



2024-2025
Ward Central Elementary
Cabot Public School District
School Improvement Plan



Mission Statement: Whatever it takes, we will build a community of resilient lifelong learners. #WCBetterME

Priority #1 Literacy

Improvement Plan Focus Area: Literacy Goal: To ensure that 95% of staff members proficiently implement curriculum programs tailored to meet the specific needs of Ward Central's students, grounded in the science of reading. (Wit and Wisdom, Heggerty, Phonics First, Structures, Writing Revolution) during the 2024-2025 school year.

Training and Professional Development: Staff members may require comprehensive training and professional development opportunities to familiarize themselves with the principles of the science of reading and how to effectively implement them in curriculum programs.

Resource Allocation: Sufficient resources, including instructional materials, technology, and support staff, need to be allocated to facilitate the implementation of curriculum programs aligned with the science of reading.

Assessment and Monitoring: There should be a system in place for ongoing assessment and monitoring of staff members' implementation of curriculum programs. This could involve regular evaluations, classroom observations, and feedback to identify areas for improvement and provide support where needed.

Alignment with Student Needs: The curriculum programs must be tailored to meet the diverse needs of Ward Central's students. This requires a thorough understanding of students' individual learning styles, including any specific challenges they may face, such as language barriers or learning disabilities.

Supportive School Culture: Creating a supportive school culture that values and prioritizes the implementation of curriculum programs aligned with the science of reading is crucial. This involves fostering collaboration among staff members, providing leadership support, and recognizing and celebrating successes along the way.

**Team Member(s)
Responsible:**

Tobie Sprawls,
Allan West, Maitland
Webb, Samantha Taylor,

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

Improved Reading Proficiency: Students should demonstrate increased proficiency in foundational reading skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Closing Achievement Gaps: Effective implementation of curriculum programs aligned with the science of reading can help narrow achievement gaps

<p>among students, ensuring that all learners have the support they need to succeed.</p> <p>Enhanced Student Engagement: By tailoring curriculum programs to meet students' individual needs, educators can create more engaging and relevant learning experiences that foster a love for reading and learning.</p> <p>Increased Teacher Confidence and Effectiveness: Through PD and support, teachers can enhance their understanding and implementation of evidence-based instructional practices, leading to increased confidence and effectiveness in teaching reading.</p> <p>Positive School Culture: Successfully achieving this goal can contribute to a positive school culture characterized by collaboration, innovation, and a shared commitment to student success.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>Lack of Understanding or Training: Staff members do not have a deep understanding of the science of reading or how to effectively implement evidence-based instructional strategies in the classroom. This is due to insufficient training or professional development opportunities focused on literacy instruction and the science of reading across the state. This is evident due to the low test scores in reading throughout Arkansas.</p> <p>Alignment to District Core Belief: -Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally. -The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.</p>	

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
<p>Increase Training and Professional Development: Provide comprehensive professional development opportunities focused on the science of reading and evidence-based instructional strategies and practices in the classroom.</p>	<p>Tobie Sprawls Allan West Samantha Taylor Maitland Webb</p>	<p>August 2024- May 2025</p>	<p>Title 1 District</p>	<p>PD records Agendas from Back to school Ongoing PD</p>
<p>Allocate Sufficient Resources:</p>	<p>Tobie Sprawls</p>	<p>August 2024- May 2025</p>	<p>Title 1</p>	

Allocate additional resources, such as instructional materials, technology, and support personnel, to support the implementation of curriculum programs aligned with the science of reading.	Allan West		Generation Genius Subscription Sets of chapter books Menu covers - used as sheet protectors for reusable activities. Alphabet Learning Tubs - used for centers and supports for students. Provide Scholastic Books in order to further support the development of student reading. Teaching Cart - to facilitate efficient instruction of students. Red Words - Phonics First Leapfrog Touchpad as an intervention tool. Phonics games Prefix/Suffix word journals Decodable book collection from Express Readers Math/science books from Lakeshore to support readers in the library. Book shelves and book cases to organize the parent center. Book pouches for organization of student decodable texts in K-2.	School Improvement Team Agendas
New to Ward Central K-4 licensed teachers complete both phases of a Science of Reading pathways	Tobie Sprawls Allan West	2024-2025	RISE Training-district	PD record
New to Ward Central K-4 licensed teachers assessed for proficiency in the Science Of Reading.	Tobie Sprawls Allan West	2024-2025	Assessor training-district	Observations. "Look for" sheets Link to S.O.R Look fors
K-4 ELA teachers will receive continuing implementation information for Wit and Wisdom and science of reading and will	Tobie Sprawls Allan West Maitland Webb	August 2024- May 2025	SOR District Newsletters Ongoing PD during PLC	PD record, observations student work samples

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.	Samantha Taylor			lesson plans.
Screen all K-3 students for reading difficulties (ACT 1268 dyslexia requirements).	Maitland Webb Samantha Taylor Allan West Donna Fields	August 2024-May 2025	PAST Assessment, Phonics First Assessments, AR RAN, MAP Fluency	Assessment results Dyslexia level 1 screeners Dyslexia level 2 screeners
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.	Tobie Sprawls Allan West Maitland Webb Samantha Taylor Donna Fields	August 2024-May 2025	PAST Assessments, Phonics First Assessments, MAP Fluency 95% Group Intervention Kits UFLI curriculum and resources to plan Tier II interventions.	Progress monitoring data RTI/Kid Talk Meetings, Intervention Data IRI paperwork Link to Kid Talk Data
Implement Accountability Measures: Establish clear expectations for staff members regarding the implementation of evidence-based instructional strategies rooted in the science of reading. Implement regular monitoring and evaluation procedures to ensure compliance.	Tobie Sprawls Allan West	August 2024-May 2025	Title I - - iPads - Data tracking, observations	Link to S.O.R Look fors Evaluation Data with feedback PLC Agendas
Students will be recognized and celebrated for growth in Lexia levels.	Tobie Sprawls Allan West	August 2024-May 2025	Title I	Data from Lexia site, observations Link to Lexia certificates
The PLC model will be utilized to target literacy instruction, analyze literacy data, and fine tune literacy intervention.. We will work with consultants to support our growth in the PLC process.	Tobie Sprawls Allan West Maitland Webb Donna Fields Samantha Taylor	August 2024-May 2025	Title 1, Professional Development , PLC Consultants	Agendas from Focus meetings CFA example Data Wall Guiding Coalition Agenda

Priority #2 Math

Improvement Plan Focus Area: To ensure that 95% of staff members proficiently implement curriculum programs tailored to meet the specific needs of Ward Central's students, grounded in NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice, focusing on enhancing mathematical understanding and problem-solving skills utilizing the Illustrative Math curriculum.

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

Training and Professional Development: Staff members may require additional training and professional development opportunities to become familiar with NCTM's Mathematics Teaching Practices, the Standards for Mathematical Practice, and Illustrative Math. This could include workshops, seminars, and ongoing coaching sessions focused on effective implementation strategies.

Understanding and Buy-in: Some staff members may lack a clear understanding of the importance and relevance of NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice. Building awareness and generating buy-in among staff members regarding the benefits of implementing these practices can help overcome resistance and foster a culture of continuous improvement in mathematics instruction.

Support and Collaboration: Providing ongoing support and opportunities for collaboration among staff members can enhance their capacity to implement NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice effectively. This could involve establishing professional learning communities, facilitating peer mentoring relationships, and encouraging interdisciplinary collaboration to integrate mathematical concepts across subject areas.

Assessment and Feedback: Implementing regular assessment practices and providing timely feedback to staff members can help monitor progress towards the goal and identify areas for improvement. Feedback mechanisms could include classroom observations, teacher self-assessments, student feedback surveys, and data analysis of student performance on math assessments aligned with the curriculum.

Team Member(s) Responsible:

Tobie Sprawls,
Allan West,
Donna Fields,
Maitland Webb

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

Improved Student Achievement: Students will demonstrate increased proficiency in mathematics, as evidenced by higher scores on standardized assessments and improved performance on classroom assignments, projects and progress monitoring.

Deeper Mathematical Understanding: Students will develop a deeper conceptual understanding of mathematical concepts and principles, enabling them to apply mathematical reasoning and problem-solving skills across various contexts.

Enhanced Problem-Solving Abilities: Students will become more proficient in solving complex mathematical problems and applying mathematical concepts to real-world situations, fostering critical thinking and analytical skills.

Increased Student Engagement: Mathematics instruction will become more interactive, engaging, and relevant to students' interests and experiences, leading to greater enthusiasm for learning and participation in mathematics activities.

<p>Reduced Achievement Gaps: By tailoring curriculum programs to meet the specific needs of Ward Central's students and implementing evidence-based instructional strategies, the achievement gaps between student subgroups will narrow, ensuring equitable access to high-quality mathematics education for all students.</p> <p>Improved Teacher Effectiveness: Staff members will become more proficient in implementing NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice, leading to increased teacher effectiveness and confidence in delivering high-quality mathematics instruction.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>The heart of the issue lies in ensuring that all staff members possess the knowledge, skills, and resources necessary to effectively implement curriculum programs tailored to meet the specific needs of Ward Central's students, grounded in NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice. This encompasses addressing any gaps in understanding, providing adequate support and resources, fostering a culture of collaboration and continuous improvement, and ensuring alignment with student needs and educational objectives. Ultimately, the goal is to empower educators to deliver high-quality mathematics instruction that promotes deeper mathematical understanding and problem-solving skills among students, leading to improved academic outcomes in mathematics.</p>	
<p>Alignment to District Core Belief:</p> <ul style="list-style-type: none"> -Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally. -The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board. 	

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
Professional Development Workshops: Provide regular workshops and training sessions focused on NCTM's Mathematics Teaching Practices, the Standards for Mathematical Practice, and Illustrative Math. These sessions should cover instructional strategies, classroom management techniques, and the integration of technology to support mathematics instruction.	Tobie Sprawls, Allan West, Donna Fields, Maitland Webb	August 2024 - May 2025	Title I District	Agenda. Kid Talk Spreadsheet RTI Student Profile
Formative Assessment Practices: Implement formative assessment practices to monitor student progress and inform instructional decision-making. Provide training and support for staff members in using formative assessment data to guide instruction and differentiate learning experiences.	Tobie Sprawls, Allan West, Donna Fields, Maitland Webb	August 2024 - May 2025	Title I District	Lesson plans PLC sign in sheets example
Peer Collaboration and Mentoring: Action: Establish mentoring relationships among staff members to facilitate the sharing of best practices, lesson planning, and instructional support.	Tobie Sprawls, Allan West, Donna Fields, Maitland Webb	August 2024 - May 2025	Title I - Magnetic tiles, Ten frames for intervention and support	Agendas from Focus meetings
Continuous Monitoring and Feedback: Establish a system for ongoing monitoring and feedback to track progress towards the goal and identify areas for improvement. This	Tobie Sprawls, Allan West,	August 2024 - May 2025	Title I - - iPads - Data tracking, observations	Feedback from district math chair Observations Student work samples Lesson plans.

could include classroom observations, teacher self-assessments, student performance data analysis, and stakeholder feedback.				
Robotics Program We will establish and will continue to operate a robotics program at Ward Central. Students will be provided the opportunity to be part of a group and develop their skills in the following areas; mathematics, engineering, design, and teamwork. We will have the high school robotics team provide the program with guidance, and we will also collaborate with other elementary teams as we progress.	Tobie Sprawls, Allan West, Maitland Webb	October 2024 - March 2025	Title I - - Vex Robotics Competition Kit Freezer bag, tape, and dispensers for robotics program teams.	Team Journal Observations Tournament participation
Mardi Gras Stem Night We will have a yearly Mardi Gras Stem Night which will involve teachers, parents, students, and community members. The high school stem club will present on various STEM related topics as well as WC teachers preparing STEM lessons related to the engineering design process.	Tobie Sprawls Allan West WC Staff		Title I - Laces and beads for Kindergarten family STEM night. The musical instrument kits, rockets, and discs for whole school STEM night. STEM night bundle for spring whole school STEM night.	

Priority #3 Professional Learning Communities

Improvement Plan Focus Area: For 90% of staff members to improve collaboration and delivery of instruction with a focus on improving student learning outcomes using a tiered approach to intervention based on current student data.

Shared Vision and Goals: Establishing a clear vision and common goals for the PLC ensures that all members are aligned and working towards a common purpose. This involves clarifying the mission of the PLC and defining specific, measurable objectives.

Data-Informed Decision Making: Emphasizing the use of data to inform instructional practices and decision-making processes is critical. PLCs should regularly analyze student data, identify trends and patterns, and adjust teaching strategies accordingly to improve student learning outcomes.

Resource Allocation: Allocating sufficient time, personnel, and resources to support PLCs is essential. This may involve providing dedicated time during the school day for collaboration, allocating funds for professional development activities, and ensuring access to necessary materials and technology.

Professional Development: Providing ongoing professional development opportunities for PLC members is essential for building capacity and expertise. This may involve workshops, peer observations, or coaching sessions focused on relevant topics such as instructional strategies, assessment practices, and technology integration.

Leadership and Support: Effective leadership and support are vital for the success of PLCs. School leaders should provide guidance, encouragement, and resources to facilitate the work of PLCs, while also empowering members to take ownership of their professional growth and development.

Evaluation and Accountability: Establishing a means for evaluating the effectiveness of PLCs and holding members accountable for their roles and responsibilities is important. This may involve regular assessments of PLC goals and outcomes, as well as providing feedback and support for improvement.

Sustainability: Ensuring the sustainability of PLCs over time requires careful planning and evaluation. This involves building capacity within the organization, cultivating leadership succession, and documenting best practices to guide future initiatives.

Team Member(s) Responsible:

Tobie Sprawls, Allan West,
Maitland Webb
Guiding Coalition Members

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

Improved Student Learning Outcomes: The primary goal of PLCs is to enhance student learning. When problem areas are addressed, PLCs can effectively identify and implement instructional strategies, interventions, and support that lead to improved academic achievement for all students.

Enhanced Teacher Collaboration and Communication: Addressing problem areas fosters a culture of collaboration, trust, and open communication among educators. Teachers share ideas, resources, and best practices, collaborate on curriculum development and lesson

planning, and provide mutual support to enhance their teaching effectiveness.

Data-Informed Decision Making: By addressing issues related to data analysis and utilization, PLCs become good at using various forms of assessment data to inform instructional decisions. Teachers regularly analyze student performance data, identify areas for improvement, and adjust teaching strategies to meet the diverse needs of learners.

Innovative Teaching Practices: PLCs become hubs of innovation and creativity when potential barriers to experimentation and innovation are addressed. Educators feel empowered to explore new teaching methods, integrate technology, and improve instructional practices to meet the evolving needs of students in the 21st century.

Inclusive and Equity-Centered Practices: Addressing issues related to inclusivity and equity ensures that PLCs prioritize the needs of **ALL** students, regardless of background or ability. Educators develop culturally responsive teaching practices, create inclusive learning environments, and implement strategies to address disparities in student achievement.

Positive School Culture and Climate: When PLCs function effectively, they contribute to a positive school culture characterized by trust, collaboration, and a shared commitment to continuous improvement. Teachers feel valued, supported, and empowered to make a difference in the lives of students, leading to increased job satisfaction and morale.

Sustainability: By addressing potential challenges related to sustainability, PLCs become enduring models for professional learning and collaboration. They establish routines, structures, and processes that ensure their long-term impact.

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

In essence, developing a culture of PLCs is about recognizing the collective expertise of educators, fostering collaboration and shared responsibility for student success, and creating a supportive environment where continuous learning and improvement are valued and prioritized. By embracing the principles of PLCs, Ward Central Elementary can create learning communities that empower educators to make a positive impact on student learning outcomes.

Alignment to District Core Belief:

- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

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
Facilitate Professional Learning and Development: Offer ongoing professional development opportunities aligned with the needs and goals of PLCs, such as workshops, peer observations, and coaching sessions. Encourage PLC members to share expertise, resources, and best practices to support each other's professional growth and development.	Tobie Sprawls Allan West Maitland Webb	Summer 2024 - May 2025	District Title I Professional Development PE Conference and mileage reimbursement for development of learning.	Professional Development Log
Establish a Shared Vision and Goals: Engage stakeholders, including teachers, administrators, and staff, in collaborative discussions to develop a shared vision and goals for the PLC. Ensure that the vision and goals align with the school's mission and priorities, as well as with student learning outcomes.	Tobie Sprawls Allan West Maitland Webb	August 2024 - May 2025	Title I - - iPads - Data tracking, observations, collaboration	Collective Commitments WCE Mission and Vision
Establish Collaborative Structures and Processes: Define clear structures, norms, and protocols for PLC meetings and collaboration, including roles and responsibilities of members, meeting agendas, and decision-making processes. Encourage open communication, active listening, and respectful dialogue during PLC meetings to foster a culture of trust and collaboration.	Tobie Sprawls Allan West Maitland Webb	August 2024 - May 2025		FOCUS Meeting Schedule FOCUS Meeting Agenda
Allocate Time for Collaboration: Schedule dedicated time within the	Tobie Sprawls Allan West	August 2024 - May 2025		WCE Calendar with protected PLC time

school day or week for PLC meetings and collaboration. Protect this time from interruptions and competing priorities to ensure that PLCs have sufficient opportunity to meet and collaborate effectively.	Maitland Webb			Email to staff about not scheduling SPED meetings on PLC day
Promote Data-Informed Decision Making: Provide training and resources for educators to effectively collect, analyze, and utilize data to inform instructional decisions within PLCs. Regularly review student data, assessment results, and other relevant information to identify areas for improvement and guide instructional planning and interventions.	Tobie Sprawls Allan West Maitland Webb	August 2024 - May 2025		Data Wall CFA Tracker WIN Group Data Sheet
Celebrate Success and Share Best Practices: Recognize and celebrate the accomplishments and successes of PLCs, including improvements in student learning outcomes, innovative teaching practices, and collaborative efforts. Create ways for sharing best practices, lessons learned, and success stories within and across PLCs to inspire and inform ongoing improvement efforts.	Tobie Sprawls Allan West Maitland Webb	August 2024 - May 2025	Resources needed to help celebrate student and teacher successes.	"Good Things" Picture of grade meeting essential standard on wall in hallway SMART Goal Comparison
Monitor and Evaluate Progress: Establish regular checkpoints and feedback to monitor the progress of PLCs and evaluate their effectiveness in achieving goals and objectives. Use data and feedback from stakeholders to identify areas for improvement and make adjustments to PLC structure and processes.	Tobie Sprawls Allan West Maitland Webb	August 2024 - May 2025		Observations Student work samples Lesson plans.

Provide Leadership and Support: Designate a Guiding Coalition responsible for guiding the implementation and ongoing development of PLCs within the school. Provide training and support for the Guiding Coalition to effectively lead meetings, facilitate collaboration, and promote a positive PLC culture.	Tobie Sprawls Allan West Maitland Webb	August 2024 - May 2025	District PLC Consultant	List of Guiding Coalition members Notes from visits from our PLC Consultant through Solution Tree
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Priority #4 SEL

Improvement Plan Focus Area: To foster a positive and supportive environment, 100% of staff will implement social-emotional strategies through **Capturing Kids Hearts** and **THRIVE**.

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

Trauma-Informed Practices: Train teachers and staff members in trauma-informed practices to better understand and support students who have experienced trauma or adverse childhood experiences. Create a nurturing environment that promotes healing and resilience.

Promoting Inclusivity and Diversity: Ensure that all students feel valued and respected regardless of their background, race, ethnicity, and religion. Celebrate diversity through multicultural events, inclusive curriculum materials, and awareness campaigns.

Teaching Social Skills: Offer social skills training to help students develop effective communication, collaboration, and problem-solving skills. Incorporate role-playing exercises, cooperative learning activities, and group projects to practice these skills in real-life situations.

Emotional Regulation Skills: Implement programs and activities that teach students how to recognize and regulate their emotions effectively. This can include mindfulness practices, relaxation techniques, and conflict-resolution strategies.

Continuous Assessment and Improvement: Regularly assess the social-emotional climate of the school through surveys, Process Champions, and observations. Use feedback from students, parents, and staff to identify areas for improvement and implement targeted interventions.

Attendance: Because our current attendance rate is at 90%, we will target student tardiness, early checkouts, and

Team Members Responsible:

Stacey Brantley
 Lindsey Bell
 Tricia Thomas
 Tara Burke
 McKala Barnett
 Maitland Webb
 Lauren Stewart
 Jenie James
 Taylor Smith
 Allan West
 Lindsey Pullen
 Tobie Sprawls
 Nicole Holmes

absences through creating an engaging learning environment for all students where they feel safe, secure, and loved.

Fostering a Positive and Understanding School Culture: Utilize the Capturing Kids Hearts curriculum and teaching to help staff and students develop a strong understanding of the impacts of trauma, how to support one another, and how to be positive leaders throughout the building.

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

Our teachers will use trauma informed practices when working with students.

By promoting empathy, compassion, and respect for diversity, our school will cultivate a culture of inclusivity where all students feel valued and accepted for who they are, regardless of their background or differences. We are moving toward a fully inclusive campus. All teachers will use inclusive practices to ensure that this is successful.

A positive social-emotional climate contributes to the development of a strong and cohesive school culture characterized by trust, collaboration, and mutual respect among students, teachers, staff, and families. The social-emotional competencies and resilience developed in school translate into valuable life skills that students carry with them into adulthood, contributing to their success in relationships, careers, and overall well-being.

A positive social-emotional climate helps students develop emotional regulation skills and coping strategies, enabling them to navigate challenges and setbacks more effectively. Teachers will work to be able to utilize de-escalation strategies and be proactive when supporting all students.

Through the implementation of ongoing assessment and accountability, Ward Central will be able to create a dynamic and responsive approach to cultivating a positive social-emotional climate within the school, where the well-being and success of all members of the community are prioritized and supported.

We will increase our attendance rate.

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

We have a substantial number of students with adverse childhood experiences which then negatively impacts their ability to regulate their emotions, process external factors, and develop healthy coping mechanisms. In addition, we are a Title I school which typically translates into a lack of parental involvement and general well-being. Because students have many health and well-being challenges, such as their basic needs not being met, they are at a disadvantage to gaining an education resulting in ever-enlarging achievement gaps.

Our evidence is anecdotal and observational as parents and students share stories and experiences with us. We do not have data to back up these anecdotal

notes as we cannot, and would not administer the ACEs test even though it would help broaden our understanding of the students.

Alignment to District Core Belief:

- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

Priority #4 Actions

What actions are we currently taking to reach our goal? What additional actions do we want to implement in order to reach our goal?

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Book Study A two year book study will be conducted over <i>Fostering Resilient Learners</i> and <i>What Happened to You</i> . These books will make our practices more trauma informed when supporting students. Book studies will be discussed as a school during faculty meetings and PD days.	Tobie Sprawls Allan West Maitland Webb Process Champion Team	August 2023 - May 2025	Title 1 Fostering Resilient Learners books What Happened to you books	Observations (Look Fors) Office Referral Data Counselor Data
Process Champions The Process Champion team was formed to support the Capturing Kids Hearts initiative as well as the Thrive initiative. Process champions meet once monthly to discuss current trends, data, and professional development opportunities for staff to continue to progress with CKH and Thrive.	Process Champions Team	August 2024 - May 2025		Process Champions Agenda and Notes

CKH Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, <i>We will</i> focus on the social-emotional wellbeing of our students and staff, and have a relationship-driven campus culture, and student connectedness.	Process Champion Team	August 2024 - May 2025		CKH Survey Data
Matrix/Videos The Process Champions will create a behavior matrix to explicitly teach the appropriate behaviors in the various areas throughout the building. The team will create videos to demonstrate the do's/don'ts of each individual section mentioned on the matrix (playground, classroom, cafeteria, bathroom, hallway).	Process Champions Team	August 2024 - forever		Behavior Matrix Link to Videos
Behavior Flow Chart The Process Champions will create a behavior flow chart to elicit the appropriate action response to student behavior. Teachers will be able to know how to address student behavior in the classroom before referring them to the office.	Process Champions Team	August 2024 - forever	Title I - Visual Timers - to use as a behavioral tool in order to support students de-escalate.	Behavior Flow Chart
Look-For's During Walkthroughs Administration will develop look-for forms to identify strengths and weaknesses among	Tobie Sprawls Allan West	August 2024 - May 2025	Title I - - iPads - Observations, feedback	Look for Walkthrough Forms

the staff when trying to target Capturing Kids' Hearts and THRIVE components.				
Better by the Dozen The Impact team will meet regularly to discuss the dozen or so students identified by using Smart Data dashboard, staff observation, counselor information, and behavior data. These students will receive small group and individual counseling lessons focused on needs found on the SIM form given and forced choice assessment. Admin will make constant checks on these students as well as making attendance phone calls home.	Tobie Sprawls Allan West Maitland Webb Taylor Smith Jenie James	October 2023 - forever	Title I - - iPads - Data tracking, observations, counselor/student conference	Better By the Dozen Data sheet
Calm Down Room The Calm down room will be used as a sensory break for students as well as a place for students to go to use their calm down strategies safely.	Tobie Sprawls Allan West Maitland Webb	August 2023 - forever	Title I	Suspension Rate
Sensory Wall The Sensory wall will be used by students who need a sensory break as a means to get reset and refocused and back to class.	Tobie Sprawls Allan West Maitland Webb	Summer 2024 - forever	Title I	Observational Data, Classroom Behavior Data.
Inclusion Ward Central will be fully inclusive meaning all resource students will be in the general education inclusion classroom receiving instruction by a general	Haley Beavert Jessica Saum Tobie Sprawls Allan West Maitland Webb Melinda McFerron	Summer 2024 - forever		Student Growth Comparing Classroom Environments Office Referrals

education teacher along with their special education teacher. The students from one of the self-contained classrooms will also be moved into the general education inclusion classrooms.	Kayla Hamilton Nicole Holmes Susan Toboy Lindsey Pullen			
Attendance Conference Before a student is in danger of being considered truant, an attendance conference will be held with at least one counselor and one administrator. The student and the parents/guardians of the students will be asked to a meeting where the students attendance will be discussed, data shown to the guardians, and support of the school offered.	Tobie Sprawls Allan West Jenie James Taylor Smith	August 2024 - forever		Attendance Data

Leadership Team

Team Member's Name	Team Member's Role <i>(Admin, Teacher, Community Member, etc.)</i>
Cara Loe	Classroom Teacher
Kaycee Ford	Classroom Teacher
Jennifer Claypoole	Classroom Teacher
Lissa Monroe	Classroom Teacher
Casey Adams	Classroom Teacher
Keith Percefull	Music Teacher
Jenie James	Counselor
Melinda McFerron	SPED Teacher
Donna Fields	Math Interventionist
Maitland Webb	Learning Specialist
Tobie Sprawls	Principal
Allan West	Assistant Principal
Danika Zweifel	Pre-K teacher
Taylor Smith	Counselor
Lissa Russ	Community Member