



**Northside Elementary**  
**Cabot Public School District**  
**2023-2024 School Improvement Plan**  
Mission Statement: Northside is a family: We love, serve, care.

<b>Priority #1</b>	
<b>Improvement Plan Focus Area:</b> 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 24-25 school year, NS will increase the number of K-4 students scoring in the “61-80th” percentile range or above in achievement on NWEA MAP to 85% in Reading.	
<b>Priority Area:</b> <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 Karen Goodman
<b>Desired Outcome:</b> <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 <b>Right to Read Act</b> 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.

**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 <a href="#">Phonics First</a> .	Berryhill, Morris, Goodman	2019-ongoing	Heggerty Book, Kilpatrick, & Flyleaf Books, Phonics First	MAP, & PAST assessments, MAP Fluency, CFAs, Phonics First Assessments, Dyslexia Screeners,
2-4 - Teachers are trained in depth of knowledge in the areas of comprehension,	Berryhill, Morris, Goodman	2019-ongoing	Wit & Wisdom Curriculum including Geodes	MAPS, ACT Aspire, MAP Fluency as well as informal anecdotal records from teachers via

vocabulary & fluency with continuation of professional development.				PLC convos, CFAs
Teachers will utilize Wit and Wisdom Curriculum K-4 with ongoing professional development.	Berryhill , Spencer, Goodman	19-ongoing	Wit and Wisdom Materials including Geodes	Wit and Wisdom assessments, classroom walk throughs
Wit and Wisdom Geodes will be used to look at ways to incorporate individual reading and small group reading into whole class literacy.	Berryhill, Goodman	October '20- ongoing	Title 1 funds	Teacher surveys, MAP data , Teacher analysis of student reading
All K-2 students will be screened for dyslexia according to <a href="#">Assessment Schedule</a> and 3-4 students with reading concerns.	Morris, Goodman	19- ongoing		Tier 1 and Tier 2 assessments- as well as progress monitoring information
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	22- 24		Protocols
Materials will be provided for parents to check out to provide literacy strategies at home. Focus	Berryhill, Goodman	19-ongoing	Title 1 Parental Involvement funds	MAP data, MAP Fluency, Phonics Assessments, check out records, <a href="#">BINGO cards</a>

will be on the areas of decoding (fluency) and comprehension.				
Teachers will be trained in and utilize Lexia Core 5	Berryhill, Goodman	Dec. 21- ongoing	ESSER	Teacher survey, Lexia data, MAP data
Administrators and teachers will receive training in ATLAS and do the work to analyze how it aligns to Phonics First and Wit and Wisdom	Goodman	Jan. 24		Agendas ATLAS data
Through the use of stem carts, teachers will utilize science and math to incorporate literacy components across the curriculum	Berryhill, Spencer	SY 23-24	Title I Funds	

**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  
Spencer  
Goodman

<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>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.</p> <p>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.</p>	
<p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>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.</p>	
<p><b>Alignment to District Goal:</b>-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.</p>	

**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.	Berryhill	July 23- June 25		Action Research projects
Ongoing teacher professional development in PLC process	Berryhill, Spencer, Goodman	21-ongoing	-Learning By Doing books -Funds for PD days	- Agendas, <a href="#">ppts</a> , surveys
Prioritization in the master schedule of time weekly devoted to Collaborative Team Meetings	Berryhill, Spencer	23-ongoing		<a href="#">Master Schedule</a>
Teachers will establish 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	Berryhill, Goodman	23- ongoing		<a href="#">Essential Standards documents</a> , CFAs
A Guiding Coalition will be developed to create ongoing leadership in the	Berryhill, Spencer	August 23- ongoing		School Mission/Vision Documents

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.				Agendas
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.	Berryhill, Spencer, Goodman	19- ongoing		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, Spencer, Goodman	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	MAP testing, 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  
Spencer  
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
THRIVE and Mental Health First Aid training for Principal, Assistant Principal and Counselor	Berryhill, Loter, Spencer	Jan. 2023-Jan 2024  June 23- June 24	District	PD records <a href="#">Project for THRIVE Academy</a>
Capturing Kids Hearts Training for entire staff	Beavert, Spencer	August 2022	District	CKH implementation walk throughs and surveys
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	None	Agendas and surveys
Behavior Committee formed to work on THRIVE implementation	Berryhill, Spencer, Loter	Aug. 2023- ongoing	None	Agendas, Behavior Matrix, Surveys
Creation of School wide Behavior Matrix and Discipline Ladders	Berryhill, Spencer, Loter	Fall 2023	None	Matrix Behavior Flow Chart
Book Study of Fostering Resilient Learners with Activity Teachers	Berryhill, Spencer	Fall 2023	Purchasing of books (Instructional)	Agendas

Purchase interactive panels to increase and enhance student engagement	Beavert	January 2022	Title 1 Funds	
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**Leadership Team**

<b>Team Member's Name</b>	<b>Team Member's Role (Admin, Teacher, Community Member, etc.)</b>
Kelly Spencer	School Improvement Coordinator, Assistant Principal
Miriam Berryhill	School Principal
Karen Goodman	Instructional Facilitator
Haylee Loter	Counselor
Kale Thomas	Community Volunteer

**Actions Completed**

<b>Priority #1 Actions</b>				
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
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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
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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
3rd and 4th grade teachers will align Wit and Wisdom curriculum to	Beavert, Goodman	20-completed	District funds	ACT Aspire assessment results, Teacher surveys, PLC formative assessment

ACT Aspire expectations through Common assessments.				data
There will be PLC focus on Science of Reading Observation Protocols and power points made by CAO curriculum dept.	Berryhill, Spencer, Goodman	20-completed		Teacher feedback, walk through observations