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
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.

	Team Member(s) Responsible:
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 research to use in instruction.	Julia Treadway Macy Leggett Kristina Eisenhower Melissa Bulice
Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?* 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.	

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. On top of this lack of proficiency, we have achievement gaps to address from the COVID19 epidemic that affected our students in Spring of 2020 and throughout the 2020-2021 school year with quarantines and Flex Fridays.

Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority.
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. Due to the COVID19 epidemic, we will need to pre-assess our students at the beginning of the 20-21 school year. Through MAP Reading Fluency, Fall Map Growth, Phonics First assessments, and grade level PLC discussions, we will make decisions about how to best close achievement gaps in Literacy for our students.

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, Macy Leggett, Kristina Eisenhower	May 2022	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, Macy Leggett, Kristina Eisenhower	May 2022	Phonics First- District PD	PD record, Phonics First Assessments
Implement a strong, systematic and explicit phonemic awareness program- Kilpatrick	Julia Treadway, Macy Leggett, Kristina Eisenhower	May 2022	Kilpatrick Equipped for Reading Success	PLC discussions, PAST Assessments, Heggerty Drills, Kilpatrick one-minute drills
K-4 Licensed teachers assessed using Look Fors	Julia Treadway, Macy Leggett	May 2022	Assessor training-district	"Look For" sheet documentation
K-4 Teachers trained in Wit and Wisdom	Julia Treadway, Macy Leggett, Kristina Eisenhower	May 2022	Wit and Wisdom- District PD	PD Record
Develop intervention plans for students at risk in reading- Tier 2	Julia Treadway, Macy Leggett, Kristina Eisenhower	May 2022	Reading Interventionist, Phonics First, Rite Flight, intervention block	Kid Talk document, ongoing literacy assessment data, TIER 2 PLC
K-4 ELA teachers implement Wit and Wisdom curriculum in a 150 minute literacy block	Julia Treadway, Macy Leggett, Kristina	May 2022	Wit and Wisdom materials-district District Instructional Block	Teacher observations, student work samples, Map data

	Eisenhower		Ongoing PD during PLCs	
Implement use of Geodes to make Wit and Wisdom content accessible to all levels of readers	Julia Treadway Macy Leggett Kristina Eisenhower	May 2022	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, Macy Leggett	May 2022	District purchased	Lexia Level Progress Reports to Reading Interventionist/Classroom teacher
Integrate literacy skills in content areas	Kristina Eisenhower	May 2022	Curriculum guides, PLC training/collaboration, vertical PLC discussions between grade levels	Common Assessments

Priority #2
Improvement Plan Focus Area: 70% of students at Central Elementary will meet their projected growth on the MAP assessment from Fall to Spring in both Reading and Math.

	Team Member(s) Responsible:
Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?* Teachers need to increase the depth of knowledge in math and literacy instruction building wide through constructed response opportunities in Google Classroom for upper grades and teacher guided discussions in lower grades. We will use our Central Instructional model to raise the standard of instruction in our classrooms daily as far as what should be seen always, sometimes, and never.	Julia Treadway Macy Leggett Kristina Eisenhower Allan West Amanda Davis
Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?* The majority of students will catch up, keep up, or move up as far as their projected growth goal on the MAP assessment and perform as ready on ASPIRE.	

Teachers will incorporate research based instructional strategies to enhance learning in the math block. Within the math instructional block teachers will implement Illustrative Mathematics.

Teachers will incorporate research based instructional strategies to enhance learning in the literacy block. Within the literacy block teachers will use Wit and Wisdom, Phonics First, and Kilpatric/Heggerty to improve phonemic awareness, phonics, and reading comprehension. Students will use the Lexia platform 60-90 minutes per week when not in direct instruction by a classroom teacher to target skills needed on their individual levels.

According to our instructional model we will never see disrespect, lack of preparation, and lack of engagement. We will sometimes see technology use, productive struggle, and various groupings. We will always see high engagement, researched based instruction, and a safe, loving, and nurturing environment.

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

After analyzing data, it is evident that all grade levels in our building need to go deeper with mathematical discussions. We have grown in math as a building the past few years according to test results but we still do not have enough students scoring as ready on ASPIRE assessments or meeting their projected growth on MAP. It is evident that we need to increase the depth of knowledge in our mathematics block. On top of this issue, we have achievement gaps due to the COVID-19 epidemic where students have been quarantined or digital during a crucial time of foundational learning in both math and literacy.

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

Through improving our depth of knowledge with mathematics and literacy instruction according to research based strategies our students should all be able to achieve success with Arkansas standards. Due to the COVID-19 epidemic and school closures, we will need to start the year with pre-assessments for each grade level. Multiple points of data will help guide us on closing achievement gaps caused by the epidemic. For math we will use USNS grade level screeners, vertical grade level talks during PLCs, and MAP Growth data to help guide our decision making in guaranteeing academic success for all Central Elementary learners.   For literacy we will use MAP fluency, PAST assessments as Level I screeners, Phonics First assessments, and MAP Growth data to help guide our decision making in guaranteeing academic success for all Central Elementary learners.

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
Grade Level Pre-Assessment of Mathematics Skills- USNS	Cindy Wilson	September 2021	USNS Math Screener for each Grade level, MAP Growth Fall Assessment	Screener results analyzed, MAP data that targets individual RIT scores for students
Grade Level Pacing and Planning	Julia Treadway, Macy Leggett, Kristina Eisenhower	May 2022	Cabot Math Units EngageNY Curriculum Math in Practice	Lesson Plans and Pacing Guide per grade level
Math/STEM Walk Throughs	Julia Treadway Macy Leggett	May 2022	Feedback to Teachers District Math Specialist walkthroughs	Scores on MAP data, ASPIRE data
AR Math QuEST	Julia Treadway Macy Leggett	May 2023	None needed Materials from State PD	To be determined
Implement Illustrative Mathematics K-4th	Julia Treadway Macy Leggett Kristina Eisenhower	May 2022	Access to IM resources, training	PD record, Coaching cycles and PLC collaboration
Lexia	Julia Treadway	May 2022	District purchased, chromebooks, Clever	Built in assessment and data reports
Small Group Reading Intervention	J. Treadway, M.Leggett, K. Eisenhower	May 2022	Flyleaf, Close reading passages	Running Records to track reading growth

Priority #3

Improvement Plan Focus Area: Classroom teachers will use digital platforms (such as Google Classroom, Google Meet, KHAN Mappers, and Lexia) and will implement them into daily instruction early in the school year as we want to prepare students in case of quarantine or a school closure for COVID and/or weather related issues.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?* Our K-2 students aren't as familiar with digital platforms as our 3-4 students. Teachers need PLC embedded training and support in introducing the platforms to their learners. This can also be done during Tech Lab activity time each week.	Team Member(s) Responsible: Julia Treadway, Macy Leggett, Amanda Davis, Kristina Eisenhower
Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?* Students in grades K-4 will be prepared to learn virtually if another school closure becomes necessary during the due to COVID, weather, or if the student gets quarantined.	

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*
In March of 2020, our school was forced to shut down and move to virtual instruction. Our students and parents struggled to use the technology as it was not daily practice prior to the epidemic in our younger grades. The older grades were more familiar with Google classroom but not necessarily KHAN Academy and other content area digital platforms. We had many frustrated parents and a high need for paper copies available outside of our school's front door. We also had to modify AMI packets for individual students, whereas if our students had been set up on diagnostic platforms that identify a student's level and instruct them accordingly, these issues could have been minimalized.

Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority.
Through familiarizing our students and their families with our digital platforms early in the school year, we will be able to be more successful in guaranteeing academic success for ALL learners during quarantines and closures.

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Set Kinder-4th students on Google Classroom	Kristina Eisenhower	October 1, 2021	Teacher Google Classroom account and access code	Monitor use and how many assignments teachers link through this platform
Set Kinder-4th students on Lexia Core 5	Julia Treadway	December 2021	$1647.50 Title I Funds	Student usage reports weekly
Provide Blended Learning for students in quarantine	Julia Treadway Macy Leggett Amanda Davis	May 2022	No funding needed Chromebooks and hotspots provided as needed for Free/Reduced Lunch	District School Nurses spreadsheet, teacher records of work completed
Provide necessary technology for classroom teachers	Julia Treadway	May 2022	70" TV to replace smartboard ($2,500 Title I Funds Technology), headphones	Ongoing poll for needs
Technology Cards for students	Julia Treadway, Macy Leggett	May 2022	QR codes, logins, all needed usernames and passwords in one place for families per student	Ongoing through monitoring of class lists/new students and our registrar
Digital Conferences offered for 504s, Parent/Teacher meetings	Macy Leggett	May 2022	No funding, Google Meet links/tutorial for parents, Google Calendar invites	N/A

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Julia Treadway	Administrator- Principal
Macy Leggett	Administrator- Asst. Principal
Kristina Eisenhower	Instructional Facilitator
Amanda Davis	Counselor
Alisa Ford	Teacher
Aubrey Ivy	Teacher
Liz Savage	Teacher
Laura Matthews	Teacher
Monica Short	Teacher
Melissa Bulice	Media Specialist
Allan West	Teacher/ GT Specialist
Cindy Wilson	Math Interventionist
Samantha Taylor	Dyslexia/Reading Interventionist