



Magness Creek Elementary
Cabot Public School District
School Improvement Plan
2020-2021

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Priority #1 (no longer applicable due to lack of data sources)

Improvement Plan Focus Area: Reading Achievement Scores (continued from the previous school year due to lack of EOY testing data)

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

(The following data points are from the 2018-2019 school year.)

According to the Measure of Academic Progress (MAP), Magness Creek has 24% of third and fourth grade students who are categorized as high achieving, but low growth in reading. There is also a subpopulation of third and fourth grade students consisting of 16% who are categorized as low achieving and show low growth in reading.

Magness Creek will decrease the number of students

Team Member(s) Responsible:

Andrea Neville
Bethany Hill

Note: this data is no longer applicable, as EOY Map (and ACT Aspire) were not administered due to the transition to remote learning.

<p>categorized as low achieving and low growth, and high achieving low growth with third and fourth grade students in reading. We will use EOY MAP data, and ACT projection score data to determine progress.</p>	
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p><i>Third and fourth grade students will show continued growth in order to meet their growth expectancy on the MAP.</i></p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>For high achieving students, there is a lack of differentiation with the standards, along with connections to new learning that students are ready for. Time management and lack of professional learning in the area of differentiation and Webb’s Depth of Knowledge.</p> <p>For low achieving students, tier 2 instruction needs to be targeted to specific needs based on our assessments, and needs to occur daily in the classroom. This group of students needs explicit instruction in the science of reading in order to become proficient decoders. Teachers are beginning to understand the science of reading, but have only recently been trained in it. We see gaps in kids’ achievement, and many students exhibit characteristics of dyslexia as a result of curriculum gaps.</p>	
<p>Alignment to District Core Belief:</p> <p>In order to reach our district’s vision of “Best is Standard”, we must ensure that our students are receiving personalized learning opportunities that meet the needs of what they are ready to learn.</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
<p>Magness Creek Elementary implemented Walk-to-Intervention in the 2018-2019 school year and will continue the implementation for the 2019-2020 school year. Periodic review of data will drive interventions during this time. Our SQUAD (Seeking Quality Understanding and Development) will focus on grouping students across a grade level for targeted intervention 30 minutes a session for 4 days each week. When fully implemented, we will see student growth and high achievement for all.</p>	<p>Kelly Bankston Bethany Hill Andrea Neville</p>	<p>September, 2019-May, 2020</p>	<p>Scootpad for home and school use, cost approximately \$2,970</p> <p>Incentives for using Scootpad at home: \$</p> <p>The PAST (Kilpatrick) No cost</p>	<p>Monthly reports printed to view individual and class progress</p> <p>Review amount of time kids spend on Scootpad at home, incentives offered for motivation</p> <p>The PAST (Kilpatrick)</p> <p>During remote learning time in the last quarter, students had access to Scootpad at home through their clever logins. Teachers were able to login and see what their students were working on and add additional assignments if needed. Information was shared by our instructional facilitator for teachers to share with families.</p>
<p>Compile a list of students who are categorized as high achieving low growth, and low achievement low growth to determine</p>	<p>Andrea Neville Sara Adkins</p>	<p>August, 2019 (after BOY MAP assessment is administered)</p> <p>(January, 2020 for Kindergarten)</p>	<p>MAP reports for each classroom grades 1-4 (Kinder will begin in January)</p>	<p>DIBELS, PAST, Phonics First Progress Monitoring, ACT interims, classroom assessments</p>

subpopulations of students.				
A physical data wall to demonstrate the students with low growth	Andrea Neville	Beginning, Middle, and End of Year MAP scores will be updated, along with ACT interims for 3-4.	Pocket charts, pocket chart stands, cardstock, template for data organization Cost: \$250	Teachers will move students according to MAP and ACT Interim data
Students categorized as low achievement, low growth will spend time weekly with the reading interventionist and/or resource teacher, and be placed in an intervention group during our walk to intervention time (4 days weekly). Students identified with characteristics of dyslexia will see the reading interventionists 5 days weekly for 30 minutes.	Bethany Hill, RTI Coordinator Rhonda Frey, Reading Interventionist Kelly Bankston, Principal	September, 2019-May, 2020 (transitioned to remote learning for the last quarter)	Reading Intervention data, progress monitoring classroom data, Phonics First assessments	PAST, phonics first, DIBELS data points, along with MAP MOY data

Priority #2 (2020-2021)

Improvement Plan Focus Area: Improvement of Reading Instruction 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,

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

and this knowledge will support the transition from balanced literacy to structured literacy.

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

Teachers will implement small group reading instruction based on decoding, phonological awareness, phonemic awareness, comprehension, and morphology. They will shift to decodable text for students who lack specific subskills to read fluently. Progress monitoring will be administered to students receiving explicit small group reading instruction.

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, which directly effects the effectiveness of tier 2 instruction.

Alignment to District Core Belief:

Our district is aligning beliefs on reading instruction to the science of reading. Teachers are strengthening their knowledge of quality reading instruction and targeted interventions, so the transition from balanced literacy to structured literacy is vital in order for instruction to meet the needs of all students.

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 and Tier 2 intervention at the classroom level, aligned with students' walk to intervention group and/or reading intervention group. This serves as a triangulation of data points to pinpoint and address gaps in students' understanding.</p>	<p>Kelly Bankston, Bethany Hill, Andrea Neville, Rhonda Frey</p>	<p>September, 2019-May, 2020 (remote learning in the fourth quarter, interventionists met needs of dyslexia students through virtual meetings)</p>	<p>Decodable texts were purchased in July Of 2019 to support small group instruction in the general education classroom. The instructional school budget was the funding source.</p> <p>Other titles were purchased for the resource teacher and the reading intervention teacher with reward monies. All teachers are trained in the science of reading, which was provided by the department of education through district level trainers.</p> <p>Scootpad was purchased for every student. They have access at school and at home.</p> <p>Edulastic was purchased by the district and is used by teachers to build and assign assessments via Google Classroom.</p>	<p>Running records, Phonics First assessments, classroom based assessments, MAP MOY and EOY, DIBELS, The PAST, Scootpad, Edulastic, anecdotal notes, kid talk document</p>

Teachers will demonstrate proficiency in the science of reading, and implementation of RISE training	Kelly Bankston, Bethany Hill	September, 2020-May, 2021	n/a	TESS observations and feedback centered on instruction evidencing the science of reading, teachers' PGPs, lesson plans, student progress (based on progress monitoring sources)

Priority #3 (2020-2021)

Improvement Plan Focus Area: Increase the effectiveness of home to school connections and remote/blended learning through various forms of technology and communication tools.

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

According to a needs assessment given in May (after a quarter of remote learning), certified teachers are unfamiliar with various forms of technology and social media to use as communication tools, and for students to create/produce content. In order to transition to a blended learning culture, teachers must increase their knowledge of instructional technology and virtual communication with students and families.

Our staff knows there is a lack of equity regarding access to learning, and are aware of the need to learn

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

more about various platforms for communication and instructional technology.

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

Teachers will be more confident in using multiple tools for virtual communication.

Teachers will utilize multiple instructional technology devices/tools to increase student production, while decreasing the amount of time spent on technology for consumption.

Families will feel more confident in our level of support for them and their child/children.

Root Cause(s):

Teachers have had very limited exposure to instructional technology outside of GAFE (Google Apps for Education), therefore, very little student creation/producing is taking place. The needs assessment showed that teachers do not have a high level of confidence in this area, which inhibits efficiency with creating and editing documents, uploading documents, lesson planning, collaboration, etc. Limited knowledge also causes increased challenges when planning for remote learning and virtual communication.

Alignment to District Core Belief:

In order for our school to meet the needs of all learners, we must increase our knowledge of digital learning and communication tools so our students and families have more access.

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
<p>Use needs assessment to provide exposure and adult learning opportunities for particular technology tools/devices.</p>	<p>Bethany Hill, Andrea Neville,</p>	<p>August, 2020-May, 2021</p>	<p>Knowledge of Staff, electronic devices</p> <p>Admin are open to possible subscriptions to specific learning and communication platforms.</p>	<p>Evidence of communication and blended learning through observations and conversations with teachers.</p> <p>Needs assessment mid-year (December, 2020) to families--use feedback to determine actions for second semester</p>
<p>Focus on how to streamline teacher communication so there is some consistency throughout our building, particularly for families with multiple children enrolled in our school. Collaborate with the Family Engagement Facilitator</p>	<p>Bethany Hill, Lindsay MacMillan</p>			
<p>Teachers who are proficient with particular</p>				

tools can serve as facilitators for mini learning sessions at various times of the year.				

Priority #4 (2020-2021)	
Improvement Plan Focus Area: Social emotional, Whole child focused culture	
<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 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>Due to the global pandemic, there is a need for more proactive and positive discipline routines that are trauma informed and social emotional focused. Teachers also need the emotional support through positivity, which is why the book <u>A Passion for Kindness</u> will be purchased.</p>	<p>Team Member(s) Responsible:</p> <p>Kelly Bankston, Bethany Hill, Courtney Gunter</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p>	

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 discipline through empathy and kindness.	
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.	
Alignment to District Core Belief: Students must feel physically and emotionally safe in order for learning to happen. Establishing common expectations through universal language supports emotional and physical safety, thus creating a more optimal learning environment for all.	

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Social emotional support for adults and students to establish an emotionally and physically safe environment for all	Bethany Hill, Courtney Gunter, Kelly Bankston, Andrea Neville	July, 2020 (adults begin reading book) Continue throughout 2021 and 2022 school year	Book: <u>A Passion for Kindness</u> , By Tamara Letter Cost: approximately \$800	Kid Talks, RtI data, Discipline Referrals, checking students for understanding of common language, classroom and shared space walk through data, teacher observations (domain 2)
Counselor will center whole class lessons around kindness, empathy, using the book <u>A Passion for Kindness</u> as a guide		August 2020-May 2022		Kid Talks, RtI data, Discipline Referrals, checking students for understanding of common language, classroom and shared space walk through data, teacher

				observations (domain 2)
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.)	Courtney Gunter, Bethany Hill will facilitate teacher cadres to support development.	July 2020-September 2020	Posters for visual sharing of expectations in shared spaces. Cost: approximately \$150	Discipline Referrals, checking students for understanding of common language, classroom and shared space walk through data, teacher observations (domain 2) Nurse referrals

Leadership Team 2020-2021

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

