



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



Mission Statement: WC Better Me

Priority #1

Improvement Plan Focus Area: Literacy Goal: Implement a curriculum program and a professional development program that are aligned with the needs of Ward Central’s students and are based on the science of reading.

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

Teachers need evidence based training on how children learn to read and a curriculum aligned to the science of reading to implement.

Team Member(s)

Responsible:

Connie Reed,
Teresa Richardson,
Melissa Gasaway

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

Students will be taught how to read in a manner that best suits the way the brain works. Students will read proficiently, and the complexity of texts they are able to comprehend will increase.

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

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
All teachers will utilize curriculum maps that support the science of reading. Teachers will utilize phonemic awareness (K-2) and phonics (K-4) programs to ensure systematic and explicit instruction. Core teachers (K-4) will experience continuing professional growth in Phonics First.	Connie Reed Teresa Richardson	August- May 2023	Phonics First PD-district Heggerty Structures PLC- Continuing Professional Development	PD record PLC Agendas Site Visit Rubric

Materials and supplies will be purchased to support implementation of the literacy curriculum	Connie Reed	August- December 2022	Title 1	Observations, lesson plans
K-4 licensed teachers complete both phases of a Science of Reading pathways	Connie Reed Teresa Richardson	2023-2024	RISE Training-district	PD record
K-4 licensed teachers assessed for proficiency in the SOR.	Connie Reed Teresa Richardson	2023-2024	Assessor training-district	Observations, "Look for" sheets
K-4 ELA teachers will receive continuing implementation information for Wit and Wisdom and SOR and will implement the program ensuring adequate time for literacy instruction. W&W will integrate literacy skills in content areas through activities that involve reading comprehension, writing, speaking, and listening. Texts will be used to build background and topical knowledge and a robust vocabulary.	Connie Reed Teresa Richardson	August 2022-May 2023	SOR District Newsletters Ongoing PD during PLC	PD record, observations, student work samples, lesson plans.
Screen all K-2 students for reading difficulties (ACT 1268 dyslexia requirements).	Melissa Gasaway Mindy Mann Teresa Richardson	August 2022-May 2023	PAST Assessment, Phonics First Assessments, AR RAN, MAP Fluency	Assessment results
Develop intervention plans for students identified as at risk for reading difficulties (diagnostic assessments for skills deficits). Evidence based interventions through a multi-tiered system of support (RTI) will be utilized. Progress monitoring will occur within each tier.	Connie Reed Teresa Richardson Melissa Gasaway Mindy Mann	August 2022-May 2023	PAST Assessments, Phonics First Assessments, MAP Fluency	Progress monitoring data RTI/Kid Talk Meetings
Teachers receive interactive ViewSonic LED Displays to allow students to	Connie Reed Teresa Richardson	May 2023	Title I CPS Technology Department	Observations, student work samples

interact with the material being taught.				
K-4 teachers trained in use of Lexia to implement interventions & enrichment	Connie Reed Teresa Richardson	May 2023	Title I	Data from Lexia site, PLC Agendas, observations

Priority #2

Improvement Plan Focus Area: Math: Implement a curriculum program and a professional development program that are aligned with the needs of Ward Central's students and are based on Arkansas Math Standards.

<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Teachers need evidence based training on how children develop math sense and concepts.</p>	<p>Team Member(s) Responsible: Connie Reed, Teresa Richardson, Sherry Voegele, Donna Fields, Melissa Gasaway</p>
<p>Desired Outcome(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> Our students need a continuous, cohesive curriculum to follow from kindergarten through 4th grade, which will be implemented during the 2021-2022 school year. Effective Tier II interventions will be implemented in each classroom in the area of mathematics.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <ul style="list-style-type: none"> ● Lack of formal, professional training for teachers in effective mathematical teaching practices ● Lack of fidelity in previously adopted curriculums ● Lack of data wall and frequent collaborative planning time for vertical and horizontal alignment/trend spotting ● Insufficient and ineffective classroom Tier II interventions 	
<p>Alignment to District Core Belief:</p> <ul style="list-style-type: none"> ● CPS Math Beliefs - The Cabot Public Schools Mathematics Department has established five goals for every learner, PreK-12: <ul style="list-style-type: none"> ○ Students learn to value mathematics. ○ Students become confident in their ability to do mathematics. ○ Students become mathematical problem solvers. ○ Students learn to communicate mathematically. ○ Students learn to reason mathematically. <ul style="list-style-type: none"> ■ These goals imply that students should be exposed to numerous and varied interrelated experiences that encourage them to value the mathematical enterprise, develop mathematical habits of mind, and understand and appreciate the role of mathematics in day-to-day life. Students should be encouraged to explore, take risks, and make and correct errors to gain confidence in their ability to solve complex problems. They should read, write, and discuss 	

mathematics, as well as conjecture, test, and build arguments about a conjecture's validity.

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
Use USNS in fall/winter/spring for every student	Classroom teachers administer, Math Interventionists support	August 22-May 23		Assessment Results
Use one PLC every month for Kid Talks/RTI	WC Admin, IIF, Counselors, GT, Resource, Reading Intervention, Special Services, Activity Team, Math Intervention, Classroom Teachers	August 2022- May 2023		Agenda
Use PLC prompts written into IM for Tier I support	IIF, Math Intervention, Classroom Teachers	September 2022-April 2023		Lesson plans
Summer, Fall, and Spring PD - IM institute	CAO, WDMESC, WC Admin	Summer 2022-May 2023		Sign-in sheets
Quest Year 1 cohort 2020-2021 complete Year 2 in 2121-2022. Continue to add additional cohorts until classroom teachers are trained.	WDMESC, CAO, WC Admin, Math Intervention	Summer 2022- May 2023		Sign-in sheets
Freckle (Renaissance Learning) will be used as a resource to support math in 3rd & 4th grades.	Classroom teachers	August 2022-May 2023		Freckle data reports

Priority #3

Improvement Plan Focus Area: To increase community support, involvement, and awareness of our school's needs and achievements.

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

Our community needs a variety of ways/ choices that allow them to be involved.

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

When fully implemented, more community members will be involved with and support our school.

Team Member(s) Responsible:

Connie Reed, Teresa Richardson, Taylor Smith, Keith Percefull, Tiffanee Miller, Tereasa Noblin, Kristin Williams, Jenie James

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

Community support is minimal due to infrequent opportunities and limited awareness of student needs and successes. This is supported by a low number of PTO volunteers, attendance at events, and survey results.

Alignment to District Core Belief:

Increasing parental and community involvement benefits students, families, and our school. Cabot Public Schools core beliefs state that education is a shared responsibility and that effective relationships are powerful.

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

Increase opportunities for community members to be involved	Connie Reed, Taylor Smith, Keith Percefull, Tiffanee Miller, Tereasa Noblin, Kristin Williams, Jenie James, Teresa Richardson	May 2023	Title I	Number of opportunities and number of community members supporting
Increase communication between school and community members	Connie Reed, Taylor Smith, Keith Percefull, Tiffanee Miller, Tereasa Noblin, Kristin Williams, Jenie James, Teresa Richardson	August 22-May 2023		Avenues of communication (i.e. social media, newsletters, Huddle, monthly Smore newsletters emailed home to parents)
Enhance community understanding of school operations and programs	Connie Reed, Taylor Smith, Keith Percefull, Tiffanee Miller, Tereasa Noblin, Kristin Williams, Jenie James, Teresa Richardson	August 22-May 2023		Social Media, Huddle, Smore Monthly Newsletters, HRS Parent & Teacher Surveys
Involve staff and community in planning and implementing a school garden to share flowers, vegetables/fruits/herbs with the community and families with a focus on "sharing kindness."	Connie Reed, Teresa Richardson, Jenie James, Taylor Smith, Keith Percefull, Tereasa Noblin	August 22-May 2023	"Cultivating Kindness"	Social Media, Weekly Huddle, Monthly Smore Newsletters, School Health Index
K-4 students will receive a book once a semester that parents can share in the lesson with scripted questions about social/emotional topics.	Connie Reed Taylor Smith Jenie James	August 22-May 2023	Title I	Parent surveys, Classroom counseling observations

- Mount Carmel Church supporting backpack buddies
- PALS: Partners in Active Learning Support (high school kids)
- Kiwana's Club

Priority #4

Improvement Area: Responding to educational needs in a digital world.

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

All students need to have computer and internet access. Parents need to receive training/information on how to communicate digitally and how to access digital resources and guard student internet activity at home. Provide instruction for students on how to access technology tools and digital communication platforms. Students will be instructed on digital citizenship protocols. Increase student accountability for attending and engaging in digital instruction. Ensuring that high quality rigorous educational experiences are provided for students regardless of student location (digital vs face-to-face).

Team Members Responsible:

Connie Reed
Teresa Richardson
Melissa Gasaway
Sherry Voegele
Donna Fields
Angee Williams
Heather Burton
Evelyn Schumacher
Brooke Moore
Vickie Thompson
Marcie Chastain
Jenie James
Stacy Ostrowski

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

All students, teachers, and parents will be able to access and participate successfully in digital learning.

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

Due to Covid 19 and government regulations, schools were closed to the public in March 2020. Many of our students did not have access to computers and/or the internet. Everyone had to be educated on how to effectively communicate digitally.

Alignment to District Core Belief:

By providing digital learning opportunities, all students will have access to a viable curriculum that extends student learning. Digital opportunities and resources will strengthen the partnership between parents and the school, enabling children to receive a high quality education. This aligns with the district core belief that all children have the opportunity to be academically prepared to reach their dreams.

Priority #4 Actions

Action to Address the Root Cause & Outcomes				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Survey parents to determine who needed access to chromebooks and the internet.	District Technology Department	August 2022-May 2023	District	Survey
On-going professional development in using digital tools to enhance learning.	Curriculum Department Donna Fields Sherry Voegle Melissa Gasaway Connie Reed Teresa Richardson	August 2022-May 2023	District Google Meet Digital Math Training Digital Literacy Training	Meetings
Faculty Communication with students and staff	Ward Central Faculty and Staff	August 2022-May 2023	Email Phone Calls Dojo Mosaic Lexia Remind App Google Classroom	Open House Schedules, Parent Conferences, Google Meets
Our parent involvement coordinator sent surveys to parents and staff to determine perceptions and receive feedback on digital learning. Data will be analyzed to plan for additional digital learning in the fall.	Taylor Smith Connie Reed Teresa Richardson Melissa Gasaway	April 2023		Parent Surveys Staff Surveys
1st - 4th grade students will utilize "Freckle" and "Lexia" at school and home to work on individual skill gaps and/or enrichment math standards.	Connie Reed Donna Fields Heather Burton	August 2022-May 2023	Title I	Data from Freckle and Lexia site, observations

Teachers will implement Blended Learning in classroom instruction. Students will be familiar with technology to continue learning on-site or virtual.	Connie Reed Terea Richardson Angee Williams Erica Riddle	August2022- May 2023	Google Classroom Clever Video Lessons Blended Learning	Lesson Plans Agendas
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Leadership Team

Team Member's Name	Team Member's Role (<i>Admin, Teacher, Community Member, etc.</i>)
Connie Reed	Admin
Teresa Richardson	Admin
Melissa Gasaway	IFF
Sherry Voegele	Math Interventionist
Kim Thompson	GT Specialist
Kate Newport	SPED Teacher
Tereasa Noblin	Media Specialist
Keith Percefull	Music Teacher
Jenie James	Counselor
Taylor Smith	Counselor
Vickie Thompson	Classroom Teacher
Angee Williams	Classroom Teacher
Mike Ostrowski	Community Member
Kristan Williams	Parent Volunteer
Courtney Massery	Community Volunteer

