

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.

Focus Area #1-LITERACY	
Improvement Plan Focus: Science of Reading Goal: By Spring 2026, 100% of K-4 teachers at Eastside Elementary will implement Science of Reading-aligned instructional practices with fidelity, as measured by classroom observations, resulting in a 15% increase in the number of students reading on grade level as indicated by state-approved reading assessments. 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), Happy Letters (K), UFLI (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/Instruction -Teacher Resources -Student Data -Student Achievement	Data: As of Winter 2025: -12% of 3rd grade students scored at a level 4, 22% scored at a level 3 and 39% scored at a level 2 on the Winter ATLAS ELA interim assessment. -15% of 4th grade students scored at a level 4, 37% scored at a level 3 and 37% scored at a level 2 on the Winter ATLAS ELA interim assessment.

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	
Goals: In Spring of 2026, our goal is for 19% of 3rd graders to score at a level 4 and 29% of 3rd graders to score at a level 3 on the Spring ATLAS ELA Summative Assessment. In Spring of 2026, our goal is for 22% of 4th graders to score at a level 4 and 44% of 3rd graders to score at a level 3 on the Spring ATLAS Summative 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 #1- Actions				
Measurable Actions:	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Teachers will monitor student progress with ATLAS screener and interim assessments	Jill Fletcher Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley	Ongoing	District	Interim Data
Lexia Core 5 will be utilized in classrooms daily	Jill Fletcher Jill Geran Melissa Boroughs	Ongoing	Lexia Core 5 program	Data from Lexia Core 5 will be used to monitor and adjust teaching and

				levels of intervention
Teachers and specialists will meet 65 minutes a week in Professional Learning Communities (PLC's) to analyze data, create common formative assessments, and plan tier 1 and tier 2 instruction	Jill Fletcher Jill Geran Melissa Boroughs Brooke Fitch Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley Jennifer West Ledena Stephens Angie Joslin	Ongoing	District	-Weekly Agenda -RTI data
Performance Level Descriptors will be utilized to ensure Level 3 and Level 4 teaching/learning are occurring.	Jill Fletcher Jill Geran Melissa Boroughs	Ongoing	PLD's released by DESE	-Walkthrough Data
Teacher instruction will emphasize the use of higher level Depth of Knowledge (DOK) questions to foster critical thinking and deeper understanding	Jill Fletcher Jill Geran Melissa Boroughs	Ongoing	DOK PD (fall 2024)	ATLAS portal score reports
Classroom observations will be conducted to ensure all literacy components are taught with fidelity	Jill Fletcher Jill Geran Melissa Boroughs	Ongoing	RISE	-Walkthrough data

Science of Reading and RISE training/RISE review for all classroom teachers	Jill Fletcher	Ongoing	District	-Ensure new teachers are RISE trained -RISE review sessions provided to teachers as needed
Activity staff will push in and provide academic/behavioral interventions for K-2 students	Jill Fletcher Jill Geran Melissa Boroughs Diana Tran Brandi Cordell Jillian Pounders Mary Rebidue Jamie Oitker	Ongoing	Classroom instructional materials	Anecdotal notes PLC Agenda
ATLAS classroom tools will be utilized by 3rd & 4th grade teachers to familiarize students with the testing platform, and give exposure to standards aligned testing questions	Jill Fletcher Jill Geran Melissa Boroughs Courtney Childs Stephanie Hanley	Ongoing	ATLAS website	ATLAS portal score reports

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)

Evaluation/Monitoring of Goal:

- Informal and Formal observations utilizing Educator Effectiveness System
- Professional Development certificates, minutes and agendas
- Focus Walks (administration and peers)
- Common Formative Assessments (CFAs) and data analysis as a team
- Lesson Plans
- Classroom teachers will implement Lexia Core 5 with fidelity, and intervene with lessons as needed

Focus Area #2-MATH	
Goal: By Spring 2026, 100% of K-4 teachers at Eastside Elementary, will implement the Illustrative Mathematics curriculum with fidelity, as measured by walkthroughs and analysis of student work samples, resulting in a 10% increase in student proficiency on the ATLAS math assessment.	
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: As of Winter 2025: -11% of 3rd grade students scored at a level 4, 29% scored at a level 3 and 40% scored at a level 2 on the Winter ATLAS Math interim assessment. -0% of 4th grade students scored at a level 4, 34% scored at a level 3 and 42% scored at a level 2 on the Winter ATLAS Math interim assessment.
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> -Deeper mathematical understanding -Engaging mathematical conversations -Teacher acts as facilitator (student-led)	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> Our teachers need to focus on the essential standards while also encouraging mathematical conversations in a classroom where they act as the facilitators who consistently probe for student understanding.	
Goals: By the Spring of 2026:	

18% of 3rd grade students will score at a level 4, 36% will score at a level 3 and 47% will score at a level 2 on the Math ATLAS summative assessment.

7% of 3rd grade students will score at a level 4, 41% will score at a level 3 and 49% will score at a level 2 on the Math ATLAS summative assessment.

Alignment to District Core Belief:

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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 Jennifer Thomas Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley Jennifer West Ledena Stephens Angie Joslin	2021-ongoing	IM resources/materials District	-District offered professional development opportunities -Classroom walkthroughs -Common formative assessment data -Collaborative Planning
Teachers will enhance student learning in mathematics through consistent, purposeful use of IXL, aligned with	Jill Fletcher Jill Geran Melissa Boroughs Taylor Hogan Jennie Gates	2024-ongoing	District	-IXL analytics -IXL diagnostic tools

curriculum standards and individual student needs.	Rachel Thurman Courtney Childs Stephanie Hanley Jennifer West Ledena Stephens Angie Joslin			
Activity staff will push in and provide academic/behavioral interventions for K-2 students	Jill Fletcher Jill Geran Melissa Boroughs Diana Tran Brandi Cordell Jillian Pounders Mary Rebidue Jamie Oitker	Ongoing	-IM curriculum -IXL	Anecdotal notes PLC Agenda
Classroom Teachers and specialists will meet 65 minutes a week in Collaborative Team Meetings (CTM's).	Jill Fletcher Jill Geran Melissa Boroughs Jennifer Thomas Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley Jennifer West Ledena Stephens Angie Joslin	2023-ongoing	Weekly CTM meeting time	-PLC meetings -Agenda
ATLAS classroom tools will be utilized by 3rd & 4th grade teachers to familiarize students with the testing platform, and give exposure to standards aligned testing questions	Jill Fletcher Jill Geran Melissa Boroughs Courtney Childs Stephanie Hanley LeDena Stephens Jessica Jones	Ongoing	ATLAS website	ATLAS portal score reports

Professional Development:

Our school-level data will determine the professional learning needs of our staff.

Evaluation/Monitoring of Goal:

- Informal and Formal observations utilizing the Educator Effectiveness System
- Professional Development certificates, minutes, and agendas
- Classroom Walkthroughs (administrators/peers)
- Common Formative Assessments and data analysis as a team
- Lesson Plans

Focus Area #3-CAPTURING KIDS' HEARTS/THRIVE	
Goal: By Spring 2026, Eastside Elementary will reduce the number of office discipline referrals by 20% through consistent implementation of Capturing Kids' Hearts and the THRIVE behavioral framework, as measured by discipline data reports and fidelity checks.	
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 CKH-4 questions and the self-managing model -Self-managing classrooms -Use of behavior matrix	Data: CKH helps create a safe, trusting classroom environment through tools like social contracts, affirmations, and greetings, which boost connection and engagement. THRIVE provides a structured behavioral system with Tier 1 support and targeted Tier 2/3 interventions, ensuring every student gets what they need.
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. THRIVE benefits students by teaching them how to replace negative behaviors with appropriate ones.

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
- PX3
- 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 members will uphold the virtues of Capturing Kids' Hearts with an ongoing focus on creating a positive school culture	Jill Fletcher Jill Geran Melissa Boroughs Whitney Malham Ashley Gonyea Amy Champlin Rachel Thurman Amy Adams Laura Harris	Ongoing	Monthly allotted times for Process Champions/BAT teams to meet	-District offered professional development opportunities -Teacher discussions
-THRIVE behavioral support, and the Behavior Matrix will be implemented school-wide	Jill Fletcher Jill Geran Melissa Boroughs Whitney Malham	Ongoing	Capturing Kids Hearts  Eastside Behavior ...	-Student performance indicators -Social/emotional conversations

Focus Area #4-COLLABORATIVE TEAM MEETINGS

Goal: By May 2026, 100% certified teachers will engage in weekly collaborative team meetings focused on data-driven instruction, resulting in a 15% increase in student proficiency in ELA and Math as measured by state and district assessments.

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

Data:

Collaborative team meetings significantly improve teacher effectiveness and student achievement. When teachers work together to analyze data, plan instruction, and reflect on practice, they build shared expertise that directly impacts student success.

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.
- Transparent discussions about teaching practices and students' progress.

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

- A Professional 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.

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

Evaluation/Monitoring of Goal:

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	Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley	Ongoing		Teacher Collaboration
-Collaborate with team members to create SCOOP intervention groups based on student data for	Jill Fletcher Jill Geran Melissa Boroughs Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley Ledena Stephens Jennifer West Brooke Fitch	Ongoing		-SCOOP groups among teams
-Utilize data to drive instruction	Jill Fletcher Jill Geran Melissa Boroughs Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley Ledena Stephens Jennifer West	Ongoing	CFA data	

	Brooke Fitch			
-Tier 2 interventions taught by classroom teachers	Taylor Hogan Jennie Gates Rachel Thurman Courtney Childs Stephanie Hanley Ledena Stephens Jennifer West Brooke Fitch	Ongoing	-UFLI -Phonics First- Tier 1, 2, 3 -Take Flight- Tier 2 Tier 3 -Reading Interventionist for Tier 3 interventions -Lexia- Tier 1 and 2 (with support lessons) -Reading A-Z -Happy Letters -IM Math -IXL Math	

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Jill Fletcher	Principal
Jill Geran	Assistant Principal
Melissa Boroughs	Learning Specialist
Brooke Fitch	Reading Interventionist
Whitney Malham	Counselor
Therese Krenn	Community Member/Parent
Jennifer West	Special Education
Taylor Hogan	Kindergarten Team Leader
Jennie Gates	First Grade Team Leader
Rachel Thurman	Second Grade Team Leader
Courtney Childs	Third Grade Team Leader
Stephanie Hanley	Fourth Grade Team Leader