



School LEA: 7304018

School Name: WHITE CO. CENTRAL ELEM. SCHOOL

Submitter Information

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Date of application: 3/16/2015

District Information

District LEA: 7304000
District Name: WHITE CO. CENTRAL
SCHOOL DIST.
Superintendent Name: SHEILA WHITLOW
Superintendent Email: swhitlow@wccsd.k12.ar.us

General Questions

School's Most Recent Accountability Status: Needs Improvement
Special Accountability Status: N/A
Is this a brand new LEA? No
Is this an ALE School? No

Vision and Mission



White County Central Elementary is a small, rural, low-income school located in northern White County. It is one of two schools in the White County Central School District, with the other school being a 7-12 high school on the same campus.

Our mission statement, "We at White County Central believe that each student can achieve academic success, be a responsible citizen, have a positive attitude toward others and that WE CAN AND WILL MAKE A DIFFERENCE!" reflects our desire to demonstrate efficacy in ensuring success for each of our students. It is our goal and intention to do everything within our power to enable success for each of our students, but especially for those coming from poverty. With just over 70% of students in the district receiving free or reduced lunches, this population is sizeable. We well know that students coming from poverty tend to have limited exposure to language, printed reading materials, and other life experiences that provide context for learning and making connections. One significant part of these life experiences is a student's exposure to the arts and technology, which is especially limited for students of poverty. We believe by providing an arts-integrated and technology-rich educational experience, we can work toward leveling the playing field for these students while also enriching the learning experiences of all of our students. Primarily, we want to enable teachers who may not have a background in the arts to provide rich and stimulating arts-rich learning environments to all students. We believe the most effective way to do this is by enabling arts teachers to provide support to classroom teachers in planning and facilitating learning experiences. Providing this background and context for learning will help all students to be more successful, but it will have the greatest impact on our students of poverty. The benefits of their success will extend far beyond the classroom walls as we utilize these experiences to help our students become critical consumers of information, creative and critical thinkers, problem solvers, creators and inventors, and lifelong learners.

The school has already been accepted as a member of the Arkansas A+ Network. We have completed the first round of training for the program and are in Year 1 of a three year implementation plan. Teachers are making intentional efforts to provide more arts-enhanced learning opportunities for students, and they have made great strides. Teachers are thinking creatively, searching for ways and opportunities to apply the arts to what is being done in their classrooms. We could accomplish so much more, however, by including arts teachers on the front end of lesson planning. Both the art and music teachers have worked tirelessly, accessing teachers' individual lesson plans and making connections to what is being done in the classroom through their own lessons. Their impact could be so much greater if their schedules allowed them the freedom to join in on collaborative planning days, serving as resources to teachers to help them identify and locate resources as they organize upcoming instruction and activities. This type of scheduling freedom would also enable arts teachers to be available to all teachers as needed to help facilitate arts experiences in the classrooms, lending their knowledge of art and music history, content, various mediums, and more to the teachers and the students.

WCC Elementary already has a strong and thriving technology program. We are a Google school, with all students having regular access to ChromeBooks both in their classrooms and via a ChromeBox lab. Students in third through sixth grades have school Gmail and Google Drive accounts, which are used to communicate, collaborate, and share work with peers and teachers. Students begin integrating the use of Google Apps into their writing in the third and fourth grades. Teachers are well-versed in appropriate inclusion of technology in student learning and are constantly receiving additional training to improve their practice in this area. The district has a full-time technology facilitator who works diligently to keep our teachers and students abreast of the latest technology as well as to provide important support to teachers as they make use of available technology.

Our vision is that all students who attend White County Central Elementary have every opportunity to succeed and fulfill their potential as individuals. We believe that providing an arts and technology rich environment is a critical factor in our ability to realize this vision.



Goals and Performance Targets

| Goal | Goal Description | Goal Assessment |
|------|--|---|
| 1 | <p>Improve reading assessment scores on the Measures of Academic Progress by an average of 3 points every two years for our students of poverty.</p> <p>Our first goal at White County Central Elementary will be to improve reading assessment scores by an average of three (3) points every two years for the TAGG identified students of poverty as assessed by the Measures of Academic Progress (MAP).</p> | <p>Based on feedback received from initial review, we have determined that using formative assessment data available through Northwest Evaluation Association's Measures of Academic Progress (MAP) will be the most effective way for us to monitor student progress. MAP is measured three (3) times annually, and the data will be disaggregated by this TAGG group and reviewed with administration and faculty. Average growth will be indicated with a comparison of Fall to Fall MAP data.</p> |



| Goal | Goal Description | Goal Assessment |
|------|--|---|
| 2 | <p>To enhance classroom instruction with integration of arts into the content areas, resulting in an increase of 2% in the number of students meeting/exceeding their projected growth annually.</p> <p>Our second goal will be to increase exposure to the arts, which will result in a 2% increase in the number of students meeting their growth goals, as measured by the Measures of Academic Progress (MAP) annually. A meta-analysis conducted by Abrami et al. (2008) led researchers to conclude that teaching critical thinking skills and then applying those skills to a specific context or subject was the most effective method of teaching critical thinking. According to Rinne, et al.(2011), activities inherent to arts-integrated education have also been demonstrated to improve long-term memory. “Artful Thinking” skills (a project developed by Project Zero researchers at Harvard) such as “elaboration, rehearsal of meaning, generation of information in response to visual or physical cues, enactments or dramatic representations, oral productions, effort after meaning, emotional arousal, and the creation of pictorial representations” all demand students think in new, different, and deeper ways (whether about a work of art or another subject) and help students develop transferable thinking skills. Providing an arts-integrated environment can help us create an engaging and enriching context for teaching these skills while helping our students learn to transfer them to other situations, subjects, or areas. Arts-inclusive experiences can and should result in greater, deeper, and more authentic learning.</p> | <p>White County Central Elementary faculty will indicate in their lesson plans when arts are integrated into the content. Our goal is to increase exposure to the arts by gathering quarterly data that documents an increase of frequency of 5% in use of the arts in instruction in each grade level.</p> |



| Goal | Goal Description | Goal Assessment |
|------|--|---|
| 3 | <p>Improve student attendance by creating an engaging and enriching learning environment.</p> <p>To improve student attendance by 2% annually by the majority of grade levels with the review of attendance rates to occur quarterly.</p> <p>Our third goal will be to improve student attendance by creating an engaging and enriching learning environment. A significant number of our students do not made expected academic progress simply because they are not present with enough consistency.</p> | Measured by student attendance rates. Each grade level will generate attendance quarterly and indicate their changes in attendance. |



Requested Waivers

| Code section, Rule, or Local Policy | Goal | Rationale |
|--|------|--|
| Ark. Code Ann. § 6-16-130: Rule IV.9.03.2.6; 24.17; 24.18 and Rule IV.9.03.3.6; 24.17; 24.18 | 2 | <p>In order to more effectively facilitate the integration of arts into classroom instruction, we request that the required 40 minutes of weekly art and music instruction be waived.</p> <p>This will allow art and music teachers to provide support to teachers as they plan and be present wherever needed to facilitate arts experiences with students and teachers. We are confident students will receive well over their required 40 minutes each week as a result of this change. Creating an arts-rich environment will both increase exposure to the arts for all students and improve attendance by creating an engaging and enriching learning environment.</p> |
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Documentation Checklist

| Submission Status | Document Category |
|-------------------|----------------------------------|
| Submitted | Stakeholder Engagement |
| Submitted | Shared Leadership |
| Submitted | Election Results |
| Submitted | Professional Development Scope |
| Submitted | Budget |
| Submitted | References |
| Submitted | Approved School Board Resolution |
| Submitted | Statement of Assurances |