



## Eastside Elementary

### Cabot Public School District School Improvement Plan

**MISSION:** Ensure rigorous learning for ALL.

**VISION:** We will cultivate: nurturing environments, high learning expectations, collaborative relationships, and community involvement.

| Focus Area #1-LITERACY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Improvement Plan Focus: Science of Reading</b><br><b>Goal:</b> By Spring 2027, 100% of K-4 teachers at Eastside Elementary will implement Science of Reading-aligned instructional practices with fidelity, as measured by classroom observations, resulting in a 15% increase in the number of students reading on grade level as indicated by state-approved reading assessments. Heggerty Phonemic Awareness (K-2), David Kilpatrick's Equipped for Reading Success (K-2), Equipped for Reading Success for intervention (3rd, 4th), Phonics First (K-4), UFLI (K-4), Structures (3rd-4th), Vocabulary Surge (3rd), Top Score (K-4), IXL (K-4), Sound Walls (K-4), Learning Dynamics, SPIRE, and Flyleaf Decodable Texts, Wit and Wisdom (K-4), Geodes (K-2), Multisensory Grammar (3rd-4th), Lexia Core5 (K-4). |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i><br><br>-Teacher Knowledge/Instruction<br>-Teacher Resources<br>-Student Data<br>-Student Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Data:</b><br><br><b>As of Winter 2026:</b><br><br>-16% of 3rd grade students scored at a level 4, 30% scored at a level 3 and 35% scored at a level 2 on the Winter ATLAS ELA interim assessment.<br><br>-22% of 4th grade students scored at a level 4, 37% scored at a level 3 and 25% scored at a level 2 on the Winter ATLAS ELA interim assessment. |

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| <b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i><br>-Classroom Instruction<br>-Student Achievement<br>-Proficient Reading<br>-Increased comprehension in more rigorous text complexities                                                                                                        |  |
| <b>Goals:</b><br><br>In Spring of 2027, our goal is for 20% of 3rd graders to score at a level 4 and 30% of 3rd graders to score at a level 3 on the Spring ATLAS ELA Summative Assessment.<br><br>In Spring of 2027, our goal is for 23% of 4th graders to score at a level 4 and 45% of 3rd graders to score at a level 3 on the Spring ATLAS Summative Assessment. |  |
| <b>Alignment to District Core Belief:</b><br>-Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.<br>-The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.                                                                                       |  |

| Focus Area #1- Actions                                                             |                                                                                                      |          |                                                |                                                                         |
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| Measurable Actions:                                                                | Team Member(s) Responsible                                                                           | Timeline | Resources and/or Funding (include fund source) | Progress Monitoring Data                                                |
| Teachers will monitor student progress with ATLAS screener and interim assessments | Jill Fletcher<br>Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley | Ongoing  | District                                       | Interim Data                                                            |
| IXL will be utilized in classrooms daily                                           | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs                                                      | Ongoing  | IXL                                            | Data from IXL will be used to monitor and adjust teaching and levels of |

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| Teachers and specialists will meet 65 minutes a week in Collaborative Team Meetings (CTM's), to analyze data, create common formative assessments, and plan tier 1 and tier 2 instruction | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Brooke Fitch<br>Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley<br>Jennifer West<br>Ledena Stephens<br>Angie Joslin | Ongoing | District               | -Weekly Agenda<br>-RTI data |
| Performance Level Descriptors will be utilized to ensure Level 3 and Level 4 teaching/learning are occurring.                                                                             | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs                                                                                                                                                            | Ongoing | PLD's released by DESE | -Walkthrough Data           |
| Teacher instruction will emphasize the use of higher level Depth of Knowledge (DOK) questions to foster critical thinking and deeper understanding                                        | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs                                                                                                                                                            | Ongoing | DOK PD (fall 2024)     | ATLAS portal score reports  |
| Classroom observations will be conducted to ensure all literacy components are taught with fidelity                                                                                       | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs                                                                                                                                                            | Ongoing | RISE                   | -Walkthrough data           |

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| Science of Reading and RISE training/RISE review for all classroom teachers<br>2026-2027 Eastside...                                                                           | Jill Fletcher                                                                                                                       | Ongoing | District                          | -Ensure new teachers are RISE trained<br>-RISE review sessions provided to teachers as needed |
| Activity staff will push in and provide academic/behavioral interventions for K-2 students                                                                                     | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Diana Tran<br>Brandi Cordell<br>Jillian Pounders<br>Mary Rebidue<br>Jamie Oitker | Ongoing | Classroom instructional materials | Anecdotal notes<br>PLC Agenda                                                                 |
| ATLAS classroom tools will be utilized by 3rd & 4th grade teachers to familiarize students with the testing platform, and give exposure to standards aligned testing questions | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Courtney Childs<br>Stephanie Hanley                                              | Ongoing | ATLAS website                     | ATLAS portal score reports                                                                    |

**Professional Development:** Our school-level data will determine the professional learning needs of our staff based on:

-Small Group Instruction to support the Science of Reading implementation (Classroom teacher and SPED teachers)

**Evaluation/Monitoring of Goal:**

- Informal and Formal observations utilizing Educator Effectiveness System
- Professional Development certificates, minutes and agendas
- Focus Walks (administration and peers)
- Common Formative Assessments (CFAs) and data analysis as a team
- Lesson Plans
- Classroom teachers will implement Lexia Core 5 with fidelity, and intervene with lessons as needed

| Focus Area #2-MATH                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Goal:</b> By Spring 2027, 100% of K-4 teachers at Eastside Elementary, will implement the Illustrative Mathematics 360 curriculum with fidelity, as measured by walkthroughs and analysis of student work samples, resulting in a 10% increase in student proficiency on the ATLAS math assessment.              |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i><br><br>-Teacher Knowledge<br>-Teacher Resources<br>-Student Achievement                                                                                                                      | <b>Data:</b><br><br><b>As of Winter 2026:</b><br><br>-6% of 3rd grade students scored at a level 4, 35% scored at a level 3 and 33% scored at a level 2 on the Winter ATLAS Math interim assessment.<br><br>-15% of 4th grade students scored at a level 4, 43% scored at a level 3 and 25% scored at a level 2 on the Winter ATLAS Math interim assessment. |
| <b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i><br><br>-Deeper mathematical understanding<br>-Engaging mathematical conversations<br>-Teacher acts as facilitator (student-led)                                                              |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i><br>Our teachers need to focus on the essential standards while also encouraging mathematical conversations in a classroom where they act as the facilitators who consistently probe for student understanding. |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Goals:</b><br><br><b>By the Spring of 2027:</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                              |

20% of 3rd grade students will score at a level 4, 38% will score at a level 3 and 50% will score at a level 2 on the Math ATLAS summative assessment.

10% of 3rd grade students will score at a level 4, 45% will score at a level 3 and 50% will score at a level 2 on the Math ATLAS summative assessment.

**Alignment to District Core Belief:**

- 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.

| Focus Area #2-Actions                                                                                         |                                                                                                                                                                                                               |              |                                                     |                                                                                                                                                     |
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| Measurable Actions                                                                                            | Team Member(s)<br>Responsible                                                                                                                                                                                 | Timeline     | Resources and/or<br>Funding(include fund<br>source) | Progress Monitoring Data                                                                                                                            |
| All classroom teachers will implement IM 360 as the primary curriculum                                        | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Jennifer Thomas<br>Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley<br>Jennifer West<br>Ledena Stephens<br>Angie Joslin | 2021-ongoing | IM 360 resources<br>District                        | -District offered professional development opportunities<br>-Classroom walkthroughs<br>-Common formative assessment data<br>-Collaborative Planning |
| Teachers will enhance student learning in mathematics through consistent, purposeful use of IXL, aligned with | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Aubrey May<br>Jennie Gates                                                                                                                                 | 2024-ongoing | District                                            | -IXL analytics<br>-IXL diagnostic tools                                                                                                             |

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| curriculum standards and individual student needs.                                                                                                                             | Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley<br>Jennifer West<br>Ledena Stephens<br>Angie Joslin                                                                                                     |              |                            |                               |
| Activity staff will push in and provide academic/behavioral interventions for K-2 students                                                                                     | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Diana Tran<br>Brandi Cordell<br>Jillian Pounders<br>Mary Rebidue<br>Jamie Oitker                                                                           | Ongoing      | -IM 360 curriculum<br>-IXL | Anecdotal notes<br>PLC Agenda |
| Classroom Teachers and specialists will meet 65 minutes a week in Collaborative Team Meetings (CTM's).                                                                         | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Jennifer Thomas<br>Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley<br>Jennifer West<br>Ledena Stephens<br>Angie Joslin | 2023-ongoing | Weekly CTM meeting time    | -PLC meetings<br>-Agenda      |
| ATLAS classroom tools will be utilized by 3rd & 4th grade teachers to familiarize students with the testing platform, and give exposure to standards aligned testing questions | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Courtney Childs<br>Stephanie Hanley<br>LeDena Stephens<br>Jessica Jones                                                                                    | Ongoing      | ATLAS website              | ATLAS portal score reports    |

**Professional Development:**

Our school-level data will determine the professional learning needs of our staff.

**Evaluation/Monitoring of Goal:**

- Informal and Formal observations utilizing the Educator Effectiveness System
- Professional Development certificates, minutes, and agendas
- Classroom Walkthroughs (administrators/peers)
- Common Formative Assessments and data analysis as a team
- Lesson Plans

| Focus Area #3-THRIVE/BX3                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Goal: By Spring 2027, Eastside Elementary will reduce the number of office discipline referrals by 20% through consistent implementation of the THRIVE behavioral framework, as measured by discipline data reports and fidelity checks.</b>                                             |                                                                                                                                                                                                                                                                                                                                                   |
| <b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i><br><br>-Student-teacher relationships<br>-Criteria reference<br>-Tier 2 flow chart<br>-Discipline flow chart<br>-Self-managing classrooms<br>-Use of behavior matrix | <b>Data:</b><br><br>THRIVE provides a structured behavioral system with Tier 1 support and targeted Tier 2/3 interventions, ensuring every student gets what they need.<br><br>BX3-Builds/defines positive behavior intervention support systems.<br>-Behavior Academies<br>-Forced Choice Survey<br>-SIM<br>-BAT Team-behavioral assessment team |
| <b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i><br><br>-Students will learn self-managing skills<br>-Negative behaviors will decrease<br>-Ongoing process that will improve with time if done intentionally          |                                                                                                                                                                                                                                                                                                                                                   |
| <b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i><br>-BX3 is a capacity building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior                                          |                                                                                                                                                                                                                                                                                                                                                   |

support for all students.

-Thrive supports districts in developing and sustaining a Multi-Tiered System of Support, so students have access to personalized academic, behavior, and mental health support needed to be successful.

**Alignment to District Core Belief:**

-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.

**Professional Development:**

-Thrive

-BX3

**Evaluation/Monitoring of Goal:**

-Behavior Referral Documents

| Focus Area #3-Actions                                                               |                                                                   |          |                                                                                                           |                                                                    |
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| Measurable Actions                                                                  | Team Member(s)<br>Responsible                                     | Timeline | Resources and/or<br>Funding(include fund<br>source)                                                       | Progress Monitoring Data                                           |
| -THRIVE behavioral support, and the Behavior Matrix will be implemented school-wide | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Whitney Malham | Ongoing  |  Eastside Behavior ... | -Student performance indicators<br>-Social/emotional conversations |

**Focus Area #4-COLLABORATIVE TEAM MEETINGS**

**Goal: By May 2027, 100% certified teachers will engage in weekly collaborative team meetings focused on data-driven instruction, resulting in a 15% increase in student proficiency in ELA and Math as measured by state and district assessments.**

**Priority Area:** Based on the identified focus area, what

**Data:**

|                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                    |
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| <p><i>issue needs to be addressed to achieve the goal?</i></p> <ul style="list-style-type: none"> <li>-Identifying essential standards</li> <li>-Teacher collaboration</li> <li>-Results-oriented</li> </ul>                                                                                                                                                                             | <p>Collaborative team meetings significantly improve teacher effectiveness and student achievement. When teachers work together to analyze data, plan instruction, and reflect on practice, they build shared expertise that directly impacts student success.</p> |
| <p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> <li>-Common formative assessments</li> <li>-Educators working collaboratively, with a specific focus on student learning.</li> <li>-Transparent discussions about teaching practices and students' progress.</li> </ul> |                                                                                                                                                                                                                                                                    |
| <p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>-A Professional Learning Community is vital in order for groups of educators to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of all students.</p>                                                    |                                                                                                                                                                                                                                                                    |
| <p><b>Alignment to District Core Belief:</b></p> <ul style="list-style-type: none"> <li>-Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.</li> <li>-The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.</li> </ul>                                              |                                                                                                                                                                                                                                                                    |

**Professional Development:**

-Our school-level data will determine the professional learning needs of our staff based on: student data from common formative assessments and teacher surveys

**Evaluation/Monitoring of Goal:**

| Focus Area #4-Actions |                            |          |                                       |                          |
|-----------------------|----------------------------|----------|---------------------------------------|--------------------------|
| Measurable Actions    | Team Member(s) Responsible | Timeline | Resources and/or Funding(include fund | Progress Monitoring Data |

|                                                                                              |                                                                                                                                                                                            |         | source)                                                                                                      |                           |
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| -Create and administer common formative assessments                                          | Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley                                                                                                        | Ongoing |                                                                                                              | Teacher Collaboration     |
| -Collaborate with team members to create SCOOP intervention groups based on student data for | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley<br>Ledena Stephens<br>Jennifer West<br>Brooke Fitch | Ongoing |                                                                                                              | -SCOOP groups among teams |
| -Utilize data to drive instruction                                                           | Jill Fletcher<br>Jill Geran<br>Melissa Boroughs<br>Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley<br>Ledena Stephens<br>Jennifer West<br>Brooke Fitch | Ongoing | CFA data                                                                                                     |                           |
| -Tier 2 interventions taught by classroom teachers                                           | Aubrey May<br>Jennie Gates<br>Rachel Thurman<br>Courtney Childs<br>Stephanie Hanley                                                                                                        | Ongoing | -UFLI<br>-Phonics First- Tier 1, 2, 3<br>-Sonday System<br>-Reading Interventionist for Tier 3 interventions |                           |

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|  | Ledena Stephens<br>Jennifer West<br>Brooke Fitch |  | -IXL Literacy<br>-Reading A-Z<br>-IM Math<br>-IXL Math |  |
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### Leadership Team

| Team Member's Name | Team Member's Role (Admin, Teacher, Community Member, etc.) |
|--------------------|-------------------------------------------------------------|
| Jill Fletcher      | Principal                                                   |
| Jill Geran         | Assistant Principal                                         |
| Melissa Boroughs   | Learning Specialist                                         |
| Brooke Fitch       | Reading Interventionist                                     |
| Whitney Malham     | Counselor                                                   |
| Therese Krenn      | Community Member/Parent                                     |
| Jennifer West      | Special Education                                           |
| Aubrey May         | Kindergarten Team Leader                                    |
| Jennie Gates       | First Grade Team Leader                                     |
| Rachel Thurman     | Second Grade Team Leader                                    |
| Courtney Childs    | Third Grade Team Leader                                     |
| Stephanie Hanley   | Fourth Grade Team Leader                                    |