



Northside Elementary

Cabot Public School District

School Improvement Plan 22-23

Mission Statement: Northside is a family: We love, serve, care.

Priority #1

Improvement Plan Focus Area: Teachers will be trained and implement components of the Science of Reading.

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:

Haley Beavert
Miriam Berryhill
Karen Goodman

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

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?*

Classroom observations and student achievement data show that all components of Science of Reading are not being implemented. Aspire scores have consistently dropped over the last four years. (No data for 19-20 school year).

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	Beavert, Berryhill, Morris, Goodman	2019-ongoing	Heggerty Book, Kilpatrick, & Flyleaf Books, Phonics First	MAPS, & PAST assessments, MAP Fluency
2-4 - Teachers are trained in depth of knowledge in the areas of comprehension, vocabulary & fluency	Beavert, Berryhill, Morris, Goodman	2019-ongoing	Wit & Wisdom Curriculum including Geodes	MAPS, ACT Aspire, MAP Fluency as well as informal anecdotal records from teachers via PLC convos
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

There will be PLC focus on Science of Reading Observation Protocols and power points made by CAO curriculum dept.	Beavert, Berryhill	20-ongoing		Teacher feedback, walk through observations
All students will be screened for reading difficulties as pertaining to dyslexia.	Berryhill, Morris, Goodman	19- ongoing		Tier 1 and Tier 2 assessments- as well as progress monitoring information
PLC focus on intervention cycles for literacy standards pertaining to fluency and dyslexia	Goodman, Beavert, Berryhill	21-ongoing		PLC data, intervention data, teacher feedback
RISE WALK throughs - all teachers must reach proficiency	Beavert, Berryhill	22- 24		protocols

Priority #2	
Improvement Plan Focus Area: School wide will focus on whole group literacy instruction.	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p>Teacher Training Teacher scheduling</p>	<p>Team Member(s) Responsible:</p> <p>Beavert Berryhill Goodman</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p>	

<p>Student achievement of ALL students will increase as seen in ESSA score, Aspire data, MAP data, and report card data</p>	
<p>Root Cause(s): <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. In addition, effects from the pandemic and disruptions from last school year are leaving lingering effects on students' academic performance.</p>	
<p>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.</p>	

<p style="text-align: center;">Priority #2 Actions</p>				
<p>Action to Address the Root Cause & Outcomes</p>	<p>Team Member(s) Responsible</p>	<p>Timeline</p>	<p>Resources and/or Funding(include fund source)</p>	<p>Progress Monitoring Data</p>
<p>Teachers will utilize Wit and Wisdom Curriculum K-4</p>	<p>Beavert, Berryhill, Goodman</p>	<p>19-ongoing</p>	<p>Wit and Wisdom Materials including Geodes</p>	<p>MAP, ACT Aspire Interim, MAP Fluency, Wit and Wisdom assessments</p>
<p>Materials will be provided for parents to check out to</p>	<p>Beavert, Goodman</p>	<p>19-ongoing</p>	<p>Title 1 Parental Involvement funds</p>	<p>MAP data, MAP Fluency, Phonics Assessments,</p>

provide literacy strategies at home. Focus will be on the areas of fluency, automaticity and phonological awareness.				check out records
3rd and 4th grade teachers will align Wit and Wisdom curriculum to ACT Aspire expectations through Common assessments.	Beavert, Goodman	20-ongoing	District funds	ACT Aspire assessment results, Teacher surveys, PLC formative assessment data
Wit and Wisdom Geodes will be used to look at ways to incorporate individual reading and small group reading into whole class literacy.	Beavert, Berryhill	October '20- ongoing	Title 1 funds	Teacher surveys, MAP data , Teacher analysis of student reading
Teachers will be trained in and utilize Lexia Core 5	Beavert, Goodman	Dec. 21- ongoing	ESSER	Teacher survey, Lexia data, MAP data

Priority #3	
Improvement Plan Focus Area: Empowering teachers to facilitate Tiered layers of instruction and response to interventions	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i>	Team Member(s) Responsible:

<p>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>Beavert Berryhill Goodman</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></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>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>The root of the issue is lack of training in a PLC process and lack of time to dedicate to the process. This is evidenced by teacher feedback, administrator and instructional leader feedback, and by SpEd referral documentation over the last few years as well as the increase in number of SpEd referrals.</p>	
<p>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.</p>	

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
Teacher Education in PLC cycles	Beavert, Berryhill, District	21-22 school year	District Documents, PLCS that Work book	Teacher feedback, Administrator feedback
PLC time will be protected for PLC cycles. Weekly S'More newsletters, emails, team meetings, and faculty meetings will be utilized for "other" essential training and info.	Beavert, Berryhill	21-ongoing		PLC agendas
Provide WIN time whole group interventions that can allow teachers time to work with target groups - Purchase Reflex Math and Lexia	District	21-22 school year	Title 1 Funding	Lexia data Reflex data
Involve parents in at home interventions- Parent Center activities to be sent home Especially focusing on fluency, phonological awareness, and comprehension.	Goodman, Berryhill	20- ongoing	Title 1 Funding	"Prescription" 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

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Miriam Berryhill	School Improvement Coordinator, Assistant Principal
Haley Beavert	School Principal

Karen Goodman	Instructional Facilitator
Haylee Loter	Counselor
Kale Thomas	Community Volunteer