



***Magness Creek Elementary
Cabot Public School District
School Improvement Plan
2021-2022***

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 Response to Intervention

Improvement Plan Focus Area: Using response to intervention referrals to advocate for students who are not progressing in a particular academic, social emotional, or behavioral area

Advocacy for Students in academic, social emotional, and behavioral areas through data collection, targeted interventions, and progress monitoring for growth

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

Intervention in the classrooms is inconsistent in several classrooms/grade levels. Building a system of data disaggregation from multiple sources, identifying

Team Member(s) Responsible:

The Child Advocacy Team
Bethany Hill, Kelly Bankston, Andrea Neville, Bethany Woolverton, Sally Tarvin, Rhonda Frey, Courtney Gunter

targeted skills, and providing research based, targeted interventions is crucial in order 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.

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 behavioral 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): *What is the heart of the issue? What evidence supports this conclusion?*

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 #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>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 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</p>	<p>Members of the Child Advocacy Team: Bethany Hill, Kelly Bankston, Andrea Neville, Bethany Woolverton, Sally Tarvin, Rhonda Frey, Courtney Gunter</p>	<p>Monthly meetings from August 2021 through April 2022 May 2022 meeting to discuss student placements, communication from grade level to grade level, and students who need action taken in August of 2021</p>	<p>Time: Monthly meetings consist of one hour to one and a half hours Monthly agendas Restructuring of schedules for team members to meet monthly Scootpad (yearly license for each K-4 student, Lexia Learning (district provides for students receiving dyslexia intervention, would like to include any students receiving tier 3 intervention) Child Advocacy Team is the hub of RtI, monitoring student progress, supporting teachers with intervention plans, and</p>	<p>Assessment data from progress monitoring of students Teacher lesson plans with students and targeted interventions listed, along with a form of progress monitoring Monthly Kid Talks in grade level teams to discuss students and specific concerns or celebrations Kid talk document where teacher records students and the area of concern, and Child Advocacy Team reports next steps Checkout system of decodable text used in grades 2-4 to demonstrate resources aligned to targeted intervention</p>

<p>advisory for the teacher when concerns become severe, meaning a student is not showing progress or has regressed in some area.</p>			<p>making informed team decisions to advocate for student services and/or needs</p>	<p>Amount of referrals for special education compared to the amount of students who qualify for services</p>
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Priority #2 Quality Reading Instruction through Structured Literacy

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

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

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, and Wit and Widsom. Small group reading intervention needs to happen each day that is targeted to specific areas for improvement within individual students. According to MAP data for third and fourth grades, growth 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 based on data.

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

Team Member(s) Responsible:

Kelly Bankston, Bethany Hill
(observers/assessors of science of reading components)

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.

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

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 the tier 2 setting.

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
<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.</p> <p>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.</p>	<p>Kelly Bankston, Bethany Hill, Andrea Neville</p>	<p>September, 2021-May, 2022</p> <hr/> <p>Beginning September 13:</p> <p>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>Assessor Protocols for administrators and teachers to use as guides</p> <p>Scootpad (yearly license for each K-4 student, \$3,145)</p> <p>Lexia Learning (district provides for students receiving dyslexia intervention, would like to include any students receiving tier 3 intervention)</p> <p>Child Advocacy Team is the hub of RtI, monitoring student progress, supporting teachers with intervention plans, and making informed team decisions to advocate for student services and/or needs</p>	<p>Running records, Phonics First assessments, classroom based assessments, targeted intervention lesson plans for each teacher, MAP MOY and EOY, MAP Fluency, MAP Fluency progress monitoring, The PAST, Scootpad, Edulastic, anecdotal notes, Lexia (tier 3), kid talk document</p>

Teachers will demonstrate proficiency in the science of reading, structured literacy, reading intervention, and implementation of RISE training	Kelly Bankston, Bethany Hill	September, 2021-May, 2023	n/a	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)

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.

Currently punitive actions are the main response to undesired student behaviors, causing some students to be triggered by losing something, but little support

Team Member(s) Responsible: Kelly Bankston, Bethany Hill

Kelly Bankston, Bethany Hill, Courtney Gunter

is provided to 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.

There is no clear vision for social emotional learning and behavior support, and no specific scope and sequence or program for teaching and embedding social emotional skills.

Kelly Bankston, Bethany Hill, Courtney Gunter

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): Teachers are using various forms of behavior systems within their classrooms, and shared spaces do not have common expectations communicated (both verbally and visually), therefore, we see behavior concerns in activity classes and in shared spaces. The response to undesired behaviors is commonly punitive, where students lose points, a special activity, peer interactions, recess time, and writing.

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

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.	Bethany Hill, Courtney Gunter, Kelly Bankston	July-August, 2021	<u>Hacking School Discipline</u> , by Nathan Maynard and Brad Weinstein <u>Stick Together</u> , by Jon Gordon and Kate Leavell Conscious Discipline--website and reading materials	Kid Talks, RtI data, Discipline Referrals, checking students for understanding of common language, classroom and shared space walk through 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	Bethany Hill, Courtney Gunter, Kelly Bankston	August, 2021-May 2023	**Social emotional learning program or curriculum to be chosen by the summer of 2021 Being the Change: Lesson & Strategies to Teach Social Comprehension	Kid Talks, RtI 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.</p> <p>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, Bethany Hill will facilitate teacher cadres to support development.</p>	<p>July 2021-September 2021</p> <p>Implementation throughout the school year</p>	<p>Posters for visual sharing of expectations in shared spaces. Cost: approximately \$150</p> <p>Hatching Results Counseling Curriculum Lessons and SEL program</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 2021-2022

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Bethany Hill	Assistant Principal, School Improvement Manager
Kelly Bankston	Principal
Andrea Neville	Instructional Innovation Facilitator
Courtney Gunter	Counselor
Sara Adkins	Library Teacher
Lindsay MacMillan	Family and Community Engagement Facilitator
Sarah Camp	2nd Grade Teacher