



**Magness Creek Elementary
Cabot Public School District
School Improvement Plan
2022-2023**

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: Using Response to Intervention (RTI) referrals to advocate for students who are not progressing in a particular academic, social emotional, or behavior area.	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> 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: Andrea Neville, Kelly Bankston, Sarah Camp, Courtney Gunter, Sara Adkins, Sally Tarvin, Jacque Gaskins, Kayleen Whaley, Melissa Bassler, Heather Buchman

<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> 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> 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: Academic Success for every student is the top priority Education is a shared responsibility</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
Child Advocacy Team Vision/Purpose: The Child Advocacy Team is committed to collaborating with classroom teachers to amplify their voice as	Members of the Child Advocacy Team: Andrea Neville, Kelly Bankston, Sarah Camp, Courtney Gunter, Sara Adkins, Sally Tarvin, Jacque	Monthly meetings from August 2022 through April 2023 May 2023 meeting to discuss student placements, communication from	Time: Monthly meetings consist of one hour to one and a half hours Monthly agendas Restructuring of schedules	Assessment data from progress monitoring of students Teacher lesson plans with students and targeted interventions listed, along

<p>advocates for their students and themselves. This data driven system 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>Gaskins, Kayleen Whaley, Melissa Bassler, Heather Buchman</p>	<p>grade level to grade level, and students who need action taken in August of 2023</p>	<p>for team members to meet monthly, providing coverage for teachers of students brought so they can provide information and feedback</p> <p>Zearn math program for K-4 students (free)</p> <p>Lexia Learning (district provides for all students K-4) ESSER funds</p>	<p>with a form of progress monitoring</p> <p>Monthly one-on-one Kid Talks to discuss students and specific concerns or celebrations Admin Team will meet one-on-one with teachers to maximize teacher time and get more details on each child</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 Rtl, monitoring student progress, supporting teachers with intervention plans, and making informed decisions to advocate for</p>
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Priority #2 (2022-2023)

Improvement Plan Focus Area: Improvement of Reading Instruction Based on the Science of Reading

<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <p>Teachers have been trained in the science of reading, and this knowledge supports the continued implementation of structured literacy. The curriculum programs to implement with fidelity are Phonics First K-3, Structures (4th grade), and Wit and Wisdom. Small Group Reading needs to happen each day that is targeted to specific areas for improvement within individual students.</p> <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>Data trends last year show that MAP growth data for third and fourth grades, is below the norm in the area of reading, unlike Kindergarten, first, and second, which are above the norm growth. This is most likely due to less reading intervention in these grades occurring on a daily basis and with a targeted focus</p>	<p>Team Member(s) Responsible: Kelly Bankston, Andrea Neville Observers/assessors of science of reading component</p>
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<p>based on data.</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. The specific focus will be on third and fourth grades, to show positive growth as the other grades have.</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>The balanced literacy model previously adopted by our district has proven to be insufficient for many students who struggle with specific reading skills. Some students never cycle out of intervention, because the interventions aren't targeted to the skills students are lacking. A structured literacy approach is needed. There hasn't been a solid core curriculum to meet the needs of tier 1 instruction in the past, which directly affects the effectiveness of tier 2 instruction. A bigger root cause is the lack of a systematic tier 3 structure for students with larger deficits (including special education). Tier 3 instruction needs to be in addition to tier 2 instruction in the classroom, and in a smaller group setting than in the tier 2 setting.</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	Team Member(s)	Timeline	Resources and/or	Progress Monitoring Data

Root Cause & Outcomes	Responsible		Funding(include fund source)	
<p>Tier 1 core curriculum, Tier 2 intervention at the classroom level, Tier 3 and special education services in a smaller group setting, aligned with students' walk to intervention group and/or reading intervention group. 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. Teachers will demonstrate proficiency in the science of reading, structured literacy, reading intervention, and implementation of RISE training</p>	<p>Kelly Bankston, Andrea Neville, Sara Camp</p>	<p>September 2022-May 2023 Beginning September 2022: Walk to Intervention consisting of 30 minutes for tier 2 and tier 3 needs, a minimum of 4 days per week</p> <p>Additional Tier 3 targeted intensive intervention provided by interventionists, teachers specializing in reading instruction, and resource teachers, 5 days weekly</p> <p>September 2022-May 2023</p>	<p>Assessor Protocols for administrators and teachers to use as guides</p> <p>Lexia Learning (district provides K-4) ESSER funds</p> <p>Zearn math program (K-4)-free</p>	<p>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, Zearn, anecdotal notes, Lexia (Tier 3) BVSD, Kid Talk Document</p> <p>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 sources)</p>

Priority #3 Establishing an Emotionally Safe Environment for All

Improvement Plan Focus Area: Embedding trauma informed practices and social emotional learning into the school day, infusing it with how adults respond to undesired behaviors

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

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.

Punitive actions have been some of the main responses to undesired behaviors, causing some students to be triggered by losing something. More support is needed to provide students with replacement behaviors and restoration of harm caused by the undesired behaviors.

Due to the global pandemic and other dynamics within society, 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.

For the 2022-2023 School Year, Capturing Kids Hearts will be the Social Emotional Learning Program implemented for S.E.L. learning and behavior support. A scope and sequence of character skills will be added per month, reinforcing the character words through class and school newsletters and principal morning announcements. Teachers will implement the curriculum during morning meeting time. Staff will be trained during the required Back to School meetings in the fall of 2023, including support staff. A common language will be used school-wide to support

Team Member(s) Responsible: Kelly Bankston, Andrea Neville, Courtney Gunter

communication, standards and expectations for students to have a safe environment for all.

School Admin Team/School Improvement Committee will work together to look at beginning of year data, combined with Kid Talk Forms, and SES data to create a student and staff “mentoring” program. This will be a discrete way to identify kids in need of having an additional adult that checks in on them and encourages them.

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.

Limited punitive actions taken, and used as a last resort after other interventions have been attempted.

Root Cause(s): Conscious Discipline has been implemented this past year and has been effective in shifting staff belief systems towards a more trauma informed approach, however, there are multiple forms of communication used with students in regard to standards and expectations for safety, behavior, kindness, and other character traits still in use. 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 emotionally safe environment.	Andrea Neville, Kelly Bankston, Courtney Gunter	July-August 2022	Capturing Kids Hearts-ESSR School Funding	Kid Talks, Rtl data, Discipline Referrals, checking students for understanding of common language, classroom and shared space walkthrough data, teacher observations (domain 2)
Social emotional learning and behavior support for adults and students to establish an emotionally and physically safe environment for all		August 2022-May 2023	Posters for visual sharing of expectations in shared spaces. Cost: approximately \$150	Kid Talks, Rtl data, Discipline Referrals, checking students for understanding of common language, classroom and shared space walk through data, teacher

				observations (domain 2)
<p>Teachers and staff will develop universal language of social emotional learning and self regulation prompts to support students' behavior and overall mental well being. Teachers and staff will develop common language for shared spaces on campus (cafe, hall, bathrooms, playground, dismissal areas). Teachers will also develop physical safety expectations tied to health due to COVID-19 (proper handwashing, physical distancing, PPE, etc.)</p>	<p>Courtney Gunter, Andrea Neville will facilitate cadres to support development.</p>	<p>July 2022-September 2022</p> <p>Implementation throughout the school year</p>		<p>Discipline referrals, checking students for understanding of common language, classroom and shared space walk through data, teacher observations (domain 2) Nurse referrals</p>

Leadership Team 2022-2023

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Andrea Neville	Assistant Principal, School Improvement Manager
Kelly Bankston	Principal
Sarah Camp	Instructional Innovation Facilitator
Courtney Gunter	School Counselor
Sara Adkins	Library Media Specialist/Family and Community Engagement Facilitator
Sally Tarvin	Math Interventionist
Jacque Gaskins	School Bookkeeper
Kayleen Whaley	Resource Teacher
Melissa Bassler	3rd Grade Teacher

Heather Buchman

Kindergarten Teacher