

**Westside Elementary School
Cabot Public School District
School Improvement Plan**

Mission Statement: Shooting for The Stars! (WS-Shoot for Success)

Priority #1	
Improvement Plan Focus Area: Building a positive school culture Continuation and revision of positive school climate initiatives to increase the number of positive student, school, and home connections in order to increase student achievement and attendance while decreasing the number of office referrals.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> Staff and students will benefit from being immersed in positive mindset shifts.	Team Member(s) Responsible: Frankie Glover Stephanie Strunk Jenica Swenson Deb Friday Rick Friday
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> Staff and students will feel empowered and successful.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> We want our students to know they can set high expectations for themselves. We want to instill the necessary skills and tools in our students to reach their goals and dreams.	
Alignment to District Core Belief:	

This aligns with the district core belief that all schools are a safe learning environment where every student and adult is valued, respected, and effective relationships are powerful.

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
(Re)introduce affirmations	Frankie Glover Stephanie Strunk Jenica Swenson	2020-ongoing	Purchase signs for new staff	students' words and actions growth data
Introduce affirmation to families	Frankie Glover Stephanie Strunk Jenica Swenson	2020-ongoing	postcards-Title 1 videos	family/student interaction growth data
To encourage positive character traits, students will be given tickets. The tickets will be put in a drawing for the end of each week.	Frankie Glover Stephanie Strunk Jenica Swenson	2020-ongoing	tickets-Title 1 Pictures and rewards for students who win the weekly drawing. (Bookstore)	Pictures of recognized students will be on social media increase in positive behavior choices by students
Monthly lunch with counselor for students selected by teacher for "affirmation of the month" winner	Frankie Glover Stephanie Strunk Jenica Swenson Rick & Deb Friday	2020-ongoing	Provided by Fellowship Church	Increase in positive behavior choices by students Improve students' words and actions
Plan family engagement	Frankie Glover	2024-ongoing	Purchased through Title I	Increase family

opportunities/events throughout the year	Stephanie Strunk		funds	engagement in the school and parent participation
Create Positive Principal Referrals awards, toy machine and toys to reward positive/good choice behavior	Frankie Glover Stephanie Strunk	2024-ongoing	Purchased through Title I funds	Pictures of recognized students will be on social media Increase in positive behavior choices by students
Behavior Committee formed to work on THRIVE implementation	Stephanie Strunk Jenica Swenson	April 2024- 2026	None	Agendas, Behavior Matrix, Surveys
Creation of School wide Behavior Matrix	Stephanie Strunk Jenica Swenson Behavior Team	August 2024-2026	Behavior Matrix	Matrix
Creation of School wide Discipline Flow Chart	Stephanie Strunk Jenica Swenson Behavior Team	August 2024-2026	Flow chart	List of major and minor disciplinary infractions and a flow chart showing progression of behaviors

Priority #2

Improvement Plan Focus Area: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers through RISE/Science of Reaching, 100% of Westside teacher will be trained in the Science of Reading and implement their learning in the classroom while sharing data and results through the PLC process to promote achievement and growth.

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

Team Member(s) Responsible:

Frankie Glover

<p>With the Right to Read Act, our district curriculum programs are supported by the Science of Reading. All curriculum is approved by ADE. The instruction our teachers are trained on is based on programs that are explicit, systematic, cumulative, and diagnostic, including dyslexia programs, with evidence based reading programs.</p>	<p>Stephanie Strunk Cindy Campbell Classroom Teachers Observers/assessors of the science of reading component</p> <p>Data: -In Spring 2024: <u>53 %</u> of Kindergarten students scored in the 60th percentile or above on the reading NWEA Assessment. <u>48 %</u> of 1st grade students scored in the 60th percentile or above on the reading NWEA Assessment. <u>51%</u> of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment. <u> </u> % of 3rd grade students achieved at the 60th percentile in reading as measured by the NWEA Assessment. <u> </u> % of 4th grade students achieved at the 60th percentile in reading as measured by the NWEA Assessment.</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>With quality small group reading instruction/intervention, and fidelity of the structured literacy programs (Wit and Wisdom and Phonics First), all grade levels will reach or exceed the norm growth from fall to winter, and from winter to spring.</p>	<p>Data: -In Spring 2023: <u>44%</u> of Kindergarten students scored in the 60th percentile or above on the reading NWEA Assessment. <u>46 %</u> of 1st grade students scored in the 60th percentile or above on the reading NWEA Assessment. <u>36%</u> of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment. <u>39%</u> of 3rd grade students achieved at the 60th percentile in reading as measured by the NWEA Assessment. <u>48%</u> of 4th grade students achieved at the 60th percentile in reading as measured by the NWEA Assessment.</p>
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>R.I.S.E. (Reading Initiative for Student Excellence) Arkansas encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities.</p>	

Alignment to District Core Belief:

Through RISE and the implementation of Phonics First and Wit & Wisdom, we are giving all children tools to enhance literacy development. The use of these programs will increase the academic success for every student which is a top priority for the Cabot School District.

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
Monthly newsletters containing information exploring the needs of reading in Arkansas according to RISE standards.	Frankie Glover	August 2021 - Ongoing	District and State Online Resources	Copies of the newsletter
K-2 Depth of knowledge in a strong systematic and explicit phonemic awareness and phonics programs.	Frankie Glover Stephanie Strunk Classroom Teachers	August 2020-Ongoing	Heggerty, Kilpatrick, Flyleaf decodable books, UFLI and Phonic First	Atlas Assessments, Lexia
K-4 Depth of knowledge in vocabulary and comprehension. 2-4 will also include fluency.	Frankie Glover Stephanie Strunk Classroom Teachers	August 2020-Ongoing	Wit & Wisdom, UFLI, and Flyleaf Decodables	Atlas, Lexia, Acadience and classroom observations
All students will be screened for reading difficulties pertaining to dyslexia.	Classroom teachers Cindy Campbell	August 2020-Ongoing		Tier I and Tier 2 assessments as well as progress monitoring information, 3-4- UPAR
All certified staff will be	Frankie Glover	June 2019-Ongoing	District	Sign in sheets

trained in the Science of Reading. Some teachers will complete proficiency (Cabot RISE) and others will complete training.	Stephanie Strunk			classroom observation
Teachers will be assessed on RISE implementation/Science of Reading methods	Frankie Glover Stephanie Strunk	Ongoing	Administrators have completed RISE Assessor training	RISE observation checklist & Look Fors to show continued proficiency SOR SmartCard K-2 SOR Smart Card 3-6 SOR Look Fors

Priority #3

Improvement Plan Focus Area: In order to increase student achievement in the area of mathematics, 100% of the staff at Westside will teach using the Illustrative Mathematics curriculum in order to promote student success through quality participation in the PLC process and using the Illustrative Mathematics Curriculum.

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

All teachers will be trained in Illustrative Math. These teachers will be expected to fully implement what they have learned in order to increase student success. Illustrative Math will be in full implementation in K-4th grade classrooms.

Team Member(s) Responsible:

Frankie Glover
Stephanie Strunk
Stacy Cook
Stephanie Strunk
Classroom Teachers

Data: -In Spring 2024:

62% of Kindergarten students scored in the 60th percentile or above on the math NWEA Assessment.

48% of 1st grade students scored in the 60th percentile or above on the math NWEA Assessment.

45% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

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

Students learn by doing math, solving problems

<p>in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.</p>	<p>___ of 3rd grade students scored in the 60th percentile or above on the math NWEA Assessment.</p> <p>___ of 4th grade students scored in the 60th percentile or above on the math NWEA Assessment.</p> <p>Data: -In Spring 2023:</p> <p><u>56 %</u> of Kindergarten students scored in the 60th percentile or above on the math NWEA Assessment.</p> <p><u>45 %</u> of 1st grade students scored in the 60th percentile or above on the math NWEA Assessment.</p> <p><u>28%</u> of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.</p> <p><u>54%</u> of 3rd grade students scored in the 60th percentile or above on the math NWEA Assessment.</p> <p><u>26 %</u> of 4th grade students scored in the 60th percentile or above on the math NWEA Assessment.</p>
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>We need to prepare children for the skills that the workforce today demands. IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. To improve mathematics teaching and learning, and close achievement gaps, teachers need access to high-quality tools and continued learning. We have implemented targeted interventions in the areas of reading with the addition of RISE. This has taken some of the intervention time away from math interventions which has caused deficit areas in mathematical skills.</p>	
<p>Alignment to District Core Belief:</p> <p>This aligns with the district core belief that all children have the opportunity to be academically prepared to reach their dreams.</p>	

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
All teachers will be trained in IM in order to implement new district math curriculum	Frankie Glover	August 2021-Ongoing	District Professional Development Math Interventionist Support DESE AR K-5 Math Standards	Sign in sheets for pd
Teachers will be expected to implement the curriculum with fidelity	Frankie Glover Stephanie Strunk	August 2021- Ongoing	IM materials Math Interventionist Support	Formal and Informal observations

Priority #4

Improvement Area: To increase the number of students scoring at the proficiency level by the end of the 2nd grade, we will use Response to Intervention (RTI) referrals to advocate for students who are not progressing in a particular academic, social emotional, or behavioral area.

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

Continuing to use a system of data disaggregation from multiple sources, identifying targeted skills, and providing researched based, targeted intervention. This is crucial for all students to achieve academic success. The tier three portion of RTI must be monitored closely, including group sizes for students who receive special education services, dyslexia intervention, reading skills intervention, and math intervention.

Team Members Responsible: District personnel

Frankie Glover
Stephanie Strunk
Cindy Campbell
Guiding Coalition
RTI Team

<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>Each teacher will know next steps for each student who needs intervention, whether that be in academic areas, social emotional, or behavior needs. The Child Advocacy Team will facilitate this process, providing support for teachers in the implementation of intervention plans in specific areas.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>There is data available to identify students who need intervention in specific areas, but the data isn't used consistently to plan targeted instruction for students within subskills. The progress monitoring piece is vital to assess whether students are responding to the interventions, and there needs to be a systematic method of monitoring progress and documenting it so next steps can be determined. There is also a need in the special education referral process to have the data gathered to support any referrals made, and to provide evidence of interventions provided up to the point of needing a special education or related service referral.</p>	
<p>Alignment to District Core Belief:</p> <p>Academic Success for every student is the top priority Education is a shared responsibility</p>	

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
The RTI Team is committed to collaborating with classroom teachers to amplify their voice as advocates for their students and themselves. This data driven system	RTI Team Members (to be determined) Frankie Glover Stephanie Strunk	Monthly meetings from August 2024 through May 2025 to discuss student placements, communication from grade level to grade level, and students who need	Time: Monthly meetings consist of one hour to one and a half hours Monthly agendas Team members to meet monthly.	Assessment data from progress monitoring of students Teacher lesson plans with students and targeted interventions listed, along with a form of progress

<p>establishes specific plans for students with wide academic achievement gaps, behavioral concerns, social emotional learning deficits, mental impairments, and physical impairments. All students deserve to have what it takes in order for them to grow academically, socially, and emotionally. This team serves as an advisory for the teacher when concerns become severe, meaning a student is not showing progress or has regressed in some area.</p>		<p>action taken in fall of the following school year</p>	<p>Lexia Learning (district provides for all students K-4)</p>	<p>monitoring</p> <p>Monthly team meeting focused on Kid Talks to discuss students and specific concerns or celebrations</p> <p>Kid talk document where teacher records students and the area of concern, and RTI committee reports next steps for teacher to implement and provide documentation on before referring to RTI</p> <p>Amount of referrals for special education compared to the amount of students who qualify for services.</p> <p>(RTI Committee) is the hub of RTI, monitoring student progress, supporting teachers with intervention plans, and making informed decisions to advocate for student services and/or needs</p>
--	--	--	--	--

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Frankie Glover	Principal
Stephanie Strunk	Assistant Principal/Instructional Facilitator
Jenica Swenson	Counselor
Amy Burns	Reading Interventionist
Stacy Cook	Math Interventionist
Julia Ray	Classroom Teacher/Math Interventionist
Cindy Campbell	Innovative Instructional Facilitator
Karen Bryan	Gifted and Talented Teacher
Rick Friday	Community Member
Debbie Friday	Community Member
Marideth Firman	Teacher
Heather Leytham	Teacher
Syrena Buck	Teacher
Whitney Walker	Teacher
Brittany Bartley	Teacher
Jennifer Tumbleson	English as a Second Language Teacher