



Central Elementary
Cabot Public School District
School Improvement Plan



Mission Statement: Working together to prepare all students for a successful future!

Priority #1

Improvement Plan Focus Area: Literacy--Goal: Implement a curriculum and a professional development program that is aligned with the needs of Central's students and is based on the research of the Science of Reading.

S.M.A.R.T Goal - During the 2024/2025 school year, Central Elementary will use and train teachers on a curriculum based on the Science of Reading. This will increase student achievement for all learners. All certified staff (100%) will be trained by the end of each calendar school year (May 2025).

Data: NWEA Map Reading Scores, Spring 2024

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.

Team Member(s)
Responsible:

Julia Treadway
Jenny Blackwell
Brandy Santiago
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 with 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 have gained more knowledge and training as they become proficient in the Science of Reading. We are using more funds to purchase needed materials to target reading in the classroom with grade-level text. We have learned to move our students from the word level to the text level by providing reading throughout the day.

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.

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-3 Screen all students for reading difficulties	Julia Treadway Jenny Blackwell Brandy Santiago	Fall 2024	Phonics First Assessments, MAP Growth, Map Fluency Assessment, Acadience	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 Jenny Blackwell Brandy Santiago	May 2025	Phonics First- District PD	PD record, Phonics First Assessments
New staff if needed, K-4 Licensed teachers assessed using Look Fors	Julia Treadway Jenny Blackwell	May 2025	Assessor training-district	"Look For" sheet documentation
New K-4 Teachers trained in Wit and Wisdom	Julia Treadway Jenny Blackwell	May 2025	Wit and Wisdom- District PD	PD Record
Develop intervention plans for students at risk in reading- Tier 2	Julia Treadway Jenny Blackwell Brandy Santiago Classroom Teacher Missman/Wilson	May 2025	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 an allotted literacy block	Julia Treadway Jenny Blackwell Brandy Santiago	May 2025	Wit and Wisdom materials- district District Instructional Block Ongoing PD during PLCs	Teacher observations, student work samples, Map data
Implement use of Geodes to make Wit and Wisdom content accessible to all	Julia Treadway Jenny Blackwell Brandy Santiago	May 2025	PLC Training and ongoing support by Admin Team	Fluency Checks, Comprehension Checks, Report Card grades

learners with grade-level text for grades K-2				
Lexia Digital Platform for Dyslexia students to improve reading	Julia Treadway, Jenny Blackwell	May 2025	District purchased	Lexia Level Progress Reports to Reading Interventionist/Classroom teacher
Solution Tree will implement PLC structures	Julia Treadway Jenny Blackwell	May 2025	DESE	District Agendas, student work samples, CFAs
Book Vending Machine with free books	Julia Treadway Jenny Blackwell Melissa Bulice	May 2025	Title 1	Data collected from book machine usage
Heggerty Decodable Text	Julia Treadway Jenny Blackwell	Spring 2025	Title 1	Observation
Fine Motor Materials to increase skill for writing in Kindergarten	Julia Treadway Jenny Blackwell	Fall 2024	Title 1	Observation

Priority #2	
<p>Improvement Plan Focus Area: Central Elementary's report card score is currently a 'C.' CE will increase this score by focusing on essential standards and the PLC process which will ensure high levels of learning for students.</p> <p>S.M.A.R.T Goal: During the 2024/2025 school year teachers will actively participate in the PLC process. Through this process we will be focused on essential standards, building a collaborative culture, and student outcomes. We will keep the progress of student learning through common formative assessments, as well as monitoring growth through NWEA Map. Through these processes, student achievement will rise and we will become an A school by 2025.</p> <p>Data: Central Elementary Report Card</p>	
Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal?	

By analyzing the CE's Report Card score, we need to improve our 3rd and 4th grade scores in both reading and math. NWEA Map spring 2023 report continues to demonstrate the need in both areas.	
<p>Root Cause(s): What is the heart of the issue? What evidence supports this conclusion?</p> <p>Central has had many changes over the last few years with administrators and with teachers. During this time, implementation of our core curriculum of Phonics First, Wit and Wisdom, and Illustrative Math has been varied and thus the implementation of it across the school is in various degrees. The district supports the use of Lexia as a program designed to meet students' individual zones of proximal development. This past year we have utilized this platform much more effectively. We will continue to grow in this area. Students and teachers have lacked the understanding of our report card grade. The PLC process in the past has been done as a PLC Lite. This coming school year we are part of the PLC Support System through The Department of Education. In the past, we have not had a consistent vision and training to help guide a sustainable PLC at Work process.</p> <p>NWEA Map Reading 2023 NWEA Map Math 2023</p>	
<p>Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority</p>	

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
Solution Tree implement PLC structures	Julia Treadway Jenny Blackwell	May 2025	DESE	District Agendas, student work samples, CFAs
Fine Motor Materials Early Intervention	Julia Treadway Jenny Blackwell Emily Hipp	Fall 2024	Title 1	Handwriting Samples
Maximizing Activity Teachers Schedules for Intervention and Inclusion Support	Julia Treadway Jenny Blackwell	May 2025	District	PLC Progress
Reflex Math	Julia Treadway	May 2025	Title 1	

	Jenny Blackwell			Monthly Report
AR Math QuEST	Julia Treadway Jenny Blackwell	May 2025	None needed Materials from State PD	To be determined
Implement Illustrative Mathematics K-4th	Julia Treadway Jenny Blackwell	May 2025	Access to IM resources, training	PD record, Coaching cycles and PLC collaboration
Lexia	Julia Treadway Jenny Blackwell	May 2025	District purchased, chromebooks, Clever	Built-in assessment and data reports
Small Group Reading Intervention	J. Treadway Jenny Blackwell Brandy Santiago	May 2025	Flyleaf, Close reading passages, Alphabet resources Title I	Running Records to track reading growth

Priority #3	
<p>Improvement Plan Focus Area: Trauma-based instruction and behavior instruction in the classroom.</p> <p>S.M.A.R.T. Goal: During the 2024/2025 school year the behavior team will continue to meet and include an RTI process to ensure all students are able to follow the behavior matrix and be provided with a healthy learning environment. With clear behavior expectations, we expect our office referrals to go down 50%.</p> <p>Data: Smart Data Behavior for Central Elementary, 2023/2024</p>	
<p>Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal? Students at Central Elementary come to school with a variety of traumatic experiences due to poverty, volatile home lives, and traumatic events that have happened. Students are coming to school without the skills to function in the general education classrooms.</p>	<p>Team Member(s) Responsible:</p> <p>Julia Treadway, Jenny Blackwell, Amanda Davis, Brandy Santiago</p>
<p>Desired Outcome: When fully implemented, what will be different as a result of addressing this priority? When fully implemented, our students will be able to demonstrate appropriate social skills and self-awareness skills that will allow them to function in the classroom setting. The number of students being suspended, receiving in-school suspension, or having office detentions will decrease and those students will be spending more time in class learning which will in turn help them to be more academically successful.</p>	

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

Students with backgrounds of trauma learn and function in a different way than the way that teachers have been traditionally trained. We need school-wide approaches to deal with the increasing amounts of behavior problems. In 2021-2022 there were over 91 out-of-school suspensions, 51 In-school suspensions, and 198 office referrals. This is a large amount of time that students are out of the classroom and losing instruction. Teachers lack the skills to de-escalate students and students lack the skills to regulate their emotions in the classroom setting.

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

Priority #3

Improvement Plan Focus Area: Trauma based instruction and behavior instruction in the classroom.

S.M.A.R.T. Goal: During the 2024/2025 school year the behavior team will continue to meet and include an RTI process to ensure all students are able to follow the behavior matrix and be provided with a healthy learning environment . With clear behavior expectations we expect our office referrals to go down 50%.

Data: Smart Data Behavior for Central Elementary, 2023/2024

Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal? Students at Central Elementary come to school with a variety of traumatic experiences due to poverty, volatile home lives, and traumatic events that have happened.

Team Member(s) Responsible:

Julia Treadway, Jenny Blackwell, Amanda Davis, Brandy Santiago

Students are coming to school without the skills to function in the general education classrooms.	
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Priority #4	
Improvement Plan Focus Area: Students will engage in STEAM learning throughout the school year. This will allow for new experiences in science, engineering and technology, while incorporating mathematics and the arts.	
S.M.A.R.T. Goal: During the 2024/2025 school year Central Elementary will engage students in STEAM learning through Robotics, Family Engagement Activities and weekly through the CE library and through quarterly classroom STEAM lessons.	
Data: Science Interim & Science Common Formative Assessments	
Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal? A portion of Title One funds need to be directed towards this priority in the future. Teachers will need time to integrate STEAM Activities into their quarterly instruction.	Team Member(s) Responsible:
Desired Outcome: When fully implemented, what will be different as a result of addressing this priority? When fully implemented, our students will be able to demonstrate an increasing proficiency in science and math concepts, which will make them academically successful in other areas.	Julia Treadway, Jenny Blackwell, Amanda Davis, Brandy Santiago
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> Our reading scores have continuously been our area of focus. We will continue to look for ways to incorporate STEAM into different avenues of learning.	
Alignment to District Core Belief: Belief #1- Academic success for every student is the top priority.	

Priority #4 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Robotics Team	Julia Treadway Nicole Little	May 2025	Title 1	Weekly Meetings, Competitions
Christmas Family Family STEAM Night	Julia Treadway Jenny Blackwell	Spring 2025	Title 1	Family Sign In
STEAM Club	Julia Treadway	Spring 2025	Title 1	Monthly Meeting

Central Elementary Curriculum	
Literacy	Math
Wit and Wisdom Phonics First Geodes FlyLeaf Lexia	Illustrative Math Reflex

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Julia Treadway	Administrator- Principal
Jenny Blackwell	Administrator- Asst. Principal
Brandy Santiago	Learning Specialist
Amanda Davis	Counselor
Lisa Alford	Teacher
Emily Hipp	Teacher
Danielle Smith	Teacher
Crystal McArthur	Teacher
Mary Beth Stivers	Teacher
Melissa Bulice	Media Specialist
Scott Patterson	Teacher/ GT Specialist
Cindy Wilson	Interventionist
Ashley Missman	Interventionist
PTO Central	Parents