



CJHN School Improvement Plan
Cabot Public School District
School Improvement Plan

Mission Statement: To provide every student with an Education that is taught with Passion from the Perspective that every student will learn and be successful with the Purpose of preparing them for tomorrow’s opportunities. Love-Learn-Succeed

Priority #1	
Improvement Plan Focus Area: Science of Reading	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Reading Comprehension</p>	<p>Team Member(s) Responsible: Sydney Cobb Amy Butler</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>Reading Scores on ACT Aspire will increase by 5% in 2021.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> There is a need for students to read actively and more targeted. 2019 Aspire 7th Grade Reading Scores dropped from 50% to 49%. 2019 Aspire 8th Grade Reading Scores grew from 67% to 68%. There is also a decrease of 13% in readiness from the 2018 6th Grade Aspire</p>	

Reading Test to the same students tested for the 7th Grade Aspire Reading Test.

Alignment to District Core Belief: The academic success of every student in Cabot Public Schools is the top priority of 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
<i>Certified Staff will complete Science of Reading Training and strategies will be fully implemented in the classroom. (Advanced phonics, morphology, etymology structure of the English language)</i>	Amy Butler	Ongoing. All staff will be trained by 2023.	n/a	Building PD records Educator PD records
<i>Teachers will implement strategies to address the needs of students exhibiting characteristics of dyslexia - both identified and unidentified. Students exhibiting characteristics of dyslexia will receive intervention to address these characteristics.</i>	Amy Butler Diem Scott	Ongoing	n/a	Lesson Plans Dyslexia referrals Classroom Observations Curriculum Maps
No Red Ink curriculum will be utilized regularly in English courses.	Brian Jones	All Year (Utilized as long as district funds)	District Funds	No Red Ink website data Classroom observations
Vocabulary.com will be utilized regularly in English courses	Brian Jones	All Year	Building Funds	Vocabulary.com website data Classroom observations

MAP Testing - Student reading level data will be disaggregated to determine growth and the need for RTI for struggling readers. Parents will be notified of student's reading level.	Mark Cooper Jessica Moser	All Year - 3 times	n/a	Teacher data reports Student growth reports, including assessment of student reading level.
Required Reading in Navigation. Navigation is a period that is part of our daily schedule. It is 30 minutes of instructional time from 8:55-9:25.	Amy Butler	All Year	n/a	Classroom observations Navigation Schedule
Social Studies targeting weakness areas in reading	Amy Butler	All Year	n/a	Lesson Plans Classroom Observations
PLC/Department Data Meetings will analyze MAP data and make instructional and curricular decisions to increase student achievement.	Amy Butler Mike Nash	PLC meetings, ongoing	n/a	MAP reports PLC Agendas Curriculum Maps
Student Online Reading Access (SORA), a resource for all students to access digital resources	Amy Butler	All Year	Building Funds	Media Center Specialist Lesson Plans Student Usage Data on Sora app
Media Center Google	Amy Butler	All Year	Building Funds	Google Classroom site

Classroom for student digital resources, including Epic Books and Teen Book Club				
CJHN media center program to obtain public library card	Amy Butler	All Year	n/a	Log of student applications

Priority #2

Improvement Plan Focus Area: Social-Emotional Well-being

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal? Students need more insight into the concepts that bad times don't last and that unhelpful thinking makes them feel more upset.*

Team Member(s) Responsible:
Jessica Moser
Mark Cooper

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority? Students will be helped to see that things do get better (optimism) and to rethink pessimistic thoughts. Student data will be collected showing growth.*

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion? The heart of the issue is that students need more resiliency. This is evident by the number of students who rated themselves a 1 or 2 on scenarios common to teenagers that can be overcome with personal resilience.*

Alignment to District Core Belief: All CPS children have the opportunity to be academically prepared to reach their dreams. Effective relationships are powerful.

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
"Bounce Back" student pre-lesson survey	Jessica Moser Mark Cooper	October	n/a	Pre-lesson student survey
"Bounce Back" resilience lessons; Counselors will rotate through each classroom to provide "Bounce Back" lesson for every student.	Jessica Moser Mark Cooper	October-November	n/a	Post-lesson student survey
Emotional Poverty Course 1 training will be provided to staff	Amy Butler	August 2021	Building Funds Federal Funds	Discipline records

Priority #3

Improvement Plan Focus Area: Blended Learning

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*
To provide instructions for students due to illness or extended closure

Team Member(s) Responsible:
Amy Butler
Taylor Bunting
Shasta Jarmon

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

A continuum of learning from face-to-face to at-home digital learning will be developed, including social-emotional supports for students.

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

There is a disconnect between families and the school, communication with families, and students completing school work when absent. In mid-April, 173 students or 19.2% of students were not completing assignments and/or teachers were unable to make contact with families. On average, each teacher had 10.6% of their fail to complete a single assignment during the extended closure. Of the students issued school chromebooks, 6 students made internet searches causing concern about their emotional health.

Alignment to District Core Belief: The academic success of every student in Cabot Public Schools is the top priority of Cabot School Board.

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
Digital curriculum development	Taylor Bunting	Ongoing	n/a	Unit and Lesson plans; Google Classroom Virtual lesson development through videos and interactive lessons on Edpuzzle. Student feedback via email and classroom. Tracking standard achievements through edulastic.
Family-School communication	Amy Butler	October	n/a	Back-to-School Parent Meeting Phone Logs E-mail Logs Parent Survey
Develop a system to provide social-emotional checks as well as supports for off-site learners	Mark Cooper	August	n/a	Phone Logs E-mail Logs Securely records Student Survey

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Shasta Jarmon	Teacher
Taylor Bunting	Teacher
Jessica Moser	Counselor
Mark Cooper	Counselor
Sydney Cobb	Teacher
Amy Butler	Admin