



Southside Elementary
Cabot Public School District
School Improvement Plan

Mission Statement: The Southside community is committed to fostering an environment of modeling for, encouraging, and teaching all children to be productive lifelong learners.

Priority #1 - Literacy	
Improvement Plan Focus Area: For 100% of all Southside certified staff members to make substantial contributions to the implementation of the Science of Reading Elementary Literacy Curriculum : 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), Structures (3rd-4th), Sound Walls (K-4), Wit and Wisdom (K-4), Geodes (K-2), Lexia (K-4), adaptive reading intervention, UFLI (University of Florida Learning Institute), The Sonday Program.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> -Teacher Training -Teacher scheduling -Implementation of UFLI curriculum as Tier 1 instruction	Team Member(s) Responsible: Tori Harrison Madison Hurley-Darr Morgan Gill Classroom teachers Central Office staff Data: The Division of Elementary and Secondary Education of Arkansas passed ACT 1063, also known as The Right To Read Act. This legislation targets educators in the pivotal role of reading instruction to be properly trained in knowledge and skills of the Science of Reading. Based on the 2015 ACT Aspire results less than half of Arkansas's students scored ready or above in reading.
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> All students will be able to demonstrate a greater depth of knowledge in literacy, resulting in an	

increase in achievement data - due to teachers utilizing best practices from the Science of Reading.

As of Spring 2025 ATLAS data:

51% of 3rd grade students enrolled at Southside Elementary School demonstrate a proficient or advanced understanding of knowledge and skills and show mastery of grade level standards.

In addition, **62 %** of Kindergarten students, **55%** of 1st grade students and **40%** of 2nd grade were proficient in reading on the ELA portion of the ATLAS assessment.

-All K-4 teachers have been trained in Lexia and Phonics First curriculum. All K-4 teachers, Special Education teachers, Interventionists, Instructional Facilitator, and Principals have been trained in six days of RISE. All K-2 teachers have been trained in Heggerty Phonemic Awareness. All classroom teachers, Special Education teachers, Interventionists, and Principals are trained in Wit and Wisdom. The Dyslexia teacher and interventionists have been trained in Phonics First level-1. One interventionist and the Dyslexia Specialist and instructional paraprofessionals have Sonday training, as well as Phonics First level-1, 2 and Structures training. The Dyslexia Specialists has also had training with the Take Flight program.

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 according to assessment data.

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
Implementation of Wit and Wisdom Curriculum in K-4th grades	Tori Harrison Madison Hurley-Darr Morgan Gill	2020-2021 school year 2021-2022 school year 2022- current school year	Wit and Wisdom Materials	Wit and Wisdom assessments, Classroom-based assessments
Adoption and Training on Wit and Wisdom	Central Office Staff, Wit and Wisdom trainers	Fall 2019-2021	Wit and Wisdom Curriculum	Wit and Wisdom assessments, Classroom-based assessments
Implementation of Science of Reading methods in instruction	Tori Harrison Madison Hurley-Darr Reading Interventionist K-4 classroom teachers	Spring 2023 - ongoing	Wit & Wisdom; Phonics First; Lexia	All certified staff members will utilize methods for the Science of Reading that will be assessed by the administrative team
K-2 - Implementation of depth of knowledge in phonemic awareness, phonological awareness & encoding	Tori Harrison Madison Hurley-Darr	2020-2021 school year 2021-2022 school year 2022- 2023 2023 - 2024 2024-ongoing	Heggerty Book, Kilpatrick, & Flyleaf Books	Classroom-based pre-assessments/ post-assessments
K-4 - Implementation of depth of knowledge in comprehension, vocabulary & fluency - creation of specific intervention in 3rd grade to meet expectations outlined in Arkansas' 3rd	Tori Harrison Madison Hurley-Darr	2020-2021 school year 2021-2022 school year 2022- 2023 2023 - 2024 2024- ongoing	Wit & Wisdom Curriculum	Classroom-based pre-assessments/ Post-assessments

Grade Promotion Law 2026-27 Southside Elementary FACE Plan				
RISE training for all teachers to become proficient in the Science of Reading as it pertains to the Right to Read Act.	Central office staff and RISE trainers	Aug. 2018-2021	RISE Assessors	Classroom-based pre-assessments
Phonics First Instruction	School Staff	2020-2021 school year 2021-2022 school year 2022-2023 school year 2023-2024 school year 2024-ongoing	Phonics First Curriculum	Phonics First Progress Monitoring Data, Classroom-based assessments
Phonics First Training	District and School Staff	2020-2021 school year 2021- ongoing	Phonics First Curriculum	Phonics First Progress Monitoring Data, Classroom-based assessments, MAP Data
Implementation of UFLI (University of Florida Literacy Institute) as Tier 1 Phonics instruction	School Staff	2024 - ongoing	UFLI Curriculum	UFLI assessments Classroom assessments
Implementation & training for Sonday system	Julie Longoria Carla Eifling Daniece Howard	2025-ongoing	Sonday System	Assessments within Sonday

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)
- Principal will participate in an HESL group for research, action planning, and implementing the PLC Process with monthly meetings.
- Updating ELA Standards

Evaluation/Monitoring of Goal:

- Informal and Formal observations utilizing the Educator Effectiveness System
- Professional Development certificates, minutes and agendas
- Focus Walks (administration and peer)
- Common Formative Assessments (CFAs) and data analysis as a team
- Lesson Plans
- Classroom teachers will implement Lexia with fidelity including intervening for students with lessons

Priority #2: Social/Emotional	
Improvement Plan Focus Area: 100% implementation of Capturing Kids' Hearts to address social-emotional needs for staff and students. All staff will be trained by the end of August 2023 with full implementation; By the Spring 2026, 100% of Southside staff will have been trained & utilizing Arkansas THRIVE initiatives being set in place, beginning in the Spring of 2024 school year.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Professional Development Staff Collaboration Student participation/by-in	Team Member(s) Responsible: Tori Harrison Madison Hurley-Darr Classroom teachers Central Office staff/CKH Trainers Process Champions Team (April Bevis, Kristy Cotillier, Ally Bevis, Kourtney Pillow) BAT Team (Behavior Team) (Julie Pritchett, Kera Gross, Kristy Cotillier, Carla Eifling, Kelly Self)
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> *There will be a common language throughout the building for accountability, praise, and expectations. *There will be a decrease in behavior in the classroom due to the 4 Discipline questions, consequences, and accountability actions that are put into place in the classroom. *The school environment will have a common understanding of approaching challenging situations with students in order to teach self-control,	

accountability, ownership, and a pivot into desirable, positive behavior.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> A loss of learning has led to an increase in behaviors and a need for mental health therapists in our building. With this increase, classroom management and student support becomes more and more challenging for teachers.	
Alignment to District Goal: -Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally, and even through digital modes of instruction. -The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.	

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
Professional Development	District Curriculum staff Classroom teachers Tori Harrison Madison Hurley-Darr	August 2021-Fall 2023 Spring 2024 - ongoing	Initial CKH training with staff, process champions trainings, and additional support throughout the year from CKH staff (District funding)	Implementation of social-emotional curriculum
Process Champions	April Bevis Tori Harrison Madison Hurley-Darr Ally Bevis Kristy Cotillier Kourtney Pillow Kera Gross	2021-22 School year 2022-23 School Year 2023-24 School year	Included in the cost of CKH	N/A
Monthly Cohorts	Tori Harrison Madison Hurley-Darr	2021-22 School year 2022 - Fall 2023	Included in the cost of CKH	Surveys provided and completed by school staff regarding implementation

Continued Staff Development	Tori Harrison Madison Hurley-Darr Morgan Gill	2024-ongoing	CKH materials Previous school year resources & activities	Process Champion Team will train all new Southside/Cabot staff members; as well as continue training & updates
Arkansas THRIVE Implementation	Tori Harrison Kera Gross	Spring 2024-ongoing	AR Thrive training (9-day training at AR Leadership Institute)	Per THRIVE implementation, a behavior team will/has been created at Southside Elementary; as well as a behavior matrix that all staff/students will follow in all areas of Southside
Behavior Action Team	Tori Harrison Madison Hurley-Darr Morgan Gill Kera Gross Julie Pritchett Longoria Kristy Cotillier Kelly Self Carla Eifling	Spring 2024-ongoing	N/A	-monthly meetings -behavior data as portions of THRIVE are implemented

Priority #3: Professional Learning Communities

Improvement Plan Focus Area: By the end of the 2025-2026 school year, 100% of Southside staff will have participated in a productive, effective PLC that drives instruction for the whole of the grade level by using data that is gathered from CFAs, conversation, point-in-time instruction and more.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- *all members of a PLC must be willing to share their data & ideas with others
- *grade level teachers must create Common Formative Assessments to determine intervention and future instruction groups
- *teacher must agree on how their PLC time will be spent while respecting the wishes of the whole & accepting accountability with others through trust

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

- *all students in a grade level will take the same assessment & evaluation will be done the same way in order to drive future instruction & create smaller groups of intervention
- *teachers will be able to work together, while agreeing with one another on the main goals & essential standards and needs of each grade level

Team Member(s) Responsible:

Tori Harrison
Madison Hurley-Darr
Morgan Gill
Jordan Kincheloe
Ally Bevis
Chloe McCarty
Meagan Snyder
Tina Dunn
Cori Haley
Kourtney Pillow Lee
Megan Rothacher

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

The best for students is when teachers work together to create goals that are the same across the board - in this way, teachers can intervene and work with all students in a grade level, in order to prepare them for the next step in their academic career.

Alignment to District Goal:

-Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally, and even through digital modes of instruction.

-The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

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
Weekly PLCs (T-Time) (uninterrupted time)	Tori Harrison Madison Hurley-Darr	Fall 2024 - ongoing	n/a	-Grade-level PLC data sheet with agenda & attendance as well as "look aheads" for upcoming agendas
PLC norms & goals	Tori Harrison Madison Hurley-Darr Morgan Gill Jordan Kincheloe Jazmyn Conner Meagan Snyder Chloe McCarty Tina Dunn Megan Rothacher Cori Haley Kourtney Pillow Lee	Spring 2023 - ongoing	-district office provides guiding coalition guidelines & goals	-completion of district office required documents -Guiding Coalition member keeps documentation of weekly meetings -Guiding Coalition member communicates to team about norms & accountability expectations
Create CFAs (each grade level)	Tori Harrison Madison Hurley-Darr Morgan Gill Jordan Kincheloe Ally Bevis Meagan Snyder	Summer 2024 - ongoing	-Cabot school district essential standards -devices provided by district -curriculum provided by district	-data collected from CFAs moving into the following school year -data collected will be used for intervention groups

	Chloe McCarty Tina Dunn (all grade level teachers within each T-Time)			-ATLAS assessments -classroom assessments
Tier 2 classroom interventions	Jordan Kincheloe Ally Bevis Meagan Snyder Chloe McCarty Tina Dunn Megan Rothacher Kourtney Pillow Lee Cori Haley (all grade level teachers within each T-Time)	Spring 2024 - ongoing	n/a	-running records of data in strategically planned intervention groups -classroom assessments -ATLAS assessments

Priority #4: MATH

Improvement Plan Focus Area: Starting in the 2024-2025 school year, 100% of Southside teachers will collaborate to create a math intervention program that addresses the needs of students that require a Math Intervention Plan (MIP) determined by the ATLAS assessment of not performing at or above grade level.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Staff Collaboration
PLC Process
Student participation/by-in

Team Member(s) Responsible:

Tori Harrison
Madison Hurley-Darr
Julie Pritchett Longoria
Morgan Gill
Classroom teachers

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

- Deeper mathematical understanding
- Engaging mathematical conversations
- Teacher acts as facilitator (student led)

Data:

As of Spring 2025, per ATLAS Summative data:

53 % of 2nd grade students enrolled at Southside Elementary School achieved at Level 1 or Level 2 in math as at or below grade level on the ATLAS assessment.

41 % of 3rd grade students enrolled at Southside Elementary School achieved at Level 1 or Level 2 in math as at or below grade level on the ATLAS assessment.

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

With the implementation of the ATLAS assessment there is an expectation that teachers will need to extend to students in order to successfully provide a rigorous mathematical learning environment, as the assessment is based on the current grade level standard requirements.

Alignment to District Goal:

- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally, and even through digital modes of instruction.
- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

Evaluation/Monitoring of Goal:

- Informal and Formal observations utilizing the Educator Effectiveness System
- Focus Walks (administration and peer)
- Common Formative Assessments and data analysis as a team
- Lesson Plans
- WIN group focus

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
PLC Meetings & T-Time	Tori Harrison Madison Hurley-Darr Morgan Gill Julie Pritchett Longoria Classroom teachers	Fall 2024 - ongoing	n/A	Student data assessments; PLC Process collaborative meetings; WIN grouping

[2026-27 Southside Elementary FACE Plan](#)

(linked above in plan)

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Tori Harrison	Principal
Madison Hurley-Darr	Assistant Principal/Instructional Facilitator
Morgan Gill	Learning Specialist
Kera Gross	Counselor
Kourtney Pillow	Special Education Teacher
Natalie Godwin	Parent/Community Member
Jordan Kincheloe	Kindergarten Guiding Coalition
Ally Bevis	1st Grade Guiding Coalition
Chloe McCarty	2nd Grade Guiding Coalition
Meagan Snyder	3rd Grade Guiding Coalition
Tina Dunn	4th Grade Guiding Coalition
Cori Haley	Special Education Teacher