



***Magness Creek Elementary
Cabot Public School District
School Improvement Plan***

Mission Statement: Make a difference, learn each day, a better tomorrow is on the way!

Priority #1	
Improvement Plan Focus Area: Improvement of Reading Instruction Based on the Science of Reading In an effort to increase all student achievement in the area of reading to 70% proficient, 100% of Magness Creek teachers will utilize the Science of Reading and implement the skills learned to produce high phonemic awareness and phonics skills for students in their classrooms through high participation in the PLC process driven by classroom assessment data and use of the following curriculum: UFLI, Wit and Wisdom (Great Minds), Equipped for Reading Success.	
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 Heidi Veal (Observers/assessors of science of reading component) Data: In Spring 2026: <u>56%</u> of 3rd grade students achieved at the “Proficient” or “Advanced” level in reading as measured by the ATLAS. <u>53%</u> of 4th grade students achieved at the “Proficient” or “Advanced” level in reading as measured by the ATLAS.

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 UFLI), all grade levels will reach or exceed the norm growth from fall to winter, and from winter to spring.

In addition, % of Kindergarten students, % of 1st grade students and % of 2nd grade students scored proficient according to ATLAS.

Data: In Spring 2025

33% of 3rd grade students achieved at the “Proficient” or “Advanced” level in reading as measured by the ATLAS.

52% of 4th grade students achieved at the “Proficient” or “Advanced” level in reading as measured by the ATLAS.

In addition, 69% of Kindergarten students, 68% of 1st grade students and 42% of 2nd grade students scored proficient according to ATLAS.

Data: In Spring 2024:

33% of 3rd grade students achieved at the “Proficient” or “Advanced” level in reading as measured by the ATLAS.

48% of 4th grade students achieved at the “Proficient” or “Advanced” level in reading as measured by the ATLAS.

In addition, 47% of Kindergarten students, 48% of 1st grade students and 48% of 2nd grade students scored in the 60th percentile or above on the reading NWEA Assessment.

Data: In Spring 2023:

44% of 3rd grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.

56% of 4th grade students achieved at the “Ready” or “Exceeding” level in reading as measured by the ACT Aspire.

In addition, 58% of Kindergarten students, 32% of 1st grade students and 42% 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, 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 Heidi Veal	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 Heidi Veal Kayla Hamilton	August 2025-May 2027 WIN 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	IXL  IXL - School dashbo... Amplify Tutoring	District data wall,  4614_001.pdf Progress Monitoring, Accuracy checks, UFLI assessments, classroom-based assessments, district assessments, targeted intervention, lesson plans by each teacher, anecdotal notes, IXL, Kid Talk Document  Kid Talks.pdf

Teachers will demonstrate proficiency in the science of reading, structured literacy, reading intervention, and implementation of RISE training.	Amy Morrow Heidi Veal	August 2025-May 2027	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 sources)
Teachers are constructing classroom assessments to mimic the ATLAS Portal to familiarize students with the organization and use of tools.	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	LEAD time as well as common plantime, use yellow days to collaborate	LEAD and team meeting agendas, Assessments created by teachers
Teachers will use the PLC process to provide additional unit planning, planning for interventions and extensions.	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	LEAD time as well as common plantime, use yellow days to collaborate	Edulastic, Common Assessments, Teacher observations and anecdotal notes
Implement departmentalization in reading, math, and science for 3rd and 4th grade	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	No funding needed, scheduling	Schedules, vertical content planning meetings, interim data, classroom assessments

Priority #2

Improvement Plan Focus Area: Improvement of Mathematics Instruction

In an effort to increase all student achievement in the area of mathematics to 75% proficient , 100% of Magness Creek staff will use Illustrative Mathematics and other math based resources to promote student success through high participation in the PLC process.

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 to engage all learners.

Team Member(s) Responsible:

Amy Morrow

Heidi Veal

Kayla Hamilton

Data:

In Spring of 2026:

50% of 3rd grade students achieved at the “Proficient” or “Advanced” level in math as measured by the ATLAS.

83% of 4th grade students achieved at the “Proficient” or “Advanced” level in math as measured by the ATLAS.

In addition, % of Kindergarten students, % of 1st grade students and % of 2nd grade students scored proficient according to ATLAS.

In Spring of 2025:

43% of 3rd grade students achieved at the “Proficient” or “Advanced” level in math as measured by the ATLAS.

61% of 4th grade students achieved at the “Proficient” or “Advanced” level in math as measured by the ATLAS.

In addition, 60% of Kindergarten students, 59% of 1st grade students and 57% of 2nd grade students scored proficient according to ATLAS.

In Spring of 2024:

44% of 3rd grade students achieved at the “Proficient” or “Advanced” level in math as measured by the ATLAS.

40% of 4th grade students achieved at the “Proficient” or “Advanced” level in math as measured by the ATLAS.

In addition, 48% of Kindergarten students, 57% of 1st grade students and 61% of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.

	In Spring of 2023: <u>71%</u> of 3rd grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire. <u>63%</u> of 4th grade students achieved at the “Ready” or “Exceeding” level in math as measured by the ACT Aspire. In addition, <u>57%</u> of Kindergarten students, <u>37%</u> of 1st grade students and <u>57%</u> of 2nd grade students scored in the 60th percentile or above on the math NWEA Assessment.
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> 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. Also, the introductory pd for IM was during the pandemic and many teachers have not received quality training in the IM curriculum.	
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 #2 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 implement the Cabot board adopted Illustrative Math curriculum.	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	District-funded professional development	IM Observations, PLCs
Teachers will use the PLC process to provide additional unit planning, planning for interventions and extensions	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	LEAD time as well as common plan time, use yellow days to collaborate We will use Performance Level Descriptors, IXL, Classroom tools GIZMOS was purchased with instructional funds	Edulastic, Common Assessments, Teacher observations and anecdotal notes
Teachers are constructing classroom assessments to mimic the ATLAS Portal to familiarize students with the organization and use of tools	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	LEAD time as well as common plan time, use yellow days to collaborate	LEAD and team meeting agendas, Assessments created by teachers
Implement departmentalization in reading, math, and science for 3rd and 4th grade	Amy Morrow Heidi Veal Kayla Hamilton	2025-2027	No funding needed, scheduling	Schedules, vertical content planning meetings, interim data, classroom assessments

Priority #3 Establishing an Emotionally Safe Environment for All

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

To increase the number of positive student, school, and home connections by 20% in order to increase student achievement and attendance while decreasing the number of office referrals by 20%.

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.

For the 2025–2026 school year, components of Capturing Kids’ Hearts are being used as the social-emotional learning (SEL) program to support student behavior and emotional development. The school will continue to implement and strengthen the use of Capturing Kids’ Hearts in the coming years to further enhance SEL practices.

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.

Team Member(s) Responsible:

Amy Morrow

Heidi Veal

Amanda Davis

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 emotionally safe environment.	Amy Morrow Heidi Veal Amanda Davis	July-August 2022-May 2027	Capturing Kids Hearts Thrive Behavior Solutions	Kid Talks, RtI data, Discipline Referrals, checking students' understanding of 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	Amy Morrow Heidi Veal Amanda Davis Kristen Steinmetz	August 2022-May 2027	Classroom and schoolwide newsletters will be provided as a hard copy and/or electronic version reinforcing	Discipline Referrals, checking students for understanding of common

school newsletters and principal morning announcements.			positive character traits	language, classroom and shared space walk throughs, teacher observations (domain 2), newsletters, morning announcements.
Activity teachers will use the character words to teach schoolwide character traits and what they mean to every student during LEAD.	Activity Teachers led by Kristen Steinmetz	August 2023-2027	Resources provided by CKH and Mrs. Steinmetz	All students show that they understand and use the character words taught. Fewer discipline referrals.
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 Heidi Veal Amanda Davis	July 2022-September 2027 Implementation will take place throughout the school year	Social contracts and consequences posted in all classrooms and common places such as the cafeteria. Teachers will implement detention with intention to try to intervene when expectations are not met. Implement one Behavior Academy.	Discipline referrals, checking students for understanding of common language, classroom and shared space walk throughs, teacher observations (domain 2) Nurse referrals
Behavior Committee formed to work on THRIVE implementation	Heidi Veal Amanda Davis	April 2023- 2027	None	Agendas, Behavior Matrix, Surveys
Creation of School-wide Behavior Matrix and	Amy Morrow Heidi Veal Amanda Davis	August 2023-2027	Behavior Matrix  MCE master bx mat...	Matrix

Creation of School wide Discipline Flow Chart	Amy Morrow Heidi Veal Amanda Davis	August 2023-2027	Flow chart	List of major and minor disciplinary infractions and a flow chart showing progression of behaviors
Strengthening the school culture and environment by building positive relationships with families.	Amy Morrow Heidi Veal Erin Mize	August 2025-2027	Family and Community Engagement plan  4615_001.pdf	Parent Survey,  4616_001.pdf Volunteer Survey  4617_001.pdf Family Nights, PTO meetings and sponsored events

Priority #4	
Improvement Plan Focus Area: To increase 3rd and 4th grade proficiency levels to 70% proficient, Magness Creek teachers will utilize Response to Intervention (RTI) referrals to advocate for students who are not progressing in a particular academic, social-emotional, or behavioral 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 research-based 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: Kayla Hamilton Amy Morrow Amanda Davis Heidi Veal
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.	
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.	
Alignment to District Core Belief: Academic Success for every student is the top priority Education is a shared responsibility	

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
RTI 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	Members of the RTI Team: Kayla Hamilton Heidi Veal Jenny Bridges Daphne Crider-West Amy Morrow Brittany Morris Mackenzie Watson Nicarah Wooten	Monthly meetings from August 2025 through May 2027 to discuss student placements, communication from grade level to grade level, and students who need action taken in fall of the following school year	Time: Monthly meetings consist of one hour to one and a half hours Monthly agendas Restructuring of schedules for 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 monitoring

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.	Whitney Burns Amanda Davis			Monthly team meeting focused on Kid Talks to discuss students and specific concerns or celebrations 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 Amount of referrals for special education compared to the amount of students who qualify for services. (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
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Leadership Team

Team Member's Name	Team Member's Role
Amy Morrow	Principal
Heidi Veal	Assistant Principal
Kayla Hamilton	Learning Specialist
Amanda Davis	School Counselor
Sara Adkins	Library Media Specialist
Ashley Morales	1st Grade Teacher
Jacque Gaskins	School Bookkeeper
Whitney Burns	Special Education Teacher
Kirsten Steinmetz	Music Teacher/Parent
Jesse Sparks	Kindergarten Teacher/Parent