



Northside Elementary

Cabot Public School District

Mission Statement: *Learning and Growing Together*

Priority #1	
Improvement Plan Focus Area: Through the use of a viable curriculum, NS will focus on creating a culture of literacy based on the foundations in Science of Reading. By the 28-29 school year, 70% of 3rd and 4th graders will score a Level 3 or Level 4 on the ATLAS summative assessment. Current Scores	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Teacher Training/Knowledge Resources Student Assessment	Team Member(s) Responsible: Miriam Berryhill Michelle Atherton
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Increased student achievement Increased Teacher performance Components of the Right to Read Act are seamless and evident	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i>	

In Spring of 22-23, NS had 57% of students scoring in the 61-80 Achievement range on NWEA MAP. Overall data trends show a decrease each year in the overall percentile level of our Mean RIT score at each grade level. See the scores in this document. [MAP scores](#) Based on new legislation with the LEARNS Act, all students need to be reading on grade level by the 3rd grade. Research in best practices in the Science of reading are still in the process of being implemented in the building as teachers are continuing to learn more about the components of the science and what they look like in the classroom. NS's 22-23 ESSA Score was a "C." Disaggregation of this score report shows that lack of students on grade level in Reading is a contributing factor to the low score. [ATLAS scores](#) also support this evidence.

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 through continuing professional development in the implementation of UFLI Phonics.	Berryhill, Atherton, Price, MacMillan	2019-ongoing	Heggerty Book, Kilpatrick, & Flyleaf Books, UFLI	, CFAs, District UFLI assessments, Dyslexia Screeners, ATLAS Screeners + Testlets
3rd and 4th grade teachers will utilize 95% group SURGE program for vocabulary and morphology.	Berryhill, Atherton	2025-ongoing	95% group Surge-instructional funds	CFAs, ATLAS data
2-4 - Teachers are trained	Berryhill, Atherton	2019-ongoing	Wit & Wisdom Curriculum	ATLAS Screeners, Iterimas,

in depth of knowledge in the areas of comprehension, vocabulary & fluency with continuation of professional development.			including Geodes	and Testlets, Classroom Tools as well as informal anecdotal records from teachers via PLC convos, CFAs
Teachers will utilize Wit and Wisdom Curriculum K-4 with ongoing professional development.	Berryhill , Atherton, MacMillan			ATLAS assessments, as well as informal anecdotal records from teachers via PLC conversations, CFAs, Wit & Wisdom assessments, classroom walk thrus
Small Group reading will be an area of focus utilizing Geodes, Just Right Readers, Dynamite Decodables, and Cherry Blossom decodables	Berryhill	October '20- ongoing	Title 1 funds	Teacher surveys, Teacher analysis of student reading, CFA's, District ORF assessments
All K-2 students will be screened for dyslexia according to Assessment Schedule and 3-4 students with reading concerns. (ACT 1268 dyslexia requirements)	RTI team	19- ongoing		Tier 1 and Tier 2 assessments- as well as progress monitoring information, ATLAS Screener
Interventionists trained in Take Flight and Sonday and purchase of materials they need	Berryhill	24-25 SY- ongoing	District funds allocated Title 1 for additional funds	Teacher Pd Record Classroom Walk through data
Materials will be provided	Berryhill, Sentell, Mattera	19-ongoing	Title 1 Parental	Check out records,parent

for parents to check out to provide literacy strategies at home. Focus will be on the areas of decoding (fluency) and comprehension. Take home bags will be provided to 1st grade parents with reading materials.			Involvement funds	surveys
Monthly walk throughs on Literacy Components using Key Lever document will be completed with feedback and follow up observations.	Berryhill, Atherton, DESE Literacy Coach	2025-2026 school year		Key Lever Document Walk Through Feedback
Teachers will create Individualized Reading Plans for students “at risk” on the ATLAS screener and will progress monitor frequently	Berryhill	Oct. '25- ongoing		IRPs in ATLAS portal
Administrators and teachers will receive training in ATLAS and do the work to analyze how it aligns to UFLI and Wit and Wisdom	Berryhill, Atherton, MacMillan	Jan. 24- ongoing		Agendas- Team Meetings Minutes ATLAS data LEAInsights
Increase culture of reading and family engagement by providing increased	Berryhill	SY 23-24 - ongoing	Title I Funds Tournament of Books Glow Night literacy activities	ATLAS data Sign in sheets

opportunities/access to reading				
High Intensity Tutoring for 1-4 students at risk or in need of growth	Berryhill, Atherton	Nov. '25- ongoing	Provided through HIT grant funding	Amplify literacy progress monitoring data
Every grade level will provide weekly homework in literacy (fluency practice, letter naming practice, etc.)	Guiding Coalition Team Chairs	25- ongoing	Title 1 funds for materials	Teacher data
Principal will participate in Master Principal leadership program through Arkansas Leadership Academy	Berryhill	25- ongoing	State funding	Master Principal Action Research projects

Priority #2	
Improvement Plan Focus Area: Beginning in the 22-23 school year, with full implementation by the 26-27 school year, all K-4 teachers will participate in Professional Learning Communities with a focus on cycles of action research oriented around student results and based on Essential Standards. Link to Northside PLC Dashboard	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Administrator training Teacher training Creation of time in the schedule	Team Member(s) Responsible: Berryhill Atherton Guiding Coalition MacMillan
Desired Outcome: <i>When fully implemented, what will</i>	

be different as a result of addressing this priority?

All students will be achieving high levels of growth in both Literacy and Math as seen through CFAs, standardized testing, and an increase in the school's ESSA score.

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.

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

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. A focus on Tier 2 and Tier 3 interventions over the last few years has led teachers to neglecting a focus on Tier 1 instruction. In addition, teachers have focused on the growth of students without analyzing their own teacher efficacy and how their teaching is changing based on what they learn about their students. 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.

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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
Ongoing teacher professional development in PLC process	Berryhill, Atherton	21-ongoing	-Learning By Doing books -Funds for PD days	- Agendas, ppts , surveys, S'More
Prioritization in the master schedule of time weekly devoted to Collaborative Team Meetings	Berryhill	23-ongoing		Master Schedule
Teachers will establish Essential Standards and participate in cycles of ongoing action research and results oriented inquiry through creation of Common Formative Assessments and in the implementation of those standards	Berryhill, Atherton, MacMillan	23- ongoing		Essential Standards documents , CFAs, Team Meeting Agendas, S'More Newsletters, data walls
Teachers will utilize Tiered Layers of Instruction. Protected WIN (What I Need) time established daily. Activity teachers will be utilized throughout the day to help with Tier 2 instruction and will be	Berryhill	19- ongoing	Small group intervention materials for phonics & phonemic awareness	Master Schedule, Teacher Schedules

assigned a grade level team to work with.				
Time will be given weekly for focused Tier 2 meetings to create individualized plans for students in response to intervention	Berryhill	23-ongoing		Master Schedule, RTI data
School wide inclusion for Special Education students with support in general education will be the priority.	Gen Ed & SPED Staff and para support	22-ongoing	Professional development materials, curriculum materials for SPED staff, curriculum training for SPED staff	Progress monitoring data, SPED referral data

Priority #3	
Improvement Plan Focus Area: Through the use of a viable curriculum, NS will focus on increasing test scores in Math and Science. By the 28-29 school year, 70% of 3rd and 4th grade students will score a Level 3 or Level 4 on Math and Science ATLAS exams.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Teacher Training/Knowledge Resources Student Assessment	Team Member(s) Responsible: Miriam Berryhill Michelle Atherton
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Increased student achievement	

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

With the focus the last few years being on the Science of Reading, the attention to Math and Science has not been as intense. There have been trends in the ASPIRE and MAP data that support this and we are seeing the same trend emerging with ATLAS. In addition, since Science is not tested in grades K-2, the teachers tend to not focus on it as much and thus when they get to 3rd grade and it is tested the students do not have the foundations for it.

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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
Purchase of Gizmos digital platform for teachers to create digital experiments	Berryhill	February 24- current	Title 1	Gizmos reports ATLAS Science results
Purchase of IXL digital platform for math intervention and digital practice	Berryhill	January 24- current	Title 1	IXL data reports ATLAS Math results
Teacher training on Science Essential Standards and cycles of inquiry	Berryhill, Atherton	Summer 25- ongoing	No funds	PD records Team Meeting notes
Creation of 3rd and 4th Math spiral review	Berryhill, Mattera, Sentell	October 24- ongoing	No funds	CFA data, Spiral Review results,

				Interim data, ATLAS Math reports
Robotics program will be implemented to foster STEM learning and desire to increase engagement in Math and Science.	Berryhill, Souza	Fall 24- ongoing	Title 1	Robotics results Parent Surveys
Lesson Internalization training for all teachers	Berryhill, PSRC	August 2025	Title 1 funds	
Glowing STEM family engagement night will incorporate components of Math and Science to engage kids in parents.	Atherton, MacMillan	April '25- ongoing	Title 1 funds for items	Photos from STEM night, Parent Surveys, teacher sign in sheets FACE plan

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Michelle Atherton	School Improvement Coordinator, Assistant Principal
Miriam Berryhill	School Principal
Lindsay MacMillan	Learning Specialist
Haylee Loter	Counselor
Jennifer Cherry	Community Volunteer

