



2025-2026
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 evidence-based teaching practices, grounded in the science of reading, tailored to meet the specific needs of Ward Central students, during the 2025-2026 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 evidence-based practices.

Resource Allocation: Sufficient resources, including instructional materials, technology, and support staff, need to be allocated to facilitate the implementation of evidence-based practices 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 evidence-based practices. This could involve regular evaluations, classroom observations, and feedback to identify areas for improvement and provide support where needed.

Alignment with Student Needs: The evidence-based practices must be tailored to meet the diverse needs of Ward Central 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 evidence-based practices 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,
Crystal Carranco,
Maitland Webb,
Samantha Taylor, Donna
Fields

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 evidence-based practices aligned with the science of reading can help narrow achievement

<p>gaps among students, ensuring that all learners have the support they need to succeed.</p> <p>Enhanced Student Engagement: By tailoring evidence-based practices 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 Donna Fields</p>	<p>August 2025- May 2026</p>	<p>Title 1 District</p>	<p>PD records Agendas from Back to school Ongoing PD</p>
<p>Allocate Sufficient Resources: Allocate additional resources, such as</p>	<p>Tobie Sprawls Allan West</p>	<p>August 2025- May 2026</p>	<p>Title 1 Generation Genius</p>	<p>School Improvement Team</p>

instructional materials, technology, and support personnel, to support the implementation of curriculum programs aligned with the science of reading.			<p>Subscription</p> <p>Sets of chapter books</p> <p>Menu covers - used as sheet protectors for reusable activities.</p> <p>Alphabet Learning Tubs - used for centers and supports for students.</p> <p>Provide Scholastic Books in order to further support the development of student reading.</p> <p>Teaching Cart - to facilitate efficient instruction of students.</p> <p>Red Words - Phonics First Leapfrog Touchpad as an intervention tool.</p> <p>Phonics games</p> <p>Prefix/Suffix word journals</p> <p>Decodable book collection from Express Readers</p> <p>Math/science books from Lakeshore to support readers in the library.</p> <p>Book shelves and book cases to organize the parent center.</p> <p>Book pouches for organization of student decodable texts in K-2.</p>	Agendas
New to Ward Central K-4 licensed teachers complete both phases of a Science of Reading pathways	Tobie Sprawls Allan West	2025-2026	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	2025-2026	Assessor training-district	<p>Observations,</p> <p>"Look for" sheets</p> <p>Link to S.O.R Look fors</p>
K-4 ELA teachers will receive continuing implementation information for evidence-based practices and science	Tobie Sprawls Allan West Maitland Webb	August 2025- May 2026	SOR District Newsletters Ongoing PD during PLC	PD record, observations student work samples

of reading and will implement the program, ensuring adequate time for literacy instruction. 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 2025- May 2026	ATLAS Screener	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 2025- May 2026	PAST Assessments, Phonics First Assessments, 95% Group Intervention Kits, UFLI curriculum and resources to plan Tier II interventions	Progress monitoring data RTI/Kid Talk Meetings, Intervention Data Link to Kid Talk Data
Develop and implement literacy spiral reviews as part of the daily routine in 3rd and 4th grade.	Maitland Webb Tobie Sprawls Allan West	August 2025- May 2026	Atlas Classroom Tools	Progress monitoring data RTI/Kid Talk Meetings Intervention 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 2025- May 2026	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 2025- May 2026	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..	Tobie Sprawls Allan West Maitland Webb Donna Fields Samantha Taylor	August 2025- May 2026	Title 1, Professional Development	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 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.

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.

Team Member(s) Responsible:

Tobie Sprawls,
Crystal Carranco
Donna Fields,
Maitland Webb

<p>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> <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> <p>-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 #2 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
<p>Professional Development Workshops: Provide regular workshops and training sessions focused on NCTM's Mathematics Teaching Practices, the</p>	<p>Tobie Sprawls, Allan West, Donna Fields, Maitland Webb</p>	<p>August 2025- May 2026</p>	<p>Title I District</p>	<p>Agenda, Kid Talk Spreadsheet RTI Student Profile</p>

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.				
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 2025- May 2026	Title I District	Lesson plans PLC sign-in sheets example
Math Spiral Reviews Continue the development and implementation of math spiral reviews in both 3rd and 4th grade. Additionally, math spiral reviews will be expanded to 2nd grade to meet the needs of the students.	Donna Fields Maitland Webb	August 2025- May 2026		
Math Fluency Groups Establish morning math fluency groups to review and help internalize core math skills.	Donna Fields Maitland Webb Allan West	August 2025- May 2026		
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 2025- May 2026	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	Tobie Sprawls, Allan West,	August 2025- May 2026	Title I - - iPads - Data tracking, observations	Feedback from district math chair Observations

progress towards the goal and identify areas for improvement. This could include classroom observations, teacher self-assessments, student performance data analysis, and stakeholder feedback.				Student work samples Lesson plans.
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	August 2025- May 2026	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 various STEM-related topics, and WC teachers will prepare 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.

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.

Team Member(s) Responsible:

Tobie Sprawls, Crystal Carranco, Maitland Webb
Guiding Coalition Members

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	Tobie Sprawls Allan West Maitland Webb	Summer 2025 - May 2026	District Title I Professional Development	Professional Development Log

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.				
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 2025- May 2026	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 2025- May 2026		FOCUS Meeting Schedule FOCUS Meeting Agenda
Allocate Time for Collaboration: Schedule dedicated time within the 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.	Tobie Sprawls Allan West Maitland Webb	August 2025- May 2026		WCE Calendar with protected PLC time Email to staff about not scheduling SPED meetings on PLC day
Promote Data-Informed Decision Making: Provide training and resources for	Tobie Sprawls Allan West Maitland Webb	August 2025- May 2026		Data Wall CFA Tracker WIN Group Data Sheet

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.				
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 2025– May 2026	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 procedures.	Tobie Sprawls Allan West Maitland Webb	August 2025– May 2026		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 2025– May 2026	District	List of Guiding Coalition members

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
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 2026		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 well-being of our students and staff and have a relationship-driven campus culture and student connectedness.	Process Champion Team	August 2024 - May 2026		CKH Survey Data
Matrix/Videos The Process Champions will	Process Champions Team	August 2024 - forever		Behavior Matrix Link to Videos

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).				
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 the staff when trying to target Capturing Kids' Hearts and THRIVE components.	Tobie Sprawls Allan West	August 2024 - May 2026	Title I - - iPads - Observations, feedback	Look for Walkthrough Forms
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	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

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.				
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 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.	Haley Beavert Jessica Saum Tobie Sprawls Allan West Maitland Webb Kayla Hamilton Nicole Holmes Susan Toboy Lindsey Pullen Alison Estrada	Summer 2024 - forever		Student Growth Comparing Classroom Environments Office Referrals
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	Tobie Sprawls Allan West Jenie James Taylor Smith	August 2024 - forever		Attendance Data

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.				
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Priority #5 Science

Improvement Plan Focus Area: Science Goal: To ensure that 65% of students score Level 3 or higher on the ATLAS Summative Science assessment by implementing Gizmos and Science4Us in each grade level to meet the needs of our students during the 2025-2026 school year.

Training and Professional Development: Staff members may require comprehensive training and professional development opportunities to familiarize themselves with the Gizmos and Science4Us program and how to implement it effectively.

Resource Allocation: Sufficient resources, including instructional materials, technology, and support staff, need to be allocated to facilitate the implementation of evidence-based practices 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 Gizmos and Science4Us. This could involve regular evaluations, classroom observations, and feedback to identify areas for improvement and provide support where needed.

Alignment with Student Needs: Gizmos and Science4Us must be tailored to meet the diverse needs of Ward Central students. This requires a thorough understanding of students' individual learning styles, including any specific challenges they may face, such as language barriers, exposure to vocabulary and hands-on activities, or learning disabilities.

Supportive School Culture: Creating a supportive school culture that values and prioritizes the implementation of evidence-based practices aligned with the science curriculum 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,
Crystal Carranco,
Maitland Webb,

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

Improved Science Proficiency: Students should be able to demonstrate an increased proficiency in foundational scientific vocabulary and skills.

Closing Achievement Gaps: Effective implementation of Gizmos and Science4Us programs can help narrow achievement gaps among students.

ensuring that all learners have the support they need to succeed.

Enhanced Student Engagement: By tailoring Gizmos and Science4Us to meet student's individual needs, educators can create more engaging and relevant learning experiences that foster a love for scientific exploration.

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 science.

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.

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

Newly Tested Area::

The increased emphasis on science as a tested area requires the school to ensure that students are meeting specific learning standards and competencies in science knowledge, inquiry, and critical thinking skills. This change demands a curriculum that aligns with testing expectations, covering core concepts and scientific methodologies across biology, chemistry, and physics in ways that also develop students' problem-solving and analytical abilities.

Lack of Understanding or Training:

Staff members do not have a deep understanding of Gizmos and Science4Us or how to effectively implement evidence-based instructional strategies in the classroom. This is due to insufficient training or professional development opportunities focused on science instruction and science curricula across the state. This is evident due to the low test scores in science throughout Arkansas.

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.

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Increase Training and Professional Development: Provide comprehensive professional development opportunities focused on Gizmos and Science4Us programs.	Tobie Sprawls Allan West Maitland Webb	August 2025- May 2026	Title 1 District	PD records Agendas from Back to school Ongoing PD
Allocate Sufficient Resources: Allocate additional resources, such as	Tobie Sprawls Allan West	August 2025 - May 2026	Title 1 Sets of chapter books	School Improvement Team

instructional materials, technology, and support personnel, to support the implementation of Gizmos and Science4Us..			<p>Menu covers - used as sheet protectors for reusable activities.</p> <p>Alphabet Learning Tubs - used for centers and supports for students.</p> <p>Provide Scholastic Books in order to further support the development of student reading.</p> <p>Teaching Cart - to facilitate efficient instruction of students.</p> <p>Red Words - Phonics First Leapfrog Touchpad as an intervention tool.</p> <p>Phonics games</p> <p>Prefix/Suffix word journals</p> <p>Decodable book collection from Express Readers</p> <p>Math/science books from Lakeshore to support readers in the library.</p> <p>Book shelves and book cases to organize the parent center.</p> <p>Book pouches for organization of student decodable texts in K-2.</p>	Agendas
Ward Central K-4 licensed teachers to be offered observation opportunities at Mountain Springs Elementary (already implemented Gizmo within their building).	Tobie Sprawls Allan West	2025-2026	RISE Training-district	PD record
Ward Central K-4 licensed teachers assessed for proficiency in the Science instruction.	Tobie Sprawls Allan West	2025-2026	Assessor training-district	Observations. "Look for" sheets Link to Science Look fors
K-4 teachers will receive continuing implementation information regarding Gizmos and Science4Us and will implement the program ensuring adequate time for	Tobie Sprawls Allan West Maitland Webb	August 2025 - May 2026	SOR District Newsletters Ongoing PD during PLC	PD record. observations student work samples lesson plans.

science instruction. Gizmos and Science4Us will integrate both literacy and mathematical skills within the science content areas through activities that involve reading comprehension, writing, speaking, and listening, as well as the interpretation and manipulation of data. Texts will be used to build background and topical knowledge and a robust vocabulary.				
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 2025 - May 2026	PAST Assessments, Phonics First Assessments, 95% Group Intervention Kits, UFLI curriculum and resources to plan Tier II interventions.	Progress monitoring data RTI/Kid Talk Meetings, Intervention Data Link to Kid Talk Data
Implement Accountability Measures: Establish clear expectations for staff members regarding the implementation of evidence-based instructional strategies rooted in Gizmos and Science4Us. Implement regular monitoring and evaluation procedures to ensure compliance.	Tobie Sprawls Allan West	August 2025 - May 2026	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 science interims.	Tobie Sprawls Allan West	August 2025 - May 2026	Title I	ATLAS Interim data observations Classroom assessments

Leadership Team

Team Member's Name	Team Member's Role <i>(Admin, Teacher, Community Member, etc.)</i>
Kim Thompson	GT Teacher
Vicki Thompson	Kindergarten Teacher
Kayla Hamilton	Inclusion Teacher
Kaycee Ford	1st grade teacher
Tara Burke	3rd grade teacher
Maitland Webb	Learning specialist
Casey Adams	4th grade teacher
Brooke Moore	2nd grade teacher
Sara Carter	Art Teacher
Taylor Smith	Counselor
Tobie Sprawls	Principal
Crystal Carranco	Assistant Principal
John McReynolds	Community member