## At a Glance

Date of Plan: 7/23/2020	State turnaround/Title I Status: <u>Title I</u>
School Name: Magna Elementary	Address: 8500 W. 3100 S. Magna, UT 84044
Principal: Brett Bawden	Contact Information: bbawden1@graniteschools.org
LEA: Granite School District	Superintendent: Dr. Martin Bates
LEA Liaison/Contact: Mitch Nerdin	LEA Liaison Title: Director, Resource Development
Board Chair: Karyn Winder	

School Leadership Team and SST Members Responsible for this Plan:

Name	Name Position		Date
Kim Affleck	Instructional Coach		
Dawn Christensen	1 <sup>st</sup> Grade Teacher		
Tina Clements	4 <sup>th</sup> Grade Teacher		
Nancy Erickson-Heath	Literacy Coach		
Susan Doman	2 <sup>nd</sup> Grade Teacher		
Robyn Walsh	3 <sup>rd</sup> Grade Teacher		
Sheri Sherwood	Kindergarten Teacher		
Kristin Housley	SLP Teacher		
Amberly Pack 6 <sup>th</sup> Grade Teacher			
Leesa Harvey 5 <sup>th</sup> Grade Teacher			
Andrew Morgan	Assistant Principal		
Brett Bawden	Principal		
Merilyn Rollins	Kindergarten Teacher		
Heidi Caulford	1 <sup>st</sup> Grade Teacher		
Suzanne Kirk	2 <sup>nd</sup> Grade Teacher		
Linda Makoni	3 <sup>rd</sup> Grade Teacher		
Cami Dietz	4 <sup>th</sup> Grade Teacher		
Staci Andrezzi	6 <sup>th</sup> Grade Teacher		

## Step 1: Set the Direction

Based on the work completed in Step 1 of the continuous improvement cycle (Set the Direction), complete the table below.

School Vision:		The mission and vision of Magna Elementary is to cultivate the intellectual, emotional, social,					
		and	physical growth for	all our students.			
Indi	cator(s)		Data Source	Baseline Data	Y1 Target	Y2 Target	Y3 Target
Goal 1:	60 pe	rcenta	age (must be 60% o	r greater) of studen	ts will make typic	al or above typica	al progress BOY
	to EO	Y ассо	ording to the DIBELS	Paths Ways of Pro	gress.		
Goal 2:	The n	umbe	r of proficient stude	ents in Mathematics	s will increase by I	3% as measured l	by SAGE/RISE
Goal 3:	80% o	of fami	ilies will attend at le	east 5 school events	s during ther 2020	)-2021 school as r	neasured by
	initials on a sign-in card with all 9 events listed and organized by family.						
Goal 4:	Office Referrals and Minor Incidents in Educator's Handbook will be less than 250 for the 2020-2021						
	school year.						

# Step 2: Assess Needs

Document the work completed in Step 2: Assess Needs.

1. Check all data sources that were used to inform the ratings on the Needs Assessment Rubrics:

	Human resource records regarding turnover		Compiled teacher observation data
Х	State assessment results	Х	Local assessment results
	High school graduation rates	Х	Compiled culture survey data
Х	Student attendance data	Х	Behavior/discipline data
Х	Policies and procedures	Х	Curriculum documents
Х	Agendas, meeting notes	Х	Compiled leadership survey data
	Other (please specify):		

- 2. Describe how the needs assessment, including the root cause analysis, was conducted and by whom.
  - The needs assessment was conducted by the Magna Elementary Leadership team in June during a summer workshop.
- 3. How was stakeholder input solicited and used in the needs assessment process?
  - Members of the PTA and School Community Council were solicited during meetings in February through May.
- 4. List the top priorities identified through the needs assessment/root cause analysis process.

Prioritized	Needs – Focused on Student Outcomes
Priority 1	Critical Practice (from Needs Assessment Rubric Rating Summary)
	Language Arts Instruction
	Root Cause(s)
	Letter name fluency (K-2), student engagement during whole group, pre-requistite skills,
	phonemic awareness (K-2), Fluency, Low interest texts, time to practice and read, reading in the
	zone of proximal development, inconsistency with progress monitoring accountability and using
	that data to guide instruction, not all teacher set pathways of progress goals, student buy in and
	tracking (harder for students to see and understand their progress), not as concrete as math.
Priority 2	Critical Practice (from Needs Assessment Rubric Rating Summary)
	Math Instruction
	Root Cause(s)
	ST Math Fidelity: teacher buy in, time, student motivation and frustrations, off-task behaviors,
	teacher and student tracking of progress, using supplemental programs instead of ST Math.
	De-emphasis on math instruction: literacy prioritiy, time, lack of data in lower grades,
	elimination of school-wide math fluency incentives such as 36s, underutilization of Xtramath,

	Homework: help from parents, parents lack of understand and time, student tutorials and tools they can access from home.
Priority 3	Critical Practice (from Needs Assessment Rubric Rating Summary) Planning Instruction
	Root Cause(s)
	PLC: Too structured (problem solving vs. planning), tedious accountability form,
	PD: lack of personalization and differentiation for teachers, relevancy.
Priority 4	Critical Practice (from Needs Assessment Rubric Rating Summary)
	Student Behavior
	Root Cause(s)
	Classroom (low academic skills), apathy, personal family issues/trauma (mental illness), social skills, teacher responses that escalate behavior, substitutes for PLCs. Consistent transition procedures. Loss of school routine over weekend and long breaks (Mondays/first back). Playground: bored, problem solving skills (games, equipment, friends, etc), social skills, disrespect (learned behaviors, lack of accountability, inconsistency with consequences, lack of time to enforce consequence and teach appropriate behaviors.
	teacher and student expectations, lack of teacher and student accountability regarding procedures, lack of positive reinforcement from administration and implementation of consequences.
	Emotional state of teacher.
	Group dynamics lack of team building/classroom meetings.
	Communication between teachers and specials/block teachers and expectations/behavior plans
	Exclusion at recess. Lack of structure at recess.
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# Step 3 – Create the Plan

Schools Identified under the Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement MUST identify strategies that meet one of the top three levels of evidence-based interventions under ESSA. Please reference the following chart and the link to tools from WestEd.org for useful guidance.

Definition of Evidence-Based in ESSA						
Evidence-based means an activity, strategy, or intervention that meets the following:						
Description Level Research Study Criteria						
An activity, strategy, practice,	Level 1	Evidence cited is based on at least 1 well-				
intervention, or program that	STRONG EVIDENCE	designed and well-implemented				
demonstrates a statistically	Experimental Studies	experimental study				
significant effect on improving						
student outcomes						
	Level 2	Evidence cited is based on at least one				
	MODERATE EVIDENCE	well-designed and well-implemented				
	Quasi-experimental Studies	quasi-experimental study				
	Level 3	Evidence cited is based on at least one				
	PROMISING EVIDENCE	well-designed and well-implemented				
	Correlational Studies	correlational study				
	Level 4	Evidence cited is based on high-quality				
	Demonstrates a Rationale	findings, positive evaluations, or				
	(Does Not Meet Criteria for	anecdotal evidence for strategies and				
	School Improvement Plans	interventions that continuing to be				
	in ESSA)	evaluated.				

Additional guiding questions and Evidence-based Improvement Tools from West Ed: <u>https://www.wested.org/wp-content/uploads/2016/12/Evidence-Based-Improvement-Guide-FINAL-122116.pdf</u>

Please Note: Schools identified under the State School Turnaround and Leadership Development Act do not need to meet the same evidence-based requirements; however, it is strongly encouraged.

For each prioritized need in the needs assessment rubric rating summary, identify evidence-based strategies to address the priority and dissolve the root cause for the critical practice(s) identified. Write <u>strategies</u> as logic models.

For example:

If we (the evidence-based strategy the school implements), **then** (what teachers, staff, parents, administrators, etc., will do as a result) **and** (what students will do as a result of the effective practice e.g., the student-focused goal this strategy supports).

For each strategy, indicate the evidence-based level (1, 2, or 3) and a brief justification statement. Then, identify performance measures that will be used to measure the impact on adult behavior. Each strategy should also include milestones, with actions, outputs, timeline, budget, and person responsible.

Priority 1/Critical Practice: Language Arts Instruction

Strategy 1.1: Tier I & II Reading Instruction

Evidence-base: Level (1, 2, or 3)\* Level 1

#### Justification:

"The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats."

Foorman, B. R., & Torgesen, J. (2001). Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children. *Learning Disabilities Research and Practice*, 16(4), 203-212. doi:10.1111/0938-8982.00020

"Flexible ability grouping, when used appropriately, works. According to a 2010 meta-analysis by Kelly Puzio and Glenn Colby, students who were grouped by ability within a class for reading were able to make up to an additional "half of a year's growth in reading." Similarly, a 2013 National Bureau of Economic Research study of students who were grouped by ability found that the performance of both high and low performing students significantly improved in math and reading..."

Olszewski-Kubilius, P. (2019, February 19). Setting the Record Straight on Ability Grouping. Retrieved July 19, 2020, from https://www.edweek.org/tm/articles/2013/05/20/fp\_olszewski.html

"For the effects of incentives specifically for reading motivation, findings indicate that these effects are similar to effects of incentives generally: that tangible extrinsic rewards are used by teachers and schools but appear to have little impact on student motivation to read, and that the greater impact on reading motivation and academic performance can come from certain types of reading instruction, student access to books, and student intrinsic motivation."

West, T. M. (2014, May). THE USE OF INCENTIVES FOR MOTIVATING STUDENTS TO READ (Doctoral dissertation, State University of New York at Fredonia Fredonia, New Yor, 2014) [Abstract]. Retrieved July 19, 2020, from https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/64576/Trina\_West\_Masters\_Project\_ May2014.pdf?sequence=1

The National Reading Panel concluded that more research was needed to show the effectiveness of independent reading programs commonly employed in schools, such as Sustained Silent Reading... Independent reading is never a substitute for focused remediation and interaction with a teacher in key skill areas, such as word decoding, fluency, vocabulary, and comprehension.

Independent Reading. (2016, February 29). Retrieved July 21, 2020, from https://www.readingrockets.org/article/independent-reading

"Partners in Dyad Reading is designed to be used in one-on-one tutoring with adult volunteers or paraprofessionals as reading practice, not intervention. Lessons enhance classroom instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students benefit from increased reading time, targeted practice, and a rewarding reading experience.

The purpose of the Cross-Age Tutoring Program is to provide students with additional reading practice. The program is aligned with the Utah Core Standards, research-based practices, and classroom instruction. Current research indicates that a structured cross-age or peer reading tutoring program can provide achievement gains for students needing extra reading practice and instruction beyond what they receive in their regular classroom."

Robinson, J., & Sommer, K. (2014). Teaching and Learning. Retrieved July 21, 2020, from https://www.schools.utah.gov/curr/dyad?mid=1169

\*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

Strategy Performance Measures							
Indicator Data Source Baseline Y1 Target Y2 Target							
Average percent of	35%	45%	55%	65%			
students proficient +							
approaching proficient							
Student Proficiency	State Language Arts	25% (RISE	35%	45%	55%		
Results	Summative Assessment	2018-2018)					
Limited English	State Language Arts	15% (RISE	25%	35%	45%		
Proficiency Results	Summative Assessment	2018-2019)					

Milestone 1.1.1: Provide Instructional Coaching to All Teachers

Actions		Outputs	Timeline	Resources	Person Responsible
1.	Coaches Team Meeting	Meeting Agenda and Notes	Monthly	Google Docs.	Brett Bawden
2.	Tier I and Tier II Coaching Cycles	Coaching Logs	Bi-Monthly (even months Tier I, odd months Tier II)	Coaching staff	Kim Affleck Nancy Erickson- Heath Jodi Robinson

#### Milestone 1.1.2: Increase Student Access to Reading Interventions and Supports

Actions		Outputs	Timeline	Resources	Person Responsible
1.	Implement Dyad Reading	Master	2020 –	High interest leveled	Nancy Erickson-
		schedule for	gather	books, magazines and	Heath
		Dyad Reading	supplies and	articles.	Lori Lape
			resources		

Actions		Outputs	Timeline	Resources	Person Responsible
			2021 -		
2.	Implement small flexible group reading instruction	Flexible grouping logs	Agusut - ongoing	Wonders leveled readers. Formative assessment results with weekly analysis.	Classroom teachers
3.	Hire reading aides and an ELS/intervention aide to support students.	Highly trained paraeducators	June 2020	Land Trust Funds ESL Funds	Brett Bawden Susan White

#### Milestone 1.1.2: Increase Student Access to Reading Interventions and Supports

### Strategy 1.2: Early Literacy Intervention

#### Evidence-base: Level (1, 2, or 3)\* Level 1

#### Justification:

"At the end of the kindergarten year children who attend full-day programs perform better on tests of academic achievement than children who attend only half-day program. For adjusted measures FDK [full-day kindergarten] had a significantly stronger association with higher academic achievement for children attending programs in urban than in nonurban communities.

It is clear that parents with children in FDK have far more positive attitudes toward FDK than parents of children in HDK [half-day kindergarten]. And the availability of FDK serves an important need for single-parent families and families in which both parents work outside the home. What this suggests is that FDK ought to be an option available to families who desire it."

Cooper, H., Allen, A. B., Patall, E. A., & Dent, A. L. (2010). Effects of Full-Day Kindergarten on Academic Achievement and Social Development. *Review of Educational Research*, 80(1), 34-70. doi:10.3102/0034654309359185

Strategy Performance Measures						
Indicator	Y3 Target					
DIBELS BOY to	2019-2020 Pivot	31% of students	40%	50%	60%	
MOY Growth in	Table	showed positive				
All-Day		growth in one of the				
Kindergarten		three categories (well				
Classes (EOY not		below to below, below				
measured due to		to benchmark, and				
COVID – Y1, Y2		benchmark to at or				
and Y3 targets will		above benchamrk)				
measure BOY to						
EOY, COVID						
permitting)						

DIBELS BOY to	2019-2020 Pivot	6% of students	15%	25%	35%
MOY Growth in	Table	showed positive			
Half Day		growth in one of the			
Kindergarten Class		three categories (well			
(EOY not		below to below, below			
measured due to		to benchmark, and			
COVID – Y1, Y2		benchmark to at or			
and Y3 targets will		above benchmark)			
measure BOY to					
EOY, COVID					
permitting)					

Milestone 1.2.1: Increase number of full-day kindergarten classes.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Increased enrollment and	25 students enroll	March-	Title I funds for	Brett Bawden
special permit requests	per class	August	teacher salaries	

Milestone 1.2.2: Improved attitudes/relationships between the school and the community.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Advertise enrollment	Increased	March-	Digital Community	Brett Bawden
options	community	August	Groups, School	
	awareness of the		Marketing, Local	
	learning options		businesses and	
	available at Magna		activity/community	
	Elementary		centers	

#### Priority 2/Critical Practice: Math Instruction

Strategy 2.1: Tier I & II Math Instruction

Evidence-base: Level (1, 2, or 3)\*: Level 1

#### Justification:

"Particularly positive outcomes were found for tutoring programs. One-to-one and one-to-small group models had equal impacts, as did teachers and paraprofessionals as tutors. The findings suggest that programs emphasizing personalization, engagement, and motivation are most impactful in elementary mathematics instruction, while strategies focused on textbooks, professional development for math knowledge or pedagogy, and other strategies that do not substantially impact students' daily experiences have little impact."

Pellegrini, M., Lake, C., & Slavin, R. E. (2018). Effective Programs in Elementary Mathematics: A Best-Evidence Synthesis. Retrieved 2020, from http://www.bestevidence.org/word/elem\_math\_Oct\_8\_2018.pdf

"There is a growing body of evidence that students' mindsets play a key role in their math and science achievement. Students who believe that intelligence or math and science ability is simply a fixed trait (a fixed mindset) are at a significant disadvantage compared to students who believe that their abilities can be developed (a growth mindset). Moreover, research is showing that these mindsets can play an important role in the relative underachievement of women and minorities in math and science."

Dweck, C. S. (2008). Mindsets and Math/Science Achievements. Retrieved 2020, from <u>http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset\_and\_math\_scien</u> ce\_achievement\_-\_nov\_2013.pdf

Strategy Performance Measures					
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3 Target
Average percent of	ELA Semester 1 Post	41%	46%	51%	56%
students proficient +					
approaching proficient					

Milestone 2.1.1: PI	rovide Instructional Coaching to All Teachers
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Actions	Outputs	Timeline	Resources	Person Responsible
1. Coaches Team	Meeting Agenda	Monthly	Google Docs.	Brett Bawden
Meeting	and Notes			

Actions	Outputs	Timeline	Resources	Person Responsible
2. Tier I and Tier II	Coaching Logs	Bi-Monthly (even	Coaching staff	Kim Affleck
Coaching Cycles		months Tier I, odd		Jodi Robinson
		months Tier II)		Barbara Sanders

#### Milestone 2.1.2: Teach growth mindset in mathematics

Actions	Outputs	Timeline	Resources	Person Responsible
1. Professional development for teachers.	Teachers will develop interventions strategies that shange student mindsets	August ongoing	A Mind for Mathematics book	Brett Bawden Kim Affleck

#### Strategy 2.2: Math Software to Support Math Fluency

#### Evidence-base: Level (1, 2, or 3)\* Level 2

#### Justification:

Granite School in-house study of ST Math in 2018 revealed that ST Math has the following effects:

- Just approaching usage (Mind Research) = .1 effect size
- At, or above usage (Mind Research) = .38 effect size
- "ST Math really did seem to mediate for English Language Learners" Rob Averett (principal meeting 1/10/2018)

"Findings indicated that most students did not meet the grade level recommendations for addition and subtraction identified by standards-setting organizations, but those that did were likely to achieve superior gains in math achievement...Overall, low-achieving students were less likely to demonstrate fluent retrieval of math facts, but those that did also experienced particularly large gains in general math achievement."

Stickney, E. M., Sharp, L. B., & Kenyon, A. S. (2012). Technology-enhanced assessment of math fact automaticity: Patterns of performance for low- and typically achieving students. Assessment for Effective Intervention, 37(2), 84-94. doi: 10.1177/1534508411430321

Strategy Performance Measures					
Indicator Data Source Baseline Y1 Target Y2 Target					Y3Target
Average Syllabus	ST Math Progress	23.9%	30%	40%	50%
Progress Report					

### Milestone 2.2.1: Implement ST Math

Actions	Outputs	Timeline	Resources	Person Responsible
1. Apply for ST Math	Secure one license	April and July	STEM Action	Brett Bawden
grant and purchase	for every student		Center Grant	Barbara Sanders
additional ST Math	in the school.		School Textnology	
licenses.			Funds	

Milestone 2.2.2: School-wide system for teaching and reinforcing math fluency.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Implement Digits for	Growth target	Quarterly	Fuency tests	Classroom teachers
Donuts program or	individualized for			
something similar	each student			

#### Priority 3/Critical Practice: Planning Instruction

Strategy 3.1: Professional Learning Communities (PLCs)

#### Evidence-base: Level (1, 2, or 3): Level 1

#### Justification:

"After an overview of the characteristics of professional learning communities (PLCs), this manuscript presents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning...The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement.

In these studies, results of student achievement gains varied with the strength of the PLC in the school (Bolam et al., 2005; Louis & Marks, 1998) or with the specific focus of the efforts of teams or small communities of teachers (Supovitz, 2002; Supovitz & Christman, 2003). After adjusting for grade level and student background Louis and Marks (1998), found that student achievement was significantly higher in schools with the strongest PLCs. This effect was so strong that the strength of the PLC accounted for 85% of the variance in achievement in this study."

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. doi:10.1016/j.tate.2007.01.004

"PLCs empower the faculty and administration to work collectively to provide quality instruction and improve student learning. Nationwide, the impact of the PLC model on teaching and learning has been impressive. Missouri Assessment Program (MAP) data showed a 24.1 percent gain in advanced and proficient scores for communication arts between 2001 and 2005. There was also a 12.2% increase between 2002 and 2007 in the number of first-grade students scoring at grade level on the Developmental Reading Assessment (DRA) end-of-year test."

Blueprint, K. (2014). How PLC Impact Student Success. Retrieved 2020, from https://www.k12blueprint.com/sites/default/files/How-PLCs-Impact-Student-Success.pdf

	For CSI Only				
Indicator	Y3 Target				
Quarterly PLC	Coaches PLC	Individualized	100%	100%	100%
Goals	Goal Log	by grade level	participation	participation	participation

Actions	Outputs	Timeline	Resources	Person Responsible
1. Master block schedule	Dedicated time for	Weekly on	Google docs.	Brett Bawden
	collaboration	Thursday		
2. Hire subs	Time for teachers	Weekly on	TSSA Funds	Barbara Sanders
	to collaborate	Thursday	Land Trust	Misty Boyd
	during the school		Funds	Karrie Harvey
	day		Title I Funds	Cynthia Micken
			.5 FTE Funds	
3. Write curriculum	Lesson plans for	Weekly on	Library	Barbara Sanders
	substitutes	Thursday	Computer Lab	Cynthia Micken
			Art Class	PLC Teams

Milestone 3.1.1:	Provide collaboration time from grade level te	eams
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Milestone 3.1.2: Implement continuous improvement program

Actions	Outputs	Timeline	Resources	Person Responsible
1. Imbed PD	At least one	Weekly on	District PLC Time	Coaches
	coach will attend	Thursday/Every	(Fridays)	
	the weekly	other Friday	School PLC Time	
	meetings		(Thursdays)	
2. Build consensus	Document and	Weekly on	Google docs.	PLC Teams
	follow-up on	Thursday/Every	Establish norms and	
	action items and	other Friday	roles	
	assignments			
3. Focus on Student	Weekly action	Weekly on	Google docs.	PLC Teams
Learning	plan to improve	Thursday/Every	Student assessment	
	instruction and	other Friday	data	
	outcomes for		Intervention guides	
	individual		Student Support Team	
	students!			

#### **Strategy 3.2:** Professional Development

#### Evidence-base: Level (1, 2, or 3): Level 1

#### Justification:

"To identify the features of effective professional development, this paper reviews 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. Using this methodology, we found seven widely shared features of effective professional development. Such professional development:

- 1. Is content focused
- 2. Incorporates active learning utilizing adult learning theory
- 3. Supports collaboration, typically in job-embedded contexts
- 4. Uses models and modeling of effective practice
- 5. Provides coaching and expert support
- 6. Offers opportunities for feedback and reflection
- 7. Is of sustained duration"

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017, May). Effective Teacher Professional Development. Retrieved 2020, from https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective\_Teacher\_Professional\_Development\_BRIEF.pdf

\*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

	For CSI Only				
Indicator	Y3 Target				
Post PD	Exit	NA	80%	85%	90%
Satisfaction Survey	Ticket/Survey				

	Milestone 3.2.1:	Plan professional	development
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Actions	Outputs	Timeline	Resources	Person Responsible
1. Identify professional	Yearly schedule of PD topics	August	Graniteway.org	TLC & PBIS
development needs	and GWPL			Committees

Milestone 3.2.2: Implement components of professional development into the classroom

Actions	Outputs	Timeline	Resources	Person Responsible
1. Set goals after each PD	Individual	Every PD session	Action plan template	TLC & PBIS
session	teacher action			Committees
	plans			
2. Coaching/implementation	Individualized	The month	Observation log	Coaches
follow-up	specific	following every	Coaches log	
	feedback	PD session.		

Priority 4/Critical Practice: Student Behavior

Strategy 4.1: Teach Social Skills Evidence-base: Level (1, 2, or 3): Level 1

#### Justification:

Research on effective social skills instruction can provide guidance when trying to help children build social skills (Quinn et al., 2000; Sainato & Carta, 1992; Honig & Wittmer, 1996; Zirpoli & Melloy, 1997). Researchers have also studied particular social skill interventions in a variety of settings, as well as for children of different age levels and abilities1. Findings suggest that quality interventions and related instructional strategies might: Focus on social and emotional learning strategies that encourage reflection and self-awareness. Create opportunities to practice effective social skills both individually and in groups. Adjust instructional strategies to address social skills deficits. Tailor social skill interventions to individual student needs.

Steedly, Kathlyn M., et al. "Social Skills and Academic Achievement." *Parent Center Hub*, 2008, <u>www.parentcenterhub.org/wp-content/uploads/repo\_items/eesocialskills.pdf</u>.

School based mental health programs allow the students to address mental health issues that can potentially diminish their ability to function in both the academic and social settings. Findings suggest that mental health has a direct impact on academic functions predominantly in the area of behaviors. School based mental health services address various issues including long and short-term issues such as severe and persistent mental health, family issue such as divorce, abuse and grief and loss and environmental factors such as homelessness and financial hardships. These finding suggest that school based mental health services can be easily accessed in comparison to community/clinic-based services. Research reports that school based mental health services can help elevate issues such as lack of transportation and insurance.

Lindsey, Briana. "The Common Benefits of School Based Mental Health Programs: A Systematic Review ." <u>Https://Sophia.stkate.edu/</u>, St. Catherine University, 2017, sophia.stkate.edu/cgi/viewcontent.cgi?article=1762&context=msw\_papers.

	For CSI Only				
Indicator	Y3 Target				
Student	Monthly	NA	93%	95%	97%
participation	writing				
percentage.	prompts				

Milestone 4.1.1:	Hire additional	social worker(s)
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Actions	Outputs	Timeline	Resources	Person
				Responsible
1. Develop social skills to be	Social skill	July-August	Land Trust	Shandi Engman
taught	curriculum	Monthly-ongoing	Funds	
			TSSI Funds	

#### Milestone 4.1.2: School-wide social skill writing curriculum

	Actions	Outputs	Timeline	Resources	Person Responsible
1.	Develop essay	Writing prompts	Monthly	Tracking log	TLC Committee
	curriculum	based on social skill		Template for student	
				WOIK	
2.	Develop participation	Criteria for student	August	Writing rubrics	TLC Committee
	levels	participation			
3.	Stop and write	Specific time set aside	Every	Lesson plan template	PLC Teams
		ene day a week to	Wednesday	for the steps of	Classroom
		write		writing (i.e pre-write,	Teachers
				rough draft, edit, etc)	
4.	Celebrate writers	Monthly Difference	Monthly	MTV News	Classroom
		Maker chosen by		Writing excerpt for	teachers
		essay		student to read.	

#### Strategy 4.2: PBIS

#### Evidence-base: Level (1, 2, or 3): Level 2

#### Justification:

Moss Elementary classrooms use a specific process to develop problem-solving skills focused on tending to social and interpersonal relationships. The process also concentrates on building reading skills—specifically, decoding and comprehension. Since using the problem-solving and self-questioning processes, the students at Moss Elementary have had growth in their scores for the last two years on the fifth-grade English language arts PARCC tests.

\*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

The effectiveness of an incentive program depends largely on the design; for instance, incentives are more likely to work if students just need a little push to accomplish a goal, such as passing a test, and if the incentive is tied to something students can control—such as studying a certain amount of time or taking a practice test—rather than the result—such as a grade.

Harper, Amelia. "Effectiveness of Student Incentives Programs Depends on Design." *Educationdive.com*, 2017, <u>www.educationdive.com/news/effectiveness-of-student-incentive-</u> <u>programs-depends-on-design</u>.

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3 Target
Defiance	Educator's	49 defiance	35	25	15
	Handbook	incidents (office			
	Action Code	+ minor)			
Problem Solving during	Educator's	285 incidents on	200	150	100
unstructured time	Handbook	playground and			
	Location Code	off campus			
		(office + minor)			
Whole Class Incentives	School-wide	N/A	100%	100%	100%
			Participation	Participation	Participation
			per term	per term	per term

Milestone 4.2.1: Improve outcomes for students with defiant behaviors

Actions	Outputs	Timeline	Resources	Person Responsible
1. Professional	Bulleted list of	Opening	Laminator	• Ms. Kirk & Dietz
Development on	communication	faculty		PBIS Team
communication	tactics	meeting		
strategies to use with	<ul> <li>Role playing</li> </ul>	• One scenario		
defiant students and	during faculty	per faculty		
avoid escalating	meetings	meeting		
students.		(ongoing)		
2. Develop pre-selected	Universal flow chart	Rough draft due	Printing budget	• Ms. Kirk & Dietz
consequence path	for all teachers and	8/14/20		
for classroom	students to use with	August		
behavior.	a visual reminder	professional		
		development		

Milestone 4.2.2: Increase students problem solving abilities

Actions	Outputs	Timeline	Resources	Person Responsible
<ol> <li>Professional Development on Love and Logic problem solving steps for teachers.</li> </ol>	<ul> <li>Empathy</li> <li>Ask, "What are you going to do?"</li> <li>Offer menu of suggestions</li> <li>Ask, "How will that work for you?"</li> <li>Give permission to solve or not solve</li> </ul>	Back-to-school faculty meetings	Love and logic workbook. Definition of terms.	Ms. Andrezzi and Mrs. Caulford
<ol><li>Create menu of suggestions and</li></ol>	Magna Menu	Back-to-school faculty meetings	Love and logic workbook.	Ms. Andrezzi and Mrs. Caulford

Actions	Outputs	Timeline	Resources	Person Responsible
problem solving steps				
for students.				
3. MTV News	Other students model how to problem solve appropriately in specific circumstances WITHOUT a teacher's help.	Weekly	Audio/Visual recording equipment	Brett Bawden

Milestone 4.2.2:	Increase students	problem	solving	abilities
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Milestone 4.2.3: Develop incentive program to reinforce desired student behaviors.

	Actions	Outputs	Timeline	Resources	Person Responsible
1.	Replace class	Pizza party, root beer float	One per quarter,	Tracking sheet.	Individual
	points with	party, outdoor special activity,	schedule on the	Study body	Classroom
	random class	etc.	Monday of the	budget	teachers.
	rewards as		week the activity		Susan White
	determined by		will take place.		Administration
	teachers.				activity.
					Mrs. Makoni and
					Ms. Rollins will
					create class store
					sign up form.
2.	Modify circulation	• Teachers will be given 12	August	Daily schedule	Susan White
	of Dog Pounds	dog pounds per student per		with 30 minute	Кау
		month and they cannot get		blocks	Brett Bawden
		any more after those are		Google form	Classroom Aides
		handed out.		on	
		• Teachers will have a		Chromebook	
		scheduled time every week			
		to take their class to the			
		school store.			
		• Survey students for what			
		they want in the store and			
		advertise weekly what is for			
		sale.			
3.	Lanyard buttons	N/A			
	for classroom				
	reward and				
	teacher request				
	only.				
4.	Eliminate all	N/A			
	attendance				
	rewards this year				
	due to COVID.				