



Cabot Public School District Mountain Springs Elementary School Improvement Plan

Mission Statement: At Mountain Springs Elementary, growth is expected and ALL will learn!

Priority #1	
Improvement Plan Focus Area: Science Of Reading To increase 3rd and 4th-grade reading proficiency to 90% proficient , 100% of MSE teachers will utilize the Science of Reading and implement the skills learned to produce high phonemic awareness and phonics skills for students in their classrooms through high participation in the PLC process driven by classroom assessment data and use of the following curriculum: Phonics First, Wit and Wisdom (Great Minds), Equipped for Reading Success, and Kilpatrick.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Teachers will implement and follow RISE initiatives and Phonics First with fidelity. Students not on grade level on progress monitoring assessments will be targeted with intervention specific to the current research and focused only on essential standards that promote blending.	Team Member(s) Responsible: Connie Reed Macy Welch Jennifer Bradley Lesli Sawatsky
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Student achievement will increase in the areas of encoding, decoding, writing, and reading comprehension. The goal is for all capable students to enter 3rd Grade reading on grade level.	

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

The purpose for this goal is to address gaps in literacy achievement due to learning loss. Reading proficiency has been measured by the ATLAS assessments, Phonics First assessments, running records, and LEXIA. We have focused on phonemic awareness skills that might not be as important as blending and decoding in our small group interventions.

Winter 2025 ELA Interim Data:

56% of 3rd Grade students scored proficient/exceeding

52% of 4th Grade students scored proficient/exceeding

Alignment to District Core Belief:

Literacy Instruction is crucial to academic success and we will accomplish literacy goals by addressing the science of reading.

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
Phonics First or Structures and Phonemic Awareness instruction will be implemented in all classrooms.	Connie Reed Macy Welch	Ongoing	Phonics First Teaching Resources Training for new staff members	Phonics First Assessments- Letter ID- encoding and decoding, Sounds assessment- encoding and decoding, Layer assessments- encoding and decoding, Red word Assessment
All teachers lacking the proper certification will attend RISE training in the Science of Reading.	Connie Reed Macy Welch	Yearly	District & State Funding	Certificate of Completion
All grades will unpack the Arkansas Literacy standards and implement research based, state approved Literacy Curriculum with fidelity to address each one at the proper depth of knowledge.	Connie Reed Macy Welch	Ongoing	Wit and Wisdom teacher manuals, Geodes, Great Minds Website , Wit and wisdom student workbooks, student book copies, Phonics First curriculum, Heggerty/Kilpatrick	Unit Assessments Common Formative Assessments PAST assessment

			lessons, Cabot Curriculum Google Site	
Teachers will be continually be monitored on RISE implementation/Science of Reading methods and assessed as needed	Connie Reed Macy Welch	Ongoing	Administrators have completed RISE Assessor training	RISE observation checklist & Look Fors to show continued proficiency SOR SmartCard K-2 SOR Smart Card 3-6 SOR Look Fors
Provide intervention for at-risk students	Lesli Sawatsky Macy Welch Jennifer Bradley	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 - \$2394.00 LEXIA - District Funded eSpark	Phonics encoding checks/decoding checks, running records, Lexia level reports, MAP Fluency reports
Utilize the PLC process for monitoring student growth and proficiency	Classroom Teachers/Guiding Coalition members	May 2026	State Sponsored PLC Program-application approved Weekly PLC meeting time	Ongoing proficiency scale data by standard to guide instruction and pacing
Activity teachers without a grade level class will intervene in K-1 to promote mastery of letters/sounds	Macy Welch Kim Howey	August 2025-May 2026	Intervention kits managed by Mrs. Welch/classroom teachers	Letter ID/Sounds assessments from Phonics First program
3rd and 4th Grade teachers will use the ATLAS classroom tool to engage students on test formatted questions that align with our standards	Jennifer Bradley Macy Welch	Ongoing	Access to ATLAS website (free)	Score reports from ATLAS portal
Teachers will use the Performance Level Descriptors to make sure Level 3 and 4 learning is provided. Teachers will also aim for higher level depth of knowledge questioning	Connie Reed	Ongoing	Copy of PLDs released by DESE DOK levels and support documents	Score reports from ATLAS portal

Priority #2

Improvement Plan Focus Area: Increase Student Achievement

In an effort to increase all student achievement in the area of mathematics to an average of 80% proficiency for each grade level, 100% of MSE staff will use Illustrative Mathematics and other math-based resources to promote student success through high participation in the PLC process and use of the following curriculum: Illustrative Mathematics.

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

Students need more independent practice with skills than our curriculum provides and more repeated opportunities to be exposed to Level 3 and 4 tasks according to the performance level descriptors.

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

Increased student achievement will be measured by growth on the ATLAS assessments and IM common formative assessments.

Team Member(s) Responsible:

Connie Reed

Macy Welch

Jennifer Bradley

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

Students have not received as much intervention in mathematics as reading in the past, creating deficits.

Winter 2025 Interim Math Data:

35% of 3rd grade students scored proficient/exceeding

53% of 4th grade students scored proficient/exceeding

Alignment to District Core Belief:

High-performing, academic success is one of our top priorities.

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
Teachers will utilize Class Tool, GIZMOS, and eSpark as needed	Macy Welch Jennifer Bradley	Ongoing	ATLAS Class Tool- common assessments in state testing format	-eSpark Data -Class Tool Assessment percentages
Proficiency Scales will be used to monitor student achievement.	Classroom Teachers/Guiding Coalition members	Ongoing	Interim Assessments PLC created Common assessments	<u>Proficiency Reports</u> ATLAS scores <u>Reading Fluency Reports</u>
Cabot Math Block Time will include time for student extensions/interventions.	Connie Reed Macy Welch	Ongoing	Cabot Math Block K-2 Cabot Math Block 3-6	Atlas Interim Data CFAs
All teachers will continue the implementation of the Cabot board adopted Illustrative Math curriculum, while also using credible sources for extra student practice	Connie Reed Macy Welch Team Leads	Ongoing	District Funded Professional Development Math Coach Support <u>DESE AR K-5 Math Standards</u>	Classroom Observations PLC Meetings Unit Checks in IM QuEST observations
Teachers will utilize IXL to monitor student growth on math standards and extend learning	Jennifer Bradley Macy Welch	Ongoing	District Funded	The Arena Data smart scores

School Improvement Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Connie Reed	Principal
Macy Welch	Assistant Principal
Melanie Fox	Counselor
Jennifer Bradley	Learning Specialist
Kim Howey	Media Specialist
Marlee Sowell	Classroom Teacher
Lesli Sawatsky	Reading Interventionist
Chloe Ruple	Classroom Teacher
Michelle Shipley	Classroom Teacher
Danielle Beutler	Classroom Teacher
Stacy Bean	Classroom Teacher
Ellen Barnett	SPED Teacher
Stacy Riley	PTO President