



CABOT PANTHER ACADEMY
Cabot Public School District
School Improvement Plan
2026 - 2027

Mission Statement:

CPA is a community that strives to work, grow, and succeed together. We are committed to cultivating a positive culture for learning that focuses on promoting growth for every student, inspiring all students to make responsible choices, and creating opportunities to prepare students to be successful in their next steps.

Revision Date: April 30, 2026

Priority #1

Improvement Plan Focus Area: Focused instruction to improve reading

We will provide focused reading instruction to all students in our program to improve summative reading test data for the spring of 2027 utilizing tools and resources that all certified staff members received through their Science of Reading training.

Grade Level Goals:

According to 2024-2025 ATLAS Data, 54% of 7th graders were below the readiness benchmark in ELA. Data indicated that 49% of 8th graders were below the readiness benchmark in ELA. Data also shows that 44% of 9th graders were below the readiness benchmark in ELA, while 75% of 10th graders were below the readiness benchmark in ELA.

Our goals for the 2026-2027 ATLAS assessments are to increase benchmark readiness in ELA by 10% for 7th, 8th, and 9th grade students, while increasing benchmark readiness in ELA by 20% for our 10th grade students.

Data for the 2024-2025 school year is linked here: [2025 - ATLAS Data](#)

Final testing data for the 2025-2026 school year is not yet available, but preliminary results are linked here: [2026 Preliminary Scores](#)

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*
Teacher understanding of reading instruction.

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

Students will have access to high-quality instruction that will help them across all content areas.

Team Member(s) Responsible:

Carrie Lair
Kelly Howard
Lance Schichtl
Kathy Motes
Kathy Peters
Jeff Shaver
Ashley Vann
Allison James
Hayleigh Sparks
Kristen Sumler
Jeri Munnerlyn
Rita House
Tori Willborg
Nicole True
Christy Duncan
Emily Madar
Payton Sorrell
Josh Bemus
Chris Beavert
Ryan Smith
Jarma Perkins
Jessica Tonnessen
Shawn Robertson

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

The heart of the issue is that reading is a fundamental skill that impacts all subject areas. Reading is a skill that all students need in order to be successful in life. According to our 2024-20225 test data, all grade levels scored below the readiness benchmark in ELA, and students would benefit from more opportunities to read grade level appropriate text across all disciplines.

Alignment to District Core Belief:

Our reading focus is aligned to several beliefs:

*Academic success for every student is a priority for our district.

***Every school can be a high-performing organization, both academically and operationally.**
***Benchmark readiness in reading is a shared responsibility among all staff members.**

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
All Cabot Panther Academy teachers trained in SOR (Science of Reading) in order to demonstrate proficiency in scientific reading instruction as related to their subject areas.	Carrie Lair Kelly Howard Lance Schichtl	2026-2027 SCHOOL YEAR	CPS will provide training opportunities utilizing the IDEAS portal.	Observations by the administrative team using ATLAS data.
All ALE students will participate in 100 minutes of independent reading time each week.	Carrie Lair Kelly Howard Lance Schichtl Kathy Peters	2026-2027 SCHOOL YEAR	Increased selection of books and text complexity to meet the needs of various reading levels. Time allotted in the master schedule to allow for independent reading time.	Students will be pre-assessed in August to determine their current reading levels using teacher created assessments, Edmentum Diagnostic Assessments, and IXL Data. Summative assessment data throughout the 2026-2027

				school year will help determine if students are reading according to their grade level.
All Cabot Panther Academy teachers trained in SOR (Science of Reading) will incorporate the training they received into their curriculum.	Kathy Motes Kathy Peters Jeff Shaver Ashley Vann Allison James Hayleigh Sparks Kristen Chambers Jeri Munnerlyn Rita House Tori Willborg Nicole True Christy Duncan Emily Madar Payton Sorrell Josh Bemus Chris Beavert Ryan Smith Jarma Perkins Jessica Tonnessen Shawn Robertson	2026-2027 SCHOOL YEAR	Teachers will utilize small group instruction and intervention to increase exposure to content rich vocabulary through the study of morphology; prefixes, suffixes, base words Utilize reading assessments available through No Red Ink to provide additional interventions, as needed.	
Students will receive interventions aligned with Science of Reading strategies to support their individual needs in the area of reading.	Kathy Motes Kathy Peters Jeff Shaver Ashley Vann Allison James Hayleigh Sparks Kristen Chambers Jeri Munnerlyn Rita House Tori Willborg Emily Madar Payton Sorrell Josh Bemus Chris Beavert Ryan Smith	2026-2027 SCHOOL YEAR	Edmentum No Red Ink IXL Passages Flexible scheduling which allows for individualized intervention times.	

	Jarma Perkins Jessica Tonnessen Shawn Robertson			
All students in grades 7-10 will participate in ATLAS testing. All students in grades 7-10 will participate in assessments created using the ATLAS Classroom Assessment Tool. Data will be used to help identify struggling readers or those with reading difficulties. (Act 1268)	Carrie Lair Kelly Howard Dyslexia Interventionist	2026-2027 SCHOOL YEAR	ATLAS Classroom Assessment Tool Dyslexia Interventionist	Spring 2027
Dyslexia screenings as requested by parents or according to those identified in need according to data.	Carrie Lair Kelly Howard	2026-2027 SCHOOL YEAR	Dyslexia Interventionist	
All students will participate in ATLAS interim assessments, as well as post tests. All students in grades 7-10 will participate in periodic assessments created using the ATLAS Classroom Assessment Tool.	Hayleigh Sparks Kathy Peters Ashley Vann Payton Sorrell Jeri Munnerlyn Austin Taylor Emily Madar Jeff Shaver Rita House Allison James Kristen Chambers Kathy Motes	2026-2027 SCHOOL YEAR September 2026 January 2027 April 2027	ATLAS Interim Testing ATLAS Classroom Assessment Tool	Students will be assessed in Reading, Math, and Science three times a year to determine if students are performing at their current grade level. Interim test data, as well as pre & post test data, will help determine if students are making

	Jessica Tonnessen Shawn Robertson			growth towards reading goals.
Students will receive content-based reading lessons with an emphasis on morphology and etymology according to Science of Reading.	Kathy Motes Kathy Peters Jeff Shaver Ashley Vann Allison James Hayleigh Sparks Kristen Chambers Jeri Munnerlyn Rita House Tori Willborg Emily Madar Payton Sorrell Josh Bemus Chris Beavert Ryan Smith Jarma Perkins Jessica Tonnessen Shawn Robertson	2026-2027 SCHOOL YEAR	Edmentum IXL	Pre & post test data will be used to determine if students are making growth.
Students will read district-selected novels for their grade level, and participate in small group discussions about the text.	Kathy Motes Kathy Peters Haleigh Sparks Allison James Kristen Chambers Jessica Tonnessen	2026-2027 SCHOOL YEAR	Edmentum	Students will be assessed on vocabulary from the novel as well as other ELA standards appropriate to their grade level.
Students will read grade level passages, and participate in discussions about the text.	Kathy Motes Kathy Peters Jeff Shaver Ashley Vann Allison James Hayleigh Sparks Kristen Chambers		IXL	

	Jeri Munnerlyn Rita House Tori Willborg Emily Madar Payton Sorrell Josh Bemus Chris Beavert Ryan Smith Jarma Perkins Jessica Tonnessen Shawn Robertson			
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Priority #2	
Improvement Plan Focus Area: <u>Focused Opportunities to Increase Parental Involvement</u> We will focus on increasing the opportunities parents have to participate in the educational career of their students. We will focus on increasing the number of parents who participate in our PTSO (Parent, Teacher, Student Organization) from 25% to 30% by May 2027.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Parents need access to items that will help them engage their students in the learning process outside of the normal school day, and have information available that will help them understand and relate to issues faced by their students.	Team Member(s) Responsible: Carrie Lair Kelly Howard Lance Schichtl Nicole True Christy Duncan Allison James
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Parents will have access to materials that help them connect with their students' academic needs and SEL needs.	

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

The heart of the issue is that a large majority of our parents want to help their students be successful, but are limited in their ability to help with curriculum being delivered through Edmentum due to their lack of technology awareness. Many parents have asked for items that they can take home and use with their students in order to become more engaged in the education of their students.

Alignment to District Core Belief:

Our reading focus is aligned to several beliefs

*Academic success for every student is a priority for our district.

*Every school can be a high-performing organization, both academically and operationally.

*Education is a shared responsibility.

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
Host an open house and onboarding session to go over program descriptions, expectations, and how to monitor student progress at CPA & ALE.	Carrie Lair Kelly Howard Lance Schichtl	August 2026		Follow Up Surveys Monthly Parent Meetings
Maintaining a Parent Center in the building to provide materials and services for parents that will help them engage with their students. Add information to the	Carrie Lair Kelly Howard	2026-2027 SCHOOL YEAR	ALE funds used for display items such as brochure holders and magazine racks.	

monthly newsletter for parents regarding how to check out items.				
Parents and students will be encouraged to engage in conversations at home with one another regarding course progress.	Carrie Lair Kelly Howard Lance Schichtl	2026-2027 SCHOOL YEAR		Weekly Edmentum grade reports Weekly emails & phone calls from advisors.
Students will have the opportunity to engage in educational board games at home with parents to increase parental involvement. Add information to the newsletter for parents to know how to check out items.	Carrie Lair Kelly Howard Allison James	2026-2027 SCHOOL YEAR	ALE funds used to purchase additional board games that are focused on educational targets. \$200	Monthly checkout report and parent survey after returning items.
Maintain the school calendar and district webpage to include digital versions of counseling resources, parent and community resources, college and career resources, and F.A.C.E. (Family and Community Engagement) Plan.	Allison James Kelly Howard	2026-2027 SCHOOL YEAR	Cabot Public Schools website	Resources are updated monthly to ensure all information is up to date.  Copy of 2026-27 Ca...
Parents will be invited to participate in monthly PTSO meetings in order to stay informed on	Carrie Lair Nicole True	Monthly '26-'27 School Year	Google Meets	Monthly PTSO Meeting Dates and Attendance

upcoming school events and information.				
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Priority #3	
Improvement Plan Focus Area: <u>Continued Implementation of Professional Learning Communities</u> We will allot 50 minutes per week within the master schedule to allow teachers to collaborate and process through the PLC cycle in order to: • identify a maximum of 12 essential standards per subject • develop learning targets for each of the identified essential standards • create S.M.A.R.T. goals for each unit • build CFAs for each essential standard identified • monitor and evaluate data from CFA's to make decisions regarding intervention • determine students needing intervention based on CFAs given • increase student achievement and growth (assessed at the end of each nine weeks grading period)	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Guiding Coalition members need specific time each week to review data from team members in order to make decisions regarding interventions, extensions, next steps, and best practices for students and staff. Teachers need specific time to collaborate and share their pedagogical knowledge with each other to help increase student achievement and success.	Team Member(s) Responsible: Carrie Lair Kelly Howard Lance Schichtl Nicole True Emily Madar Rita House Kathy Motes Payton Sorrell Allison James
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Teachers will participate in a weekly professional learning community with their teaching partners. The PLC operates on a set of norms built by the PLC	

participants, and all teachers participate and share information that will help benefit student learning and success academically, socially, and emotionally.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> The heart of the issue is that teachers can utilize each other to help promote student learning and student engagement, but they are limited to the time constraints of the school day and do not have proper training/guidance on how a PLC functions.	
Alignment to District Core Belief: Our reading focus is aligned to several beliefs *Academic success for every student is a priority for our district. *Every school can be a high-performing organization, both academically and operationally. *Education is a shared responsibility.	

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
Identify time each week for the Guiding Coalition members to collaborate and plan for next steps and instruction for collaborative teams.	Carrie Lair Kelly Howard	AUGUST 2026		Guiding Coalition meetings weekly
Create a schedule with specific times for teachers to rotate through PLCs weekly.	Carrie Lair	AUGUST 2026		PLC agenda & sign-in sheets kept by subject level lead teachers
Meet with teachers to help guide the PLC experience, model what	Carrie Lair Kelly Howard	ONGOING THROUGHOUT THE YEAR	Solution Tree Resources	Guiding Coalition meetings held bi-weekly

participation should look like, go over expectations for PLCs				PLC agenda Collective Norms Create a list of “look-fors”
Professional Development provided to teachers related to implementation of the PLC process.	Carrie Lair Kelly Howard Lance Schichtl	August 2026		
Continue working through the <u>Learning by Doing</u> text with staff to develop next steps regarding best practices for the PLC process.	Carrie Lair Kelly Howard Lance Schichtl	AUGUST 2026 Ongoing throughout the school year	Solution Tree Resources gathered from RTI and PLC training PLC Trainings provided through DESE	Guiding Coalition meetings held weekly PLC agenda
Create surveys for teachers to gauge the effectiveness of PLCs and send them out for feedback	Carrie Lair Kelly Howard Allison James Rita House Kathy Motes Payton Sorrell Nicole True Emily Madar Allison James	AUGUST 2026 OCTOBER 2026 DECEMBER 2026 FEBRUARY 2027 APRIL 2027	Google Forms	Guiding Coalition meetings held bi-weekly PLC agenda Survey Results

Priority #4

Improvement Plan Focus Area: Implement Best Practices to improve School Culture:

We will work to improve school culture throughout all of our alternative education programs and gain a better understanding of trauma-informed teaching, and how to utilize best practices with the students in our program.

Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> As a school that serves primarily at-risk students, it is essential that the faculty and staff are knowledgeable and equipped to better serve our student population.	Team Member(s) Responsible: Carrie Lair Kelly Howard Lance Schichtl Kathy Motes Kathy Peters Jeff Shaver Ashley Vann Allison James Hayleigh Sparks Kristen Chambers Jeri Munnerlyn Rita House Tori Willborg Nicole True Christy Duncan Emily Madar Payton Sorrell Josh Bemus Chris Beavert Ryan Smith Jarma Perkins Jessica Tonnessen Shawn Robertson
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> When fully implemented, students will have access to faculty and staff who are prepared to meet their needs regardless of what they might be. We will see fewer discipline issues and more students who feel comfortable with our staff and confident in their educational experience at Cabot Panther Academy. Additionally, we intend to see a reduction in absenteeism and an increase in graduation rates.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> The heart of the issue is that we have seen an increase in at-risk students in our setting who could benefit from having access to more resources and support. Allowing each of our teachers to become more aware of how school culture, and student trauma, impact learning, will provide our students a higher likelihood of success both inside and outside of the classroom.	
Alignment to District Core Belief: *Academic success for every student is a priority for our district. *Every school can be a high-performing organization, both academically and operationally. *Education is a shared responsibility.	

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
Back to School PD focusing on youth mental health	Carrie Lair Kelly Howard Lance Schichtl Nicole True Christy Duncan	August 2026	District Counseling Personnel	Hope Survey (counselors)
Participate in professional development that focuses on improving school culture through developing a better understanding of trauma-informed teaching.	Carrie Lair Kelly Howard Lance Schichtl Kathy Motes Kathy Peters Jeff Shaver Ashley Vann Allison James Hayleigh Sparks Kristen Chambers Jeri Munnerlyn Rita House Tori Willborg Nicole True Christy Duncan Emily Madar Payton Sorrell Josh Bemus Chris Beavert Ryan Smith Jarma Perkins Jessica Tonnessen Shawn Robertson	September 2026 January 2027 March 2027	UAMS - TRIS Training Program	Google Forms / Surveys for students, staff, and parents
Participate in professional development opportunities that focus on improving School Culture.	Carrie Lair Kelly Howard Lance Schichtl	November 2026 January 2027 March 2027 May 2027	Solution Tree Resources District Provided "yellow days"	Google Forms / Surveys for students and staff

ALE Advisory lessons geared toward coping with stress, dealing with anxiety, etc.	Carrie Lair Lance Schichtl Christy Duncan Nicole True	2026-2027 SCHOOL YEAR	REACH Curriculum Why-Try Curriculum	Student Action Plan data Progress Monitoring Visits with students after they exit ALE.
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Priority #5	
Improvement Plan Focus Area: <u>Focused instruction to improve math through continued implementation of daily intervention time.</u>	
We will improve our math intervention block by identifying more effective tools and resources to use with students.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Increased opportunities to provide math intervention and instruction	Team Member(s) Responsible: Carrie Lair Kelly Howard Lance Schichtl Emily Madar Tori Willborg Ashley Vann Shawn Robertson Allison James Kristen Chambers Jessica Tonnessen
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Dedicated time in the master schedule provided for math intervention.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> Based on spring ATLAS scores from the spring 2025 tests, 57% of our students were below benchmark readiness in Algebra 1, while 81% were below readiness in Geometry. Our goal is to improve readiness for Algebra 1 students by 10%, and improve readiness for Geometry students by 30%. Testing Data for the 2024-2025 school year is linked here: 2025 - ATLAS Data Final testing data for the 2025-2026 school year is not yet available, but preliminary results are linked here: 2026 Preliminary Scores	
Alignment to District Core Belief:	

***Academic success for every student is a priority for our district.**

***Every school can be a high-performing organization, both academically and operationally.**

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Priority #5 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Dedicate intervention time in the master schedule for math instruction.	Carrie Lair Kelly Howard	Ongoing throughout the school year.	IXL	Common Formative Assessments Pre-Test Data Post-Test Data
High quality instructional materials	Carrie Lair Kelly Howard Ashley Vann Emily Madar Tori Willborg	Ongoing throughout the school year.	Instructional Funds \$500	Pre-Test Data Post-Test Data

Leadership Team

Team Member's Name	Team Member's Role
Carrie Lair	Principal
Kelly Howard	Assistant Principal
Lance Schichtl	Assistant Principal

Jeri Munnerlyn	CPA - History Classroom Teacher
Kathy Motes	CPA - English Classroom Teacher
Rita House	CPA - Science Classroom Teacher
Allison James	CPA - Special Education Teacher
Nicole True	CPA - School Counselor
Emily Madar	CPA - MathClassroom Teacher
Payton Sorrell	CPA - CTE / Business Teacher
Jennifer Bates	Community Member