

**Academic Center of Excellence  
Cabot Public School District  
School Improvement Plan**



**Mission Statement:**

The mission of ACE is to increase the academic achievement of every student by providing anywhere, anytime learning whether in a traditional or nontraditional educational setting. The students and faculty are committed to providing a unique learning experience to increase the achievement of at-risk students in grades 7-12.

| <b>Priority #1</b>   |  |
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| <b>Improvement Plan Focus Area: Focused instruction to improve reading</b>   |  |
| <p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i><br/> <b>Teacher understanding of reading instruction.</b></p>  | <p>Team Member(s) Responsible:<br/> <b>Carrie Lair</b><br/> <b>Roger Tonnessen</b><br/> <b>Mallorey Jones</b><br/> <b>Breanne Selah</b><br/> <b>Kathy Peters</b></p> |
| <p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i><br/> <b>We will reach our reading ASPIRE proficiency goals due to our focused instructions.</b></p>  |  |
| <p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i><br/>           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 2019 ASPIRE data, our students struggle in the area of reading. Our 7th grade reading scores were 14%. This data reflects the 7 students who were tested. The 8th grade reading scores were 34% and represent the 18 students who were tested. The 9th grade reading scores were 21% and reflect 30 students tested. The 10th grade reading scores were 22% and this reflects the 79 students were tested. Due to COVID-19, the ASPIRE test was not given in 2020.</p> <p>After meeting as a staff, we concluded that improvement in reading instruction would improve our ASPIRE scores in the future.</p> |  |

**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.**

**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   |
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| All ACE teachers trained in SOR (Science of Reading) in order to demonstrate proficiency in scientific reading instruction as related to their subject areas.     | Carrie Lair<br>Roger Tonnessen<br>Mallorey Jones                  | 2020-2021 SCHOOL YEAR | CPS will provide training opportunities utilizing the IDEAS portal.  | Observations by administrative team.   |
| All ALE students will participate in 60 minutes of independent reading time each week. Their reading selections will be based on their individual reading levels. | Carrie Lair<br>Roger Tonnessen<br>Mallorey Jones<br>Breanne Selah | 2020-2021 SCHOOL YEAR | Increased selection of books and text complexity to meet the needs of various reading levels.<br><br>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.<br><br>Interim test data throughout the 2020-2021 school year will help determine if students are reading according to their grade level. |
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| All ACE teachers trained in SOR (Science of Reading) will incorporate the training they received into their curriculum.  | Breanne Selah<br>Kathy Peters<br>Dana Marvin<br>Beverly Williams<br>Austin Taylor<br>David Dickey<br>Emily Madar<br>Allison James | 2020-2021 SCHOOL YEAR               | Teachers will utilize small group instruction to increase exposure to content rich vocabulary through the study of morphology; prefixes, suffixes, base words | Vocabulary assessments built into each unit of APEX.                                      |
| Students will receive interventions based on their individual needs in the area of reading.  | Breanne Selah<br>Kathy Peters<br>Dana Marvin<br>Beverly Williams<br>Austin Taylor<br>David Dickey<br>Emily Madar<br>Allison James | 2020-2021 SCHOOL YEAR               | APEX Learning<br>No Red Ink<br><br>Flexible scheduling allowing for individualized intervention times.  | Diagnostic testing data to determine the level of mastery for each student.               |
| All students in grades 6-10 will participate in MAP testing.<br><br>Data will be used to help identify struggling readers or those with reading difficulties. (Act 1268) | Carrie Lair<br>Roger Tonnessen<br>Mallorey Jones<br><br>Dyslexia Interventionist  | 2020-2021 SCHOOL YEAR               | MAP<br><br>Dyslexia Interventionist   |   |
| Dyslexia screenings as requested by parents or according to those identified in need according to MAP data.  | Carrie Lair<br>Roger Tonnessen<br>Mallorey Jones  | 2020-2021 SCHOOL YEAR               |   |   |
| All students will participate in interim assessments, as well as pre/post tests.   | Breanne Selah<br>Kathy Peters<br>Dana Marvin<br>Beverly Williams  | August<br><br>2020-2021 SCHOOL YEAR | Edulastic<br><br>MAP Interim Testing  | Students will be pre-assessed in all content areas in August to determine if students are |

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|   | Austin Taylor<br>David Dickey<br>Emily Madar<br>Allison James   |                       |  | performing at their current grade level.<br><br>Interim test data, as well as pre/post test data, will help determine if students are making growth towards reading goals. |
| Students will receive content based reading lessons with an emphasis on morphology and etymology.                             | Breanne Selah<br>Kathy Peters<br>Dana Marvin<br>Beverly Williams<br>Austin Taylor<br>David Dickey<br>Emily Madar<br>Allison James | 2020-2021 SCHOOL YEAR | Apex Learning  | Diagnostic testing data to determine the level of mastery for each student.  |
| Students will read district selected novels for their grade level, and participate in small group discussions about the text. | Breanne Selah<br>Kathy Peters   | 2020-2021 SCHOOL YEAR | ALE funds used for purchasing novels for each grade level. | Students will be assessed on vocabulary from the novel as well as other ELA standards appropriate to their grade level.  |

## Priority #2

### Improvement Plan Focus Area: Focused instruction to improve writing

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

**Teacher understanding of the value of increased writing opportunities.**

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

**Writing seems to be the area that impacts our charter goals for ELA the most. With these increased opportunities for writing, we should see progress toward the 55% ELA charter goal.**

Team Member(s) Responsible:

**Carrie Lair  
Roger Tonnessen  
Breanne Selah  
Kathy Peters**

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

**The heart of the issue is that writing is a life skill that impacts students not only now but also in the future. According to our 2019 ASPIRE data, our students struggle with writing. Our 7th grade ELA scores were 29%. This data reflects the 7 students who were tested. The 8th grade ELA scores were 28% and represent the 18 students who were tested. The 9th grade ELA scores were 17% and reflect 30 students tested. The 10th grade ELA scores were 24% and this reflects the 79 students were tested. After meeting as a staff and looking at our needs assessment, we concluded that increased opportunities for writing instruction would improve not only our ELA scores but all scores. Due to COVID-19, the ASPIRE test was not given in 2020.**

**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.**

**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                  |
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| The administration team will present professional development focused on creating and utilizing writing rubrics.   | Carrie Lair<br>Roger Tonnessen  | 2020-2021 SCHOOL YEAR                          | ALE funds used for APEX Learning<br>CAO Curriculum Dept.                           | Monthly PLC reviews                       |
| Students will receive specific instruction based on their individual results from NRI (No Red Ink) diagnostics.    | Breanne Selah<br>Kathy Peters   | 2020-2021 SCHOOL YEAR                          | No Red Ink<br><br>Professional Development from NRI trainers paid for by district. | Scores available on the NRI website       |
| Students will respond to custom writing pieces created in APEX classes for students.                               | Breanne Selah<br>Kathy Peters<br>Dana Marvin<br>Beverly Williams<br>Austin Taylor<br>David Dickey<br>Carson Gill<br>David Payne<br>Emily Madar<br>Allison James | 2020-2021 SCHOOL YEAR                          | ALE funds used for APEX Learning   | APEX weekly progress reports              |
| ELA (English Language Arts) teachers will collaborate with other ELA teachers in the district once per semester to | Breanne Selah<br>Kathy Peters   | April 2020 - VIA ZOOM<br>2020-2021 SCHOOL YEAR | Professional Development provided by the district.                                 | Monthly district-wide curriculum meetings |

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| collaborate on strategies and techniques to use with students. |  |  |  |  |
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| Priority #3  |  |
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| <b>Improvement Plan Focus Area: Focused Strategies for Nontraditional Learning</b>   |  |
| <p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p><b>Making sure that students have the opportunity for anywhere/anytime learning.</b></p>  | <p>Team Member(s) Responsible:<br/> <b>Carrie Lair</b><br/> <b>Roger Tonnessen</b></p> |
| <p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p><b>Students will have access to high quality instruction based on their individual needs no matter their location.</b></p>  |  |
| <p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p><b>The heart of the issue is that every school must be prepared to meet the needs of the whole child in a setting that may be outside of the traditional classroom. In the spring of 2020, due to Covid19, learning across our district and the state of Arkansas moved to distance learning.</b></p> |  |
| <p><b>Alignment to District Core Belief:</b></p> <p><b>Our reading focus is aligned to several beliefs</b></p> <p><b>*Academic success for every student is a priority for our district.</b></p> <p><b>*Every school can be a high-performing organization, both academically and operationally.</b></p>   |  |

**Priority #3 Actions**

| 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          |
| Technology Surveys regarding device and connectivity availability for students at home. | Carrie Lair<br>Roger Tonnessen                | June 2020             | Google Forms   |                                   |
| Parent Surveys needed to address parent input regarding blended learning.               | Carrie Lair<br>Roger Tonnessen<br>Dana Marvin | June 2020             | Google Forms   |                                   |
| Staff survey regarding connectivity availability at home.                               | Carrie Lair                                   | June 2020             | Google Forms   |                                   |
| Flexible scheduling that allows time for interventions that may be                      | Carrie Lair                                   | 2020-2021 SCHOOL YEAR | Flexible scheduling allowing for individualized intervention times, as | Interim testing data<br>NWEA data |



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| needed due to missed face-to-face instruction in the spring of 2020. |  |  | needed. |  |
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| Priority #4  |  |
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| <b>Improvement Plan Focus Area: Focused Strategies for Increasing Parental Involvement &amp; Student Engagement</b>  |  |
| <p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p><b>Parents need access to items that will help them engage their student 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.</b></p>  | <p>Team Member(s) Responsible:</p> <p><b>Carrie Lair</b><br/> <b>Roger Tonnessen</b><br/> <b>Nicole True</b><br/> <b>Dana Marvin</b></p> |
| <p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p><b>Parents will have access to materials that help them connect with their students academic needs and SEL needs.</b></p>   |  |
| <p><b>Root Cause(s):</b> <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p><b>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 their student with curriculum being delivered through Apex due to their lack of technology awareness. Many parents have asked for items that they can take home and use with their student in order to become more engaged in the education of their student.</b></p> |  |
| <p><b>Alignment to District Core Belief:</b></p>   |  |

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| Action to Address the Root Cause & Outcomes   | Team Member(s) Responsible | Timeline              | Resources and/or Funding(include fund source)                                 | Progress Monitoring Data   |
|---|----------------------------|-----------------------|---|--|
| Creation of a Parent Center in the building to provide materials and services for parents that will help them engage with their students. | Carrie Lair                | 2020-2021 SCHOOL YEAR | ALE funds used for display items such as brochure holders and magazine racks. |  |
| Parents and students will be encouraged to engage in conversations at home with one another..   | Carrie Lair<br>Dana Marvin | 2020-2021 SCHOOL YEAR | ALE funds used for books and materials.                                       | Monthly checkout report and parent survey after returning items.     |
| Students will engage in educational board games at home with parents to increase parental involvement.                                    | Carrie Lair<br>Dana Marvin | 2020-2021 SCHOOL YEAR | ALE funds used for educational board games                                    | Monthly checkout report and parent survey after returning items.     |
| Creation of a LiveBinder to include digital versions of counseling resources,   | Dana Marvin                | 2020-2021 SCHOOL YEAR | Cabot Public Schools website  | Resource is updated monthly to ensure all information is up to date. |

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| parent and community resources, college and career resources, and F.A.C.E. (Family and Community Engagement) Plan.                             |             |            |              |  |
| Parents and students will be encouraged to complete HRS (High Reliability Schools) surveys to share feedback for the school in multiple areas. | Carrie Lair | March 2021 | Google Forms |  |

**Leadership Team**

| <b>Team Member's Name</b> | <b>Team Member's Role<br/>(Admin, Teacher, Community Member, etc.)</b> |
|---------------------------|--|
| Carrie Lair               | Process Manager - ACE/ALE Principal                                    |
| Roger Tonnessen           | ACE/ALE - Assistant Principal  |
| Mallorey Jones            | ACE/ALE - Assistant Principal  |
| Dana Marvin               | ACE/ALE - Classroom Teacher  |
| Nicole True               | ACE/ALE - School Counselor   |