scores in Algebra showed only a 25% proficiency rating. As a faculty and staff, we feel that our curriculum needs to be shored up to increase our DOK levels in regards to assessment and teaching. The ATLAS test gauges student performance based on level 3-4 DOK levels. A large portion of our students are placed at Level 2 on the ATLAS.</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  Ashley Beaston- 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> <ul style="list-style-type: none"> <li>* Ensure that all students learn what is deemed essential for the 9th grade</li> <li>* Increase standardized test scores</li> <li>* Increase in interim scores</li> <li>* Increase in Algebra skills needed for higher level math classes</li> </ul>	<p>De Tonnessen- Electives Chair Tiffinie Taylor- Singletons Chair Angie Simon- Counselor Stephanie Harper- Counselor</p>
<p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>Our DOK levels and proficiency rating on the ATLAS summative in Algebra was low (25% proficiency and most students are learning at a Level 2). Our failure rates have increased with more students being retained over the last two years then in previous years. We need a more cohesive curriculum that focuses on higher DOK levels and ensures that all students have access to the same level of teaching. Plsu, we need to determine where students currently are in math- who is behind, on grade level and ahead. We have no universal screener to truly help us determine this other than teacher made tests.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>* ATLAS Scores</li> <li>* Interim Data</li> <li>* Failure rate/Credit obtainment</li> <li>* CFA/CSA Data</li> </ul> <p>Goals:</p> <ol style="list-style-type: none"> <li>1. Increase our math ATLAS score by 15% for the 2024-2025 school year.</li> <li>2. Begin implementing small chunks of IM to see if it is a potential curriculum piece that can be implemented for the 2025-2026 school year.</li> </ol>	
<p><b>Alignment to District Core Belief:</b></p> <ul style="list-style-type: none"> <li>* Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.</li> <li>* Providing students with the necessary tools needed to be successful academically</li> </ul>	

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
Begin implementing Illustrative Mathematics curriculum	Ahna Davis- Principal Mandee Carmical- Assistant Principal  Becca Rogers- Math Chair Teachers: Scott Wells, Elise Gray, Shirley Wade, Stacy Cates, Keith Renuard, Cody Jackson, Shawn Robertson and Shelly Pelts	Spring 2025	No funds needed	<ul style="list-style-type: none"> <li>* Data Dashboard</li> <li>* IXL Data</li> <li>* CFA Data</li> <li>* ATLAS Interim and EOC Assessments</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>
Implement IXL	All teachers and staff	Continuous	Funded by the district-Trial basis	<ul style="list-style-type: none"> <li>*ATLAS summative and interim scores</li> <li>* IXL Universal Screener</li> <li>* CFA and CSA Data</li> </ul>
Illustrative Mathematics Trial	Shirley Wade Stacy Cates	Spring 2025	No Funds Needed	<ul style="list-style-type: none"> <li>*CFA Data</li> <li>*ATIAS summative and</li> </ul>

	Scott Wells Elise Gray Cody Jackson Shawn Robertson Shelly Pelts Becca Rogers			Interim Scores
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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
Ben Brockinton	At-Large
Barry Duncan	At-Large
Jamie Shelton	Electives Chair
Rebecca Rogers	Math Chair
Jordan Tenison	At- Large

Anthony Shepherd	Science Chair