



**Cabot Public School District
School Improvement Plan**

Mission Statement: The Cabot School District is committed to preparing today's students for tomorrow's opportunities.

| Priority #1 | |
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| Improvement Plan Focus Area: Science of Reading - Implement a curriculum and a professional development program that are aligned with the needs of our students and is a systemic approach to the research correlated with the Science of Reading | |
| <p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <ul style="list-style-type: none"> -Teacher Knowledge -Teacher Resources -Student Achievement | <p>Team Member(s) Responsible:</p> <ul style="list-style-type: none"> Aaron Randloph Stacy Allen Alana Graham Amber Price Pam Wilson |
| <p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> -Classroom Instruction -Student Achievement -Proficient Reading -Increased comprehension in more rigorous text complexities | <p>Building Principals</p> |

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

The depth of knowledge and student achievement in all areas of Science of Reading is not at an adequate level. 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 statewide. Students have also suffered with success due to the COVID-19 pandemic, which caused students to miss a quarter of the school year. In addition, the inability to teach and learn as a professional, impacted the teacher’s ability to proficiently execute the science of reading in literacy instruction.

| Priority #1 Actions | | | | |
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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 |
| K-2 - depth of knowledge in phonemic awareness. Phonological awareness decoding, and encoding | Stacy Allen Amber Price | 2019-ongoing | Heggerty Book, Kilpatrick, & Flyleaf Books, Lexia | MAP assessments & PAST assessments |
| 2-6 - depth of knowledge in comprehension, vocabulary & fluency | Stacy Allen Amber Price | 2019-ongoing | Wit & Wisdom Curriculum, Lexia | MAP assessments, ATLAS |
| Secondary: Increase Content Area Reading through EdPuzzle and Common Lit | Alana Graham Aaron Randolph | 2020-ongoing | | * Classroom Walkthroughs * Classroom Assessments * PSAT Data * Prior Data from ACT * NWEA Data |
| Secondary: Awareness in the Science of Reading: Trainings-Implemented by the Arkansas Department | Alana Graham Aaron Randolph | 2019-ongoing | Trainings by ADE | MAP assessments, ATLAS |

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| of Education | | | | |
| Secondary:College Board Pre-AP Training | Aaron Randolph Alana Graham | 2020-ongoing | District Funding, Materials and Training | PSAT Data, College Board Exams, AP Data |
| Secondary:Focus on Literacy & Reading in Career Tech courses | Alana Graham Nicole Gatewood | 2020-ongoing | Building Departmental Funds | Classroom Walk Through Data |
| Secondary: Edulastic and No Red Ink will be used to assess students in ELA and provide individualized instruction on deficiencies | Alana Graham Curriculum Team | 2020-ongoing | Categorical Funding | Data from both Edulastic and No Red Ink |

| Priority #2 | |
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| Improvement Plan Focus Area: To increase mathematical thinking, reasoning and fluency for all students. | |
| <p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p><i>Teacher Knowledge</i> <i>Teacher Resources</i> <i>Student Achievement</i></p> | <p>Team Member(s) Responsible:</p> <p>Aaron Randolph Stacy Allen Alana Graham Dawn Peoples Pam Wilson</p> |
| <p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>-Classroom Instruction -Student Achievement -Proficiency in math</p> | <p>Building Principals</p> |

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

The depth of knowledge and student achievement in all areas of mathematics is not at an adequate level. Teachers statewide have been without proper training. This is evidenced by the lack of math proficiency shown in all grades statewide. Students have also suffered with success due to the COVID-19 pandemic, which caused students to miss a quarter of the school year. In addition, the inability to teach and learn as a professional, impacted the teacher's ability to proficiently execute best practices in mathematics instruction.

| Priority #2 Actions | | | | |
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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 |
| K-6: High quality instructional materials and professional development will be utilized for math instruction | Stacy Allen Dawn Peeples | 2019-ongoing | Illustrative Mathematics, ArQuest | MAP Assessments, ATLAS |
| Secondary: Overarching tasks will be implemented that promotes reasoning and problem solving. | Alana Graham Adam Koehler | 2020-ongoing | Building Departmental Funds | MAP Assessments, ATLAS |
| Secondary: CTE courses specific to Math such as Technical Math, Digital Electronics, Computer Science will promote specific skills associated with math to those students who struggle to | Alana Graham Adam Koehler Nicole Gatewood | 2021-ongoing | District Funds, Building Departmental Funds | ACT Workkeys, ATLAS, ACT |

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| grasp technical math skills. | | | | |
| Secondary: Mathematics will be taught with a specific focus on clear goals that students are learning, situates these goals within learning progressions, and uses the decisions to guide instructional decisions. | Alana Graham Adam Koehler Building Principals | 2020-ongoing | | MAP Data, CFAs, CSAs, ATLAS |

The following data shows the Mean NWEA RIT Score for Spring 2023. We will increase the mean by 2 points by spring of 2024.

| Spring 2023 | District Grade level Mean RIT | |
|-------------|-------------------------------|----------|
| | Math | Literacy |
| K | 160.8 | 155.3 |
| 1st Grade | 176.3 | 171.9 |
| 2nd Grade | 189.9 | 185.7 |
| 3rd Grade | 200.7 | 197.3 |
| 4th Grade | 208.7 | 204.9 |
| 5th Grade | 213.7 | 208.7 |
| 6th Grade | 221.4 | 214.6 |
| 7th Grade | 222.6 | 214.9 |
| 8th Grade | 225.1 | 216.5 |
| 9th Grade | 229.1 | 222.8 |
| 10th Grade | 233.4 | 223.3 |

Leadership Team

| Team Member's Name | Team Member's Role (Admin, Teacher, Community Member, etc.) |
|--------------------|-------------------------------------------------------------|
| Aaron Randolph | Assistant Superintendent |
| Alana Graham | Secondary Director of Teaching and Learning |
| Stacy Allen | Elementary Director of Teaching and Learning |
| Amber Price | Literacy Coordinator |
| Melanie Duerkop | Director of Federal Programs |
| Pam Wilson | Director Of Assessment and Professional Development |
| Dawn Peeples | Math and STEM Coordinator |
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