



**Magness Creek Elementary
Cabot Public School District
School Improvement Plan
2023-2024**

Mission Statement: **Our mission is to prepare children to be productive life-long learners. In partnership with parents, administration, and community members, we will provide a comprehensive curriculum utilizing technology and real world experiences in a safe, positive learning environment.**

Priority #1	
Improvement Plan Focus Area: Improvement of Reading Instruction Based on the Science of Reading 100% teachers will be trained in the Science of Reading and implement the skills to increase the number of students able to perform at grade level proficiency by the end of 2nd grade.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> 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.	Team Member(s) Responsible: Amy Morrow Michelle Atherton (Observers/assessors of science of reading component) Data: -In Spring 2023: <u>44%</u> of 3rd grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire. <u>56%</u> of 4th grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire. In addition, <u>58%</u> of Kindergarten students, <u>32%</u> of 1st grade students and <u>42%</u> of 2nd

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

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.

grade students scored in the 60th percentile or above on the reading NWEA Assessment.

In Spring 2022: 53% of 3rd grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.

63% of 4th grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.

In addition, 2% of Kindergarten students, 46% of 1st grade students and 46% of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment.

In Spring 2021:

43% of 3rd grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.

47% of 4th grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.

In addition, 54% of 1st grade students and 46% of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment.

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

The data used to support reading proficiency is discussed at monthly team meetings as well as RTI meetings. Some of the data includes: Phonics First Assessments, MAP Growth, LEXIA, Progress Monitoring, etc.

Alignment to District Core Belief:

Every school is a high-performing organization, both academically and operationally

All children have the opportunity to be academically prepared to reach their dreams

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
All new teachers will attend RISE training in the Science of Reading	Amy Morrow Michelle Atherton	Yearly	District and State Funding	Certificate of Completion
Progress monitoring and baseline assessment data from universal screenings will serve as a triangulation of data points to pinpoint and address gaps in students' understanding in order to provide interventions for students at risk.	Amy Morrow Michelle Atherton Sarah Camp	September 2023--May 2024 Walk to Intervention consisting of 30 minutes for tier 2 and tier 3 needs, 5 days per week Additional Tier 3 targeted intensive intervention provided by interventionists, teachers specializing in reading instruction, and resource teachers, 5 days weekly	Lexia Learning (district provides K-4)	MAP Fluency Benchmark and Progress Monitoring, Accuracy checks, Phonics First assessments, classroom based assessments, district assessments, targeted intervention, lesson plans by each teacher, MAP Growth BOY, MOY, EOY PAST, anecdotal notes, Lexia (Tier 3), Kid Talk Document
Teachers will demonstrate proficiency in the science of reading, structured literacy, reading intervention, and implementation of RISE training	Amy Morrow Michelle Atherton	September 2023-May 2024	Assessor Protocols for administrators and teachers to use as guides	TESS observations and feedback centered on instruction evidencing the science of reading, teachers' PGPs. lesson plans for phonics and literacy time, student progress (based on progress monitoring)

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Priority #2

Improvement Plan Focus Area: Improvement of Mathematics Instruction

100% of the teachers will implement a mathematical rich curriculum that engages all students by maximizing student learning to the proficiency level in each grade.

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

Teachers will implement the Illustrative Math curriculum and AR QUEST to engage all learners.

Team Member(s) Responsible:

Amy Morrow
Michelle Atherton
Sarah Camp
Lindsay MacMillan

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

With quality instruction/intervention, and fidelity of the structured math curriculum (Illustrative Math), all grade levels will reach or exceed the norm growth from fall to winter, and from winter to spring.

Data:

In Spring of 2023:

71% of 3rd grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire.

63% of 4th grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire.

In addition, 57% of Kindergarten students, 37% of 1st grade students and 57% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

In Spring of 2022:

72% of 3rd grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire.

62% of 4th grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire.

In addition, 70% of Kindergarten students, 60% of 1st grade students and 46% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

In Spring of 2021:

74% of 3rd grade students achieved at the “Ready” or “Exceeding” level in math as

	<p>measured by the ACT Aspire. <u>56%</u> of 4th grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire. In addition, <u>62%</u> of 1st grade students and <u>58%</u> of 2nd grade students scored in the 60th percentile or above on the math NWEA</p>
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>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: Every school is a high-performing organization, both academically and operationally All children have the opportunity to be academically prepared to reach their dreams</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>All teachers will implement the Cabot board adopted Illustrative Math curriculum.</p>	<p>Amy Morrow Michelle Atherton Lindsay MacMillian Sarah Camp</p>	<p>2023-2026</p>	<p>District funded professional development Math Interventionist</p>	<p>QUEST Observations, PLCs</p>

Teachers will use the PLC process to provide interventions/extensions	Amy Morrow Michelle Atherton Lindsay MacMillian Sarah Camp	2023-2026	Time will be provided in the math block Math interventionist	MAP Data, Edulastic, Common Assessments, Teacher observations and anecdotal notes
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Priority #3 Establishing an Emotionally Safe Environment for All	
<p>Improvement Plan Focus Area: Embedding trauma informed practices and social emotional learning into the school environment, infusing it with how adults respond to students with trauma</p> <p>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.</p>	
<p>Priority Area: <i>Based on the identified focus area, What issue needs to be addressed to achieve the goal?</i></p> <p>There are multiple forms of communication used with students in regard to standards and expectations for safety, behavior, kindness, and other character traits. A common language is needed in order to fully hold our students and staff accountable.</p> <p>For the 2022-2023 School Year, Capturing Kids Hearts was introduced as the Social Emotional Learning Program implemented for S.E.L. learning and behavior support. We will continue to train and use the Capturing Kids Hearts to improve the SEL in the coming years.</p>	<p>Team Member(s) Responsible:</p> <p>Amy Morrow Michelle Atherton Courtney Gunter</p>

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

Students will be able to articulate the common language of expectations regarding behavior of self and behavior toward others. This will increase the level of consistency in behaviors of individual students, and in students toward their peers. Adults will also feel more confident in behavior expectations and using positive behavior intervention supports and restoration of harm through empathy and kindness.

Root Cause(s): In the school setting there is a need for more proactive and positive behavior intervention support routines that are trauma informed and social-emotional focused. Teachers also need emotional support through an emphasis on self awareness, self regulation, coregulation, and learning more about trauma informed practices. A common language is needed in order to fully hold our students and staff accountable.

Alignment to District Core Belief:

Effective relationships are powerful
All schools are a safe learning environment where every student and adult is valued and respected

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
A vision will be established for social emotional learning, defining what cultivates and sustains an	Amy Morrow Michelle Atherton Courtney Gunter	July-August 2022-May 2026	Capturing Kids Hearts	Kid Talks, Rtl data, Discipline Referrals, checking students for understanding of

emotionally safe environment.				common language, classroom and shared space walkthrough data, teacher observations (domain 2)
A scope and sequence of character skills will be added each month, reinforcing the character words through class and school newsletters and principal morning announcements.	Amy Morrow Michelle Atherton Courtney Gunter	August 2022-May 2026	Classroom and schoolwide newsletters will be provided as a hard copy and/or electronic version reinforcing the CKH character words	Discipline Referrals, checking students for understanding of common language, classroom and shared space walk throughs, teacher observations (domain 2), newsletters, morning announcements.
Teachers, staff, and students will develop a common language that will be used school-wide to support communication, standards and expectations for students to have a safe environment for all.	Amy Morrow Michelle Atherton Courtney Gunter	July 2022-September 2026 Implementation will take place throughout the school year	Social contracts and consequences posted in all classrooms and common places such as the cafeteria.	Discipline referrals, checking students for understanding of common language, classroom and shared space walk throughs, teacher observations (domain 2) Nurse referrals
THRIVE and Mental Health First Aid training for Assistant Principal and	Michelle Atherton Courtney Gunter	Jan. 2023-June 2024	District	Attend Training at The THRIVE Academy Participate in PLC virtual

Counselor				meeting hosted by THRIVE
Behavior Committee formed to work on THRIVE implementation	Michelle Atherton Courtney Gunter	April 2023- 2026	None	Agendas, Behavior Matrix, Surveys
Creation of School wide Behavior Matrix and Discipline Ladders	Amy Morrow Michelle Atherton Courtney Gunter	August 2023-2026	Behavior Matrix	Matrix

Priority #4

Improvement Plan Focus 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 Member(s) Responsible:
Sarah Camp
Amy Morrow
Courtney Gunter
Michelle Atherton

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

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>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
<p>Child Advocacy Team Vision/Purpose: The Child Advocacy Team is committed to collaborating with classroom teachers to amplify their voice as advocates for their students and themselves. This data driven system establishes specific plans for students with wide academic achievement</p>	<p>Members of the Child Advocacy Team: sarah.camp - organizer diana.lujan courtney.gunter Lindsay MacMillan Tami Reeves michelle.atherton jennifer.bridges kayleen.whaley bethany.woolvertton amy.morrow</p>	<p>Monthly meetings from August 2023 through May 2024 to discuss student placements, communication from grade level to grade level, and students who need action taken in fall of the following school year</p>	<p>Time: Monthly meetings consist of one hour to one and a half hours</p> <p>Monthly agendas</p> <p>Restructuring of schedules for team members to meet monthly.</p> <p>Zearn math program for K-4 students (free)</p>	<p>Assessment data from progress monitoring of students</p> <p>Teacher lesson plans with students and targeted interventions listed, along with a form of progress monitoring</p> <p>Monthly team meeting focused on Kid Talks to discuss</p>

<p>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>Rhonda Frey</p>		<p>Lexia Learning (district provides for all students K-4)</p>	<p>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>Child Advocacy Team (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>
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Leadership Team 2023-2024

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Amy Morrow	Principal
Michelle Atherton	Assistant Principal
Sarah Camp	Instructional Innovation Facilitator
Courtney Gunter	School Counselor
Sara Adkins	Library Media Specialist/Family and Community Engagement Facilitator
Lindsay MacMillan	Math Interventionist
Jacque Gaskins	School Bookkeeper
Kayleen Whaley	Resource Teacher
Kirsten Steinmetz	Music Teacher
Mindy Wilson	2nd Grade Teacher