



Cabot Freshman Academy
Cabot Public School District
2026-2027 School Improvement Plan

Mission Statement: Graduation Starts Here: Every Student, Every Credit, Every Day

Priority #1	
Improvement Plan Focus Area: Science of Reading/Reading Across the Curriculum; Continued intervention, remediation, and enrichment through C2G/Honors classes- Development of an efficient RTI program focused on reading, writing, and English comprehension	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> CFA ACT Aspire reading scores have remained stagnant over the past two years. The 25-26 ATLAS scores indicate that CFA students still need to grow in reading comprehension and vocabulary. Our reading score grew 4% from 25 to 26. Although students read in their ELA classes, it was determined that there is limited reading in other content areas and electives.	Team Member(s) Responsible: Ahna Davis- Principal Clark Bing- Asst. Principal Stephanie Jimmerson- Asst. Principal Linda Bevis- Asst. Principal Jordan Tenison- English Chair Becca Rogers- Math Chair Ashley Beaston - Social Studies Chair Kelly Weaver- Science Chair Jamie Shelton- Electives Chair Tiffinie Taylor- Media Specialist
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> * Increase in reading scores on mandated exams and	

classroom exams; ATLAS Interim PSAT,CFAs

- * Increase in content area reading
- * Increase in comprehension/analysis skills

As a school, we would like to achieve at least 47% proficiency in reading and 53% in ELA.

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

Students have difficulty understanding non-fiction text, illustrations, technical texts, etc. ELA teachers are charged with teaching students to read and understand texts. However, all content areas can play *a part in implementing reading skills*. *All subject areas* require various forms of reading and comprehension.

Evidence:

- * ATLAS scores for upcoming 9th graders and current year scores
- * Comprehension on exams/ADI Labs/Technical Readings- Below Average
- * CFU during classroom discussion
- * ATLAS interim data
- * CFA/CSA Data

Goals: Students will score 6% higher than our 2026-27 and the state summative average on the ATLAS exam in reading, writing, and English.

Alignment to District Core Belief:

- * Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.
- * Providing students with the necessary tools needed to be successful academically
- * Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- * Education is a shared responsibility.
- * All CPS children have the opportunity to be academically prepared to reach their dreams.

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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
YLP- Yearlong Project in all English classes; Shift to 9 Weeks Progression projects with student choice SSR on Fridays	Jordan Tenison Morgan Akers Becca Winslow Mindy Woodruff Ciara Glass Rebekkah Hays Lindsay Brockinton Brittany Honeycutt	2024-PRESENT	None Novels provided by the library or English teacher, or independent libraries 5 new SSR/Lit Circles novels were purchased using Reward/Recognition money from the 2025 ATLAS scores	* Grades on projects * YLP checkpoints * Standard check-offs * Book talks * ATLAS Interims
PLC Process/Team Meetings	All teams/certified staff	Continuous	None needed/use of district issued computers and accounts	* CFA Data * Dashboard Data * CSA Data * ATLAS Results * Interim Data
Science of Reading Trainings- Implemented by the Arkansas Department of Education	All certified staff	Continuous	Offered through ADE- Teachers/Counselors/Other- completed Awareness Pathway SPED Teachers completed	* Observations of classroom instruction with the implementation of SOR strategies (ex. Word walls, root words, etc.)

			Awareness Pathway and additional required training. Admin- Awareness path, Assessor trainings, and additional required trainings	* Post/Pre Observations conferences to discuss implementation of SOR strategies * Data acquired through common assessments, MAP Testing, ACT Aspire, and PSAT scores. * Will continue College Board strategies and techniques, learning from 2019-2021 * Implement strategies from PLC Literacy Coach
Red River Reading Initiative	Tiffinie Taylor-Media Specialist Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal Clark Bing- Asst. Principal I	2023-Present (Continuous)	\$1250 donation from Red River Dodge Students earn incentives by completing various reading tasks and mastering various strategies Use of CommonLit, Librarian-sourced short stories	* Classroom Walkthroughs * Classroom Assessments * ATLAS Data * Interim Data * CFAs/CSAs in English classes
ATLAS Classroom Tools Assessments	Ahna Davis- Principal Tiffinie Taylor- Media Specialist Stephanie Jimmerson- Asst. Principal	Began Spring 2024-Continuous	None	* ATLAS Interims * Data collected from practice assessments in the ATLAS portal * CFA data * CSA data * ATLAS scores

IXL ELA Program	All teachers and staff	Begin Spring 2025-continuous	Purchased by the district for core subject areas	Universal screener available CFA Data Data collected from IXL ATLAS summative and interim data
Savvas Program	ELA Teachers	Began fall of 2025-Present	Purchased by the district during the textbook adoption year (2025)	CFA Data Data collected from IXL ATLAS summative and interim data

Priority #2	
Improvement Plan Focus Area: Promoting A Positive School Culture Through Relationships/Positive Interaction- Implementation of Behavioral and Mental Health Initiatives That Lead to Positive School Outcomes	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Due to increased student needs (e.g., trauma, mental health, lack of stable home conditions), building positive relationships and establishing a positive school culture are essential to students' academic, social, and behavioral success.	Team Member(s) Responsible: Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal Clark Bing- Principal Shirley Wade- Counselor De Tonnessen Jamie Shelton Becca Winslow Suzie Yielding Kylee Fortner Jordan Tenison Lacy Copley
Desired Outcome: <i>When fully implemented, what will</i>	

be different as a result of addressing this priority?

- * Increase in attendance/retention
- * Increase in obtained credits
- * Increase in academic interest
- * Decrease in discipline referrals
- * Awareness of social/emotional well-being

Rebekkah Hays
Discipline Committee:
Clark Bing
Stephanie Jimmerson
Ahna Davis
Angie Simon
Linda Bevis
Becca Winslow
Suzie Yielding
Jamie Shelton
Barry Duncan
Shola McFadden-Kittrell

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

Over the last three years, CFA has experienced an increase in discipline referrals and a decline in attendance. Teachers have expressed interest in strengthening relationships and improving classroom culture. School culture plays a vital role in students' success both in and out of the classroom.

Over the last few years, we have discovered the lack of training in the areas of trauma-informed practices and the need to have supports/measures to assist students who come from trauma-filled backgrounds.

Evidence:

- * Discipline referral data
- * Attendance data
- * At Risk data
- * On-Time Credit data
- * Kid Talks with @ risk students

Goals:

1. Obtain an average daily attendance rate of 93% or more.
2. Decrease discipline notices by 15% for the 25-26 school year.
3. At least 98% of all students will obtain a minimum of 5 ½ credits to be on track to graduate.
4. Train 100% of our faculty and staff in the trauma-informed practices
5. Receive training in executive functioning from Tabitha Reineau- DESE

6. Implement a behavior matrix and discipline expectations across the school- all follow the same expectations- ensure students know and understand those expectations

Alignment to District Core Belief:

- * **Effective Relationships** are of importance
- * **All schools can be safe learning environments** where every student and adult is valued and respected.
- * Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.

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

Innovative Schools Conference- (Tentative) 2026	Ahna Davis Jamie Shelton Stephanie Jimmerson Suzie Yielding	2026-2027 School Year- Begin implementing ideas/strategies obtained from the conference for SEL learning, behavior and culture	Building Fund- Instructional and Activity Accounts- \$6000 Federal- \$5000registration fees	* Attendance Data * Credit Data- 1st Semester * Discipline Referrals * Implemented: Academic Incentive Cards School-Wide Culture Team Red River Reading Adulting Day Various Student/Faculty incentive programs based on academics Rallies Incentive Days Small incentive-based activities throughout the year
Renaissance Committee Creation	Suzie Yielding Jamie Shelton Ahna Davis Stephanie Jimmerson Kylee Fortner Becca Winslow Jordan Tenison Kaitlin Hancock	25-26 School Year (start) to present	Continued fundraising to raise funds to support Renaissance programs- Activity account will be created to pull from; Fundraisers throughout the year including incentive days and culture days	* See above Will continue to implement the above through the 26-27 School Year
MINGA	Stephanie Jimmerson-Asst. Principal Ahna Davis Principal Clark Bing- Asst. Principal	Fall 2025-current	Building Fund- Instructional \$5900- MINGA system purchased to track points (\$2000)	*Discipline, Attendance, and office visits data analyzed; Will continue to implement the above through the 26-27 School

Discipline Committee	Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal Clark Bing- Asst. Principal Shirley Wade- Counselor Suzie Yielding Jamie Shelton Shola McFadden-Kittrell Becca Winslow Barry Duncan	Fall 2022- current Will continue each school year	Book Study- "Growing Tomorrow's Citizens in Today's Classroom"- PLC Cohort 6 Grant Resource Purchase Behavior Matrix Charts/Building Expectations Posters- Building Funds (\$1500)	Year
Behavior Solutions Training	Ahna Davis Jamie Shelton Barry Duncan	September 2024	Offered by Solution Tree- registrations awarded with the ADE Cohort 6 grant	Data for points earned will be analyzed; points earned through academics, attendance, behavior, and social-emotional health
Behavior Solutions 1 Day Training	Shirley Wade Stephanie Jimmerson John Shirron Jordan Tenison Shonda Westbrook Austin Taylor Ashley Beaston Becca Rogers	June 2025; Begin incorporating academies in the fall of 2026	Provided through Cabot Public Schools; CFA Administration training	* See Above

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Priority #3	
Improvement Plan Focus Area: Implementation of the PLC Process	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Our ACT Aspire scores have remained stagnant over the course of the last few years. Although they have dropped very little, we still have not made progress in a more positive manner. As a faculty and staff, we feel that our curriculum needs to be shored up so that every student learns the same material and skills needed to be successful in the 9th grade.	Team Member(s) Responsible: Ahna Davis- Principal John Shirron- Asst. Principal Stephanie Jimmerson- Asst. Principal Linda Bevis- Asst. Principal Jordan Tenison- English Chair Becca Rogers- Math Chair Ashley Beaston- Social Studies Chair Anthony Shepherd- Science Chair Jamie Shelton- Electives Chair De Tonnessen- Electives Chair Tiffinie Taylor- Singletons Chair Shirley Wade- Counselor Jeanette DeJesus- Counselor
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> * Ensure that all students learn what is deemed	

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

ADE Cohort 6- PLC at Work	Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal John Shirron- Asst Principal Mandee Carmical- Student Support Coordinator Guiding Coalition- L.Bevis, J. Shelton, D. Tonnessen, T.Taylor, B.Rogers, A. Shepherd, S. Yielding, R. Brimberry	2022-2024	Funded by the Arkansas Department of Education Program defunded in the summer of 2024	* Data Dashboard * Standardized Test Data * CFA Data * ATLAS Interim and EOC Assessments
Professional Development for teachers in the area of PLC	All certified staff	Continuous	Workshop fees funded by ADE	* Faculty feedback * Test scores/Interim Scores * Team meeting collaboration
New Teacher Onboarding	All new CFA teachers Becca Rogers Kelly Weaver Ashley Beaston Jordan Tenison Jamie Shelton Tiffinie Taylor	Summer of 2026	None	Dashboard onboarding Familiarize with standards PLC Summer Team Meetings

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Priority #4	
Improvement Plan Focus Area: Increase ATLAS Algebra and ELA scores	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Our ATLAS scores in Algebra showed only a 25% proficiency rating during the 23-24 school year. During the 24-25 school year, our scores improved to 43% proficiency rating. For the 25-26 school year, we achieved an 8% increase in proficiency, ending with a 51% proficiency rate. As a faculty and staff, we feel that our curriculum needs to be shored up to increase our DOK levels regarding assessment and teaching. The ATLAS test gauges student performance based on 3-4 DOK levels. The 25-26 performance showed an increase in DOK 3-level proficiency but a decrease in DOK 1 and 2. For ELA, we score 38% in reading and 44% in overall ELA for the 24-25 school year. For the 25-26 school year, we jumped slightly, ending with 48% in reading and 49% overall proficiency. In math, we saw an increase in proficiency for DOK level 3 questions, but a drop in vocabulary/grammar and in DOK level 1 and 2 questions.	Team Member(s) Responsible: Ahna Davis- Principal Clark Bing- Asst. Principal Stephanie Jimmerson- Asst. Principal Jordan Tenison- English Chair Becca Rogers- Math Chair Ashley Beaston- Social Studies Chair Kelly Weaver- Science Chair Jamie Shelton- Electives Chair De Tonnessen- Electives Chair Tiffinie Taylor- Singletons Chair Shirley Wade- Counselor Jeanette DeJesus- Counselor
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> * Ensure that all students learn what is deemed	

essential for the 9th grade

- * Increase standardized test scores
- * Increase in interim scores
- * Increase in Algebra skills needed for higher-level math classes

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

Our DOK levels and proficiency rating on the ATLAS summative in Algebra was low during the 23-24 school year but increased during the 24-25 year. (25% and 43% proficiency, and most students are learning at a Level 2 and 40% and 44% in ELA at majority DOK level 2). Our growth has increased in the majority of math classes even if students were not proficient. However, in ELA, the growth rates have remained stagnant. We need a more cohesive curriculum that focuses on higher DOK levels and ensures that all students have access to the same level of teaching. Plus, we need to determine where students currently are in math- who is behind, on grade level and ahead. We have begun using a universal screener in IXL to determine skill/ability level. We also feel that we need to increase our vocabulary and basic grammar pieces in ELA. Our writing needs improvement in regards to structure and form.

Evidence:

- * ATLAS Scores
- * Interim Data
- * Failure rate/Credit obtainment
- * CFA/CSA Data

Goals:

1. Increase our math ATLAS score by 9% for the 2026-2027 school year.
2. Continue implementing IM to see if it is a potential curriculum piece that can be implemented for the 2026-2027 school year.
3. Begin implementing use and understanding of vocabulary. Practice basic structure earlier in the writing process and start the process earlier in the school year.

Alignment to District Core Belief:

- * Every school and classroom in the Cabot School District will be student-centered with a laser-like focus on student achievement.
- * Providing students with the necessary tools needed to be successful academically

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
Continue implementing Illustrative Mathematics curriculum	Ahna Davis- Principal Stephanie Jimmerson- Asst. Principal Becca Rogers- Math Chair Teachers: Scott Wells, Elise Gray, Shirley Wade, Tori Hanley Cody Jackson, Laura Glover, Lizzie Warden and Shelly Pelts	25-26 School Year began implementation; continue into the 26-27 school year	No funds needed- building-wise District will purchase workbooks for the 26-27 school year for each student.	* Data Dashboard * IXL Data * CFA Data * ATLAS Interim and EOC Assessments
Professional Development for teachers in the area of PLC	All certified staff	Continuous	Workshop fees funded by ADE	* Faculty feedback * Test scores/Interim Scores * Team meeting collaboration
Implement IXL	All teachers and staff	Continuous	Funded by the district- Trial basis	*ATLAS summative and interim scores * IXL Universal Screener * CFA and CSA Data
SAT/ACT Vocabulary	Jordan Tenison Becca Winslow Ciara Glass Mindy Woodruff Rebekkah Hays Melanie Hamilton Morgan Akers	26-27 school year	None needed	*ATLAS summative and interim scores * IXL Universal Screener * CFA and CSA Data

SSR/Lit Circles for Reading	Jordan Tenison Becca Winslow Ciara Glass Mindy Woodruff Rebekkah Hays Melanie Hamilton Morgan Akers	27-27 school year	Reward/Recognition Money- \$5000 used to purchase additional texts for lit circles and SSR days; District purchase/use of books provided by textbook distributor- My Perspectives (HM)	*ATLAS summative and interim scores * IXL Universal Screener * CFA and CSA Data
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Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Ahna Davis	Principal
Stephanie Jimmerson	Assistant Principal
Clark Bing	Assistant Principal
Shirley Wade	Counselor
Jeanette DeJesus	Counselor
Jordan Tenison	English Chair
De Tonnessen	At-Large/Electives
Tiffinie Taylor	At-Large/Media Specialist
Jamie Shelton	Electives Chair
Rebecca Rogers	Math Chair
Ashley Beaston	Social Studies Chair

Kelly Weaver	Science Chair
Suzie Yielding	SPED Chair