



Northside Elementary
Cabot Public School District
2025-2026 School Improvement Plan
Mission Statement: *Learning and Growing Together*

Priority #1	
Improvement Plan Focus Area: Through the use of a viable curriculum, NS will focus on creating a culture of literacy based on the foundations in Science of Reading. By the 28-29 school year, 70% of 3rd and 4th graders will score a Level 3 or Level 4 on the Summative ATLAS assessment.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Teacher Training/Knowledge Resources Student Assessment	Team Member(s) Responsible: Miriam Berryhill Mary Campbell
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Increased student achievement Increased Teacher performance Components of the Right to Read Act are seamless and evident	

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

In Spring of 22-23, NS had 57% of students scoring in the 61-80 Achievement range on NWEA MAP. Overall data trends show a decrease each year in the overall percentile level of our Mean RIT score at each grade level. See the scores in this document. [MAP scores](#) Based on new legislation with the LEARNS Act, all students need to be reading on grade level by the 3rd grade. Research in best practices in the Science of reading are still in the process of being implemented in the building as teachers are continuing to learn more about the components of the science and what they look like in the classroom. NS's 22-23 ESSA Score was a "C." Disaggregation of this score report shows that lack of students on grade level in Reading is a contributing factor to the low score. The 23-24 ATLAS scores also support this evidence.

Alignment to District Goal:

- 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.

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
K-2 - Teachers are trained in strong, systematic, and explicit phonemic awareness and phonics programs through continuing professional development in the implementation of UFLI Phonics.	Berryhill, Campbell, Price, MacMillan	2019-ongoing	Heggerty Book, Kilpatrick, & Flyleaf Books, UFLI	, CFAs, District UFLI assessments, Dyslexia Screeners, ATLAS Screeners + Testlets
3rd and 4th grade teachers will utilize 95% group SURGE program for vocabulary and	Berryhill, Campbell	2025-ongoing	95% group Surge-instructional funds	CFAs, ATLAS data

morphology.				
2-4 - Teachers are trained in depth of knowledge in the areas of comprehension, vocabulary & fluency with continuation of professional development.	Berryhill, Campbell	2019-ongoing	Wit & Wisdom Curriculum including Geodes	ATLAS Screeners, Iterimas, and Testlets, Classroom Tools as well as informal anecdotal records from teachers via PLC convos, CFAs
Teachers will utilize Wit and Wisdom Curriculum K-4 with ongoing professional development. Reading Interventionist will receive extensive training	Berryhill , Campbell, MacMillan	19-ongoing	Wit and Wisdom Materials including Geodes Professional Development Conference - Title 1 funds	ATLAS assessments, as well as informal anecdotal records from teachers via PLC conversations, CFAs, Wit & Wisdom assessments, classroom walk thrus
Small Group reading will be an area of focus utilizing Geodes, Just Right Readers, Dynamite Decodables	Berryhill	October '20- ongoing	Title 1 funds	Teacher surveys, Teacher analysis of student reading, CFA's, District ORF assessments
All K-2 students will be screened for dyslexia according to Assessment Schedule and 3-4 students with reading concerns. (ACT 1268 dyslexia requirements)	RTI team	19- ongoing		Tier 1 and Tier 2 assessments- as well as progress monitoring information, ATLAS Screener
Interventionists trained in Take Flight	Berryhill	24-25 SY- ongoing	District funds allocated	Teacher Pd Record Classroom Walk through

				data
Materials will be provided for parents to check out to provide literacy strategies at home. Focus will be on the areas of decoding (fluency) and comprehension.	Berryhill, Voegele	19-ongoing	Title 1 Parental Involvement funds	Check out records,parent surveys
Teachers will be trained in and utilize Lexia Core 5	Berryhill	Dec. 21- ongoing	ESSER	Teacher survey, Lexia data,
Students will be recognized and rewarded for growth in Lexia with weekly shoutouts on Facebook and ringing the LExia bell	Campbell	Aug. 24- ongoing	No funds	LExia reports Facebook
Administrators and teachers will receive training in ATLAS and do the work to analyze how it aligns to UFLI and Wit and Wisdom	Berryhill, Campbell, MacMillan	Jan. 24- ongoing		Agendas- Team Meetings ATLAS data
Increase culture of reading by providing increased opportunities/access to reading	Berryhill	SY 23-24 - ongoing	Title I Funds Tournament of Books Thanksgiving parade Glow Night literacy activities	ATLAS data Sign in sheets

Priority #2

Improvement Plan Focus Area: Beginning in the 22-23 school year, with full implementation by the 26-27 school year, all K-4 teachers will participate in Professional Learning Communities with a focus on cycles of action research oriented around student results and based on Essential Standards.

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

Administrator training
Teacher training
Creation of time in the schedule

Team Member(s) Responsible:

Berryhill
Campbell
Guiding Coalition
MacMillan

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

All students will be achieving high levels of growth in both Literacy and Math as seen through CFAs, standardized testing, and an increase in the school's ESSA score.

A seamless process will be clearly defined for teachers analyzing Tier I instruction, identifying areas of need for individual students and implementing Tier I interventions for those students. The point at which a child is referred for Special Education will be more clearly defined and a team decision based upon the work done in PLCs.

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

Level of classroom instruction is not meeting the rigorous standards as supported by trends in school test scores and in surveys to teachers about the academic expectations of our students. A focus on Tier 2 and Tier 3 interventions over the last few years has led teachers to neglecting a focus on Tier 1 instruction. In addition, teachers have focused on the growth of students without analyzing their own teacher efficacy and how their teaching is changing based on what they learn about their students. Teachers currently are choosing interventions at

random and documentation is inconsistent. Teachers refer students to special education without a clear and defined process as to what Tier I and Tier II instruction and interventions have been implemented.

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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
Administrator training in PLC process through Solution Tree via Highly Effective School Leaders program and in Master Principal.	Berryhill	July 23- June 25 -HESL Aug 24- July 26- Master Principal		Action Research projects PD Record
Ongoing teacher professional development in PLC process	Berryhill, Campbell	21-ongoing	-Learning By Doing books -Funds for PD days	- Agendas, ppts , surveys, S'More
Prioritization in the master schedule of time weekly devoted to Collaborative Team Meetings	Berryhill	23-ongoing		Master Schedule
Teachers will establish	Berryhill, Campbell,	23- ongoing		Essential Standards

Essential Standards and participate in cycles of ongoing action research and results oriented inquiry through creation of Common Formative Assessments and in the implementation of those standards	MacMillan			documents , CFAs, Team Meeting Agendas, S'More Newsletters, data walls
Teachers will utilize Tiered Layers of Instruction. Protected WIN (What I Need) time established daily. Activity teachers will be utilized throughout the day to help with Tier 2 instruction and will be assigned a grade level team to work with.	Berryhill	19- ongoing	Small group intervention materials for phonics & phonemic awareness	Master Schedule, Teacher Schedules
Time will be given weekly for focused Tier 2 meetings to create individualized plans for students in response to intervention	Berryhill	23-ongoing		Master Schedule, RTI data
School wide inclusion for Special Education students with support in general education will be the priority.	Gen Ed & SPED Staff and para support	22-ongoing	Professional development materials, curriculum materials for SPED staff, curriculum training for SPED staff	Progress monitoring data, SPED referral data

Priority #3

Improvement Plan Focus Area: Beginning the 23-24 school year, with full implementation by SY 25-26, NS will create and implement behavior supports & systems that will result in a 50% decrease in number of office referrals resulting in less instructional time lost due to misbehavior.

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

- Teacher efficacy in dealing with student behaviors
- Overall school-wide expectations
- Tiered system for addressing behaviors

Team Member(s) Responsible:

Berryhill
Campbell
Loter

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

There will be a decrease in the number of office referrals which will in turn affect overall school-wide achievement since the school culture is more conducive to learning.

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

The population of NS is a high poverty, high trauma school. As the world has adjusted to the polarizing cultural wars and political climate, the misbehavior of students has increased. Teachers feel inadequate to address the behaviors that students display on a day to day basis which results in disruption of the learning environment. Clear defined expectations and systems for incentives have not been consistent in the building.

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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
Capturing Kids Hearts Training for entire staff	Berryhill, Campbell	August 2022 & on-going for new faculty/staff	District	CKH implementation walk throughs and surveys
Teacher's will utilize positive incentive plans in their classrooms as well as school wide positive incentive plans.	Berryhill	August 2023- ongoing	TEacher 500	Classroom walkthroughs, student surveys
Behavior Committee formed to work on THRIVE implementation	Berryhill, Loter	Aug. 2023- ongoing	None	Agendas, Behavior Matrix, Surveys
Creation of School wide Behavior Matrix and Discipline Ladders- revamping based on implementation	Berryhill, Spencer, Loter	Fall 2023- initial completed Revamping summer of 2025	None	Matrix Behavior Flow Chart

Priority #4

Improvement Plan Focus Area: Through the use of a viable curriculum, NS will focus on increasing test scores in Math and Science. By the 28-29 school year, 70% of 3rd and 4th grade students will score a Level 3 or Level 4 on Math and Science ATLAS exams.

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

Teacher Training/Knowledge
Resources
Student Assessment

Team Member(s) Responsible:

Miriam Berryhill

Mary Campbell

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

Increased student achievement

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

With the focus the last few years being on the Science of Reading, the attention to Math and Science has not been as intense. There have been trends in the ASPIRE and MAP data that support this and we are seeing the same trend emerging with ATLAS. In addition, since Science is not tested in grades K-2, the teachers tend to not focus on it as much and thus when they get to 3rd grade and it is tested the students do not have the foundations for it.

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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
Purchase of Gizmos digital platform for teachers to create digital experiments	Berryhill	February 24- current	Title 1	Gizmos reports ATLAS Science results
Purchase of IXL digital platform for math intervention and digital practice	Berryhill	January 24- current	Title 1	IXL data reports ATLAS Math results
Teacher training on Science Essential Standards and cycles of inquiry	Berryhill, Campbell	Summer 25- ongoing	No funds	PD records Team Meeting notes
Creation of 3rd and 4th Math spiral review	Berryhill, Voegele	October 24- ongoing	No funds	CFA data, Spiral Review results, Interim data, ATLAS Math reports
Science coaching for 3rd and 4th Science teachers	Berryhill	December 24- ongoing	District funds	ATLAS interim data, ATLAS Science results
Robotics program will be implemented to foster STEM learning and desire to increase engagement in Math and Science.	Berryhill, Souza	Fall 24- ongoing	Title 1	Robotics results Parent Surveys
Glowing STEM night will incorporate components of Math and Science to engage kids in parents.	Campbell, MacMillan	April '25- ongoing	Title 1 funds for items (jump ropes for skip counting, Sensory bags for shape identification, Math	Photos from STEM night, Parent Surveys, teacher sign in sheets

			graphing items, etc)	
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Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Mary Campbell	School Improvement Coordinator, Assistant Principal
Miriam Berryhill	School Principal
Lindsay MacMillan	Learning Specialist
Haylee Loter	Counselor
Sarah Palmer	Community Volunteer

Actions Completed

Priority #1 Actions completed				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data

Teachers will have access to a video bank of lessons to use in the event the school district pivots to virtual learning.	Beavert, Berryhill, Goodman	20-22 school years	District Funding	Teacher survey and discussion input
3rd and 4th grade teachers will align Wit and Wisdom curriculum to ACT Aspire expectations through Common assessments.	Beavert, Goodman	20-completed	District funds	ACT Aspire assessment results, Teacher surveys, PLC formative assessment data
All teachers will be proficient in Science of Reading according to one of the State Dept approved pathways by the 23-24. All new teachers will be trained and prove proficiency.	Beavert, Berryhill, Goodman	22- 24 Completed		Protocols

Priority #2 Actions completed				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data

			source)	
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There will be PLC focus on Science of Reading. Observation protocols and ppts made by CAO Curriculum Detp.	Berryhill, Spencer, Goodman	20-completed		Teacher feedback, walkthrough observations
A Guiding Coalition will be developed to create ongoing leadership in the PLC work. The guiding coalition will serve as leaders in examining and implementing the school vision, mission, and core beliefs and how they relate to the PLC process.	Berryhill	August 23- ongoing-completed 24-25 SY		School Mission/Vision Documents Agendas

Priority #3 Actions completed				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Increased understanding of poverty and how it impacts education- Group sent to training	Beavert and team	September '21		Focus group feedback

Rosie Coleman presents to entire faculty about poverty and impacts on education	Beavert	November '21		Teacher feedback
Addressing the social and emotional needs of students of trauma in order to facilitate learning- teachers will complete 3 hours of online video training in Conscious Classroom	Berryhill	Sept. '21- May '22	In cooperation with WDMC	Teacher discussions Completion certificates
THRIVE and Mental Health First Aid training for Principal, Assistant Principal and Counselor	Berryhill, Loter, Campbell	Jan. 2023-Jan 2024 June 23- June 24 Campbell- June 24-	District	PD records Project for THRIVE Academy
Capturing Kids Hearts Process Champions Committee will meet to analyze and set goals for CKH and will be responsible for ongoing facilitation of the program.	Berryhill, Spencer	September 2022- ongoing Completed in the 23-24 SY	None	Agendas and surveys
Book Study of Fostering Resilient Learners with Activity Teachers	Berryhill, Spencer	Fall 2023-on-going-complete	Purchasing of books (Instructional)	Agendas
Purchase interactive panels to increase and enhance student engagement	Beavert	January 2022-complete	Title 1 Funds	