



**Central Elementary
Cabot Public School District
School Improvement Plan**



Mission Statement: Our mission is to empower students to be self motivated learners! By collaborating with our families and community, we will provide rich learning opportunities to grow students academically, physically, emotionally, and socially. At Central Elementary. . . We are one heartbeat, one school. **#CEthatsMe**

Priority #1	
<p>Improvement Plan Focus Area: Literacy--Goal: Implement a curriculum and a professional development program that are aligned with the needs of Central’s students and are based on the research of the Science of Reading.</p> <p>S.M.A.R.T Goal - During the 2023/2024 school year, Central Elementary will use and train teachers on curriculum based on the Science of Reading. This will increase student achievement for all learners. All certified staff (100%) will be training by the end of each calendar school year (May 2024).</p> <p>Data: NWEA Map Reading Scores, Spring 2023</p>	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p>Teachers need evidence based training on how children learn to read and a curriculum aligned to the science of reading research to use in instruction.</p>	<p>Team Member(s) Responsible:</p> <p>Julia Treadway Jenny Blackwell Kristina Eisenhower Melissa Bulice</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>Students will be taught to read with methods that align to how their brains work. Students will read proficiently and will comprehend an increased level of text complexity.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>Teachers state-wide have been without proper training on the science of reading. This is evidenced by the lack of reading proficiency shown in all grades state-wide. On top of this lack of proficiency, we have achievement gaps to address from the learning loss that have affected our students’ achievement.</p>	
<p>Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority.</p>	

Through improving our reading instruction according to brain research and the science of reading, our students are ALL able to achieve academic success in Reading. .

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-4 Screen all students for reading difficulties	Julia Treadway, Jenny Blackwell, Kristina Eisenhower	Ongoing, BOY, MOY, EOY each year	Phonics First Assessments, MAP Growth, Map Fluency Assessment, PAST Assessment	MAP data individual RIT scores for students, analyzing multiple data points in PLCs
Implement a strong, systematic and explicit phonics program- Phonics First	Julia Treadway, Jenny Blackwell, Kristina Eisenhower	Ongoing	Phonics First- District PD	PD record, Phonics First Assessments
K-4 Licensed teachers assessed using Look Fors for State licensure. Ongoing feedback continued through walk throughs	Julia Treadway, Jenny Blackwell	Completion by May 2023 and then ongoing	Assessor training-district	"Look For" sheet documentation
K-4 Teachers trained in Wit and Wisdom with collaboration through PLCs	Julia Treadway, Jenny Blackwell, Kristina Eisenhower	May 2022- ongoing	Wit and Wisdom- District PD	PD Record PLC agendas
Develop intervention plans for students at risk in reading- Tier 2	Julia Treadway, Jenny Blackwell, Samantha Taylor	Ongoing	Reading Interventionist, Phonics First, Rite Flight, intervention block	RTI document, ongoing literacy assessment data, AIPS

Implement use of Geodes to make Wit and Wisdom content accessible to all levels of readers	Julia Treadway Jenny Blackwell Kristina Eisenhower	May 2022- ongoing	PLC Training and ongoing support by IIF	Fluency Checks, Comprehension Checks, Report Card grades
Lexia Digital Platform for Dyslexia students to improve reading	Julia Treadway, Jenny Blackwell	May 2022- ongoing	District purchased	Lexia Level Progress Reports to Reading Interventionist/Classroom teacher
Solution Tree will implement PLC structures	Treadway, Blackwell, Eisenhower	August 2023- ongoing	District	Agendas, student work samples, CFAs

Priority # 2 -

Improvement Plan Focus Area: Central Elementary report card score is currently a 'C.' CE will increase this score by focusing on essential standards and the PLC process which will ensure high levels of learning for all students.

S.M.A.R.T Goal: During the 2023/2024 school year teachers will actively participate in the PLC process. Through this process we will be focused on essential standards, building a collaborative culture and student outcome. We will keep progress of student learning through common formative assessments, as well monitoring growth through NWEA Map. Through these processes student achievement will rise and we will become an A school by 2025.

Data: [Central Elementary Report Card](#)

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*
By analyzing the CE's Report Card score, we need to improve our 3rd and 4th grade scores in both reading and math. NWEA Map spring 2023 report continues to demonstrate the need in both areas.

Team Member(s)
Responsible:

Julia Treadway, Jenny Blackwell, Amanda Davis, Kristina Eisenhower

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*
When fully implemented, CE will be an 'A' school. 3rd and 4th grade students will be scoring Proficient or Higher on the State assessment.

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

Central has had many changes over the last few years with administrators and with teachers. During this time, implementation of our core

curriculum of Phonics First, Wit and Wisdom, and Illustrative Math has been varied and thus the implementation of it across the school is in various degrees. The district supports the use of Lexia as a program designed to meet student individual zones of proximal development. This past year we have utilized this platform much more effectively . We will continue to grow in this area. Students and teachers have lacked the understanding of our report card grade.

The PLC process in the past has been done as a PLC Lite. This coming school year we are part of the PLC Support System through the Department of Education. In the past we have not had a consistent vision and training to help guide a sustainable PLC at Works process.
 NWEA Map Reading 2023 NWEA Map Math 2023

Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority.

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Principals attend a PLC at Work training (2 days) designed for principals	Treadway, Blackwell	July 2023	District fund	Attendance Records
Common Formative Assessments based on essential standards while completing 7 cycles of PLC	Treadway, Blackwell, Eisenhower, 3rd/4th teachers	January 2023- ongoing	None	Edulastic Data from assessments
Lexia Incentives- Certificates for leveling up and Medallions for meeting usage and minutes	Treadway, Blackwell, Berryhill	January 2023- Ongoing	Building funds	Lexia Usage
Book Vending Machine with books as incentives	Treadway, Blackwell, Bulice	March 2023- ongoing	Title 1 Funds	Data collected from Lexia, and book machine usage
Training for teachers on ESSA Score	Treadway, Berryhill	January 2023	None	Professional Development Records

PLC Training for certified staff	Treadway, Blackwell	Fall 2023 - ongoing	State Funds	Professional Development Records
Small Group Reading Intervention Focus	Teadway, Berryhill, Blackwell, Eisenhower	May 2022- ongoing	Title 1 Funds, Building Funds	Running Records, Lexile Level NWEA Map
Small Group Reading PD	2nd Grade teachers Eisenhower	November 2022	None	Teacher feedback

Priority #3

Improvement Plan Focus Area: Trauma based instruction and behavior instruction in the classroom.

S.M.A.R.T. Goal: During the 2023/2024 school year a behavior team will be established and will create a behavior matrix with clear guidelines for behavior expectations in common areas. With clear behavior expectations we expect our office referrals to go down 50%.

Data: [Smart Data Behavior for Central Elementary, 2022/2023](#)

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

Students at Central Elementary come to school with a variety of traumatic experiences due to poverty, volatile home lives, and traumatic events that have happened. Students are coming to school without the skills to function in the general education classrooms.

Team Member(s)
Responsible:

Julia Treadway
Jenny Blackwell
Kristina Eisenhower
Amanda Davis

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

When fully implemented, our students will be able to demonstrate appropriate social skills and self awareness skills that will allow them to function in the classroom setting. The number of students being suspended, receiving in school suspension, or having office detentions will decrease and those students will be spending more time in class learning which will in turn help them to be more academically successful.

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

Students with backgrounds of trauma learn and function in a different way than the way that teachers have been traditionally trained. We need school wide approaches to deal with the increasing amounts of behavior problems. In the 2021-2022 there were over 91 out of school suspensions, 51 In school suspension, and 198 office referrals. This is a huge amount of time that students are out of the classroom and losing instruction. Teachers lack the skills to de-escalate students and students lack the skills to regulate their emotions in the classroom setting.

Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority.

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
THRIVE and Mental Health First Aid training for Assistant Principal and Counselor	Berryhill, Davis, Treadway	Jan. 2023-Ongoing	District	PD records Project for THRIVE Academy
Capturing Kids Hearts Training for entire staff	Treadway, Blackwell	August 2022-Ongoing	District	CKH implementation walk throughs and surveys
Capturing Kids Hearts Process Champions Committee will meet to analyze and set goals for CKH	Treadway, Blackwell	September 2022- ongoing	None	Agendas and surveys
Behavior Committee formed to work on THRIVE implementation	Berryhill, Davis, Treadway	April 2023- ongoing	None	Agendas, Behavior Matrix, Surveys
Creation of School wide Behavior Matrix and Discipline Ladders	Berryhill, Treadway, Davis	Summer 2023	None	Matrix
BenQ installation in classrooms for increased student engagement	Treadway, Berryhill	March 2023	Title 1	

Central Elementary Curriculum

Literacy

Wit and Wisdom
Geodes
Heggerty
Kilpatrick
Flyleaf

Math

Illustrative Math

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Julia Treadway	Administrator- Principal
Jenny Blackwell	Administrator- Asst. Principal/Instructional Facilitator
Kristina Eisenhower	Innovative Instructional Facilitator
Amanda Davis	Counselor
Cindy Wilson	PPC Representative
Scott Patterson	Teacher/ GT Specialist
Shelly Alford Emily Hipp	PK Teacher Kindergarten
Danielle Smith	1st Grade
Jackie Higgins	2nd Grade
Crystal McArthur	3rd Grade
Aubrey Ivy	4th Grade
Mary Beth Stivers	SPED
Samantha Taylor	Reading Interventionist
Bryson Faulkner-Jones	Music Teacher
Thom Asewicz	Art Teacher