

**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.

Priority #1	
<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>  <b>Teacher understanding of reading instruction.</b></p>	<p>Team Member(s) Responsible:  <b>Carrie Lair</b>  <b>Roger Tonnessen</b>  <b>Breanne Selah</b>  <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>  <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>  <b>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.</b></p>	

After meeting as a staff, we concluded that improvement in reading instruction would improve our ASPIRE scores in the future.

**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
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 Roger Tonnessen	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 Roger Tonnessen Breanne Selah	2020-2021 SCHOOL YEAR	Increased selection of books and text complexity to meet the needs of various reading levels.  Time allotted in the master schedule to allow for	Students will be pre-assessed in August to determine their current reading levels using teacher created assessments.  Interim test data throughout the

			independent reading time.	2020-2021 school year will help determine if students are reading according to their grade level.
All ACE teachers trained in SOR (Science of Reading) will incorporate the training they received into their curriculum	Breanne Selah Kathy Peters Dana Marvin Beverly Williams Jeff Shaver David Dickey	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 Kathy Peters Dana Marvin Beverly Williams Jeff Shaver David Dickey Emily Madar Allison James	2020-2021 SCHOOL YEAR	APEX Learning No Red Ink  Flexible scheduling allowing for individualized intervention times.	Diagnostic testing data to determine the level of mastery for each student.
All students will participate in interim assessments, as well as pre/post tests.	Breanne Selah Kathy Peters Dana Marvin Beverly Williams Jeff Shaver David Dickey Emily Madar Allison James	August  2020-2021 SCHOOL YEAR	Edulastic  ACT Interim Testing	Students will be pre-assessed in all content areas in August to determine if students are performing at their current grade level.  Interim test data, as well as pre/post test data, will help determine if students

				are making growth towards reading goals.
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**Priority #2**

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

<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>Teacher understanding of the value of increased writing opportunities.</b></p>	<p>Team Member(s) Responsible:  <b>Carrie Lair</b>  <b>Roger Tonnessen</b>  <b>Breanne Selah</b>  <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></p> <p><b>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.</b></p>	

**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.

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

### Priority #3

#### Improvement Plan Focus Area: Focused Strategies for Nontraditional Learning

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

**Making sure that students have the opportunity for anywhere/anytime learning.**

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

**Students will have access to high quality instruction based on their individual needs no matter their location.**

Team Member(s) Responsible:

**Carrie Lair**

**Roger Tonnessen**

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

**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.**

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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

Technology Surveys regarding device and connectivity availability for students at home.	Carrie Lair Roger Tonnessen	June 2020		
Parent Surveys needed to address parent input regarding blended learning.	Carrie Lair Roger Tonnessen Dana Marvin	June 2020		
Staff survey regarding connectivity availability at home.	Carrie Lair	June 2020		
Flexible scheduling that allows time for interventions that may be needed due to missed face-to-face instruction in the spring of 2020.	Carrie Lair	2020-2021 SCHOOL YEAR		
Creation of CPDA (Cabot Panther Digital Academy) for grades 7-12.	Carrie Lair Aaron Randolph	2020-2021 SCHOOL YEAR	District Funded	
Charter Amendment Request to increase seat capacity to 1,000 students.	Aaron Randolph	July 2020		Enrollment - attendance

**Leadership Team**

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