

## 2022-23 School Improvement Plan

**Mission:** It is our mission to empower our children to be productive citizens in a global society of the future.

**Vision:** Our aim is to produce an inclusive culture of high expectations for students and staff in the pursuit of academic excellence through STEAMA education.

**Goals:**

Through Redefined Professional, Purposeful Design, and Powerful Teaching and Learning, RHM will exceed expected growth and our overall proficiency will be at least 44% for the 2022-2023 school year.

Through Purposeful Design and Personalization, RHM will increase staff and student morale and therefore, decrease staff turnover and student discipline referrals by 25%.

RHM will achieve 50% or higher parent engagement at conferences and curriculum events during the 2022-23 school year.



! = Past Due Objectives      KEY = Key Indicator

**Core Function:**      **Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**      **High expectations for all staff and students**

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
		<p><i>Initial Assessment:</i></p> <p>As of October 2022, Rose Hill-Magnolia continues to be a PBIS school. The S.O.A.R. behavior matrix and corresponding lessons have been taught. As we have a number of new staff and students continue to adjust to post-pandemic life and school, we will reteach behavior expectations at the beginning of each grading period and as needed. We are developing a consistent plan for rewards and consequences, defining minor versus major offenses, and classroom versus office referrals. We use EducatorsHandbook for documentation and will meet monthly to review the data generated through this system to evaluate and adjust procedures and practices as needed. We will use data collected from the Panorama SEL screener to determine how best to address those needs.</p> <p>As of September 2021, Rose Hill - Magnolia is currently a PBIS school. The school uses Eagle tickets. Each week, there is one opportunity for students to cash in their Eagle tickets for prizes during breakfast/homeroom with their homeroom</p>	Limited Development		

	teacher. A basket of prizes will be provided to each homeroom. A matrix is in place for Pre-K through eighth grades. Resource "Fun Day" is used to reward students that are meeting resource class expectations at the end of each nine weeks with CDC protocols in place. We have PBIS lessons that match our matrix. Some classrooms teach the 7 Habits and some use ClassDojo for positive behavior tracking.			
<b>How it will look when fully met:</b>	100% implementation of PBIS is occurring through all grade levels. School wide rules across all grade levels are aligned with the SOAR areas. We have observed a decrease in the number of repeat offenders, and also a decrease in the number of office referrals. All teachers are using the same data collection method, and are offering consistent rewards and consequences to our students.		Susan Sellers	05/31/2023
<b>Actions</b>		<b>0 of 4 (0%)</b>		
	A video will be created and shared of students acting out PBIS expectations in common school areas.		Marlene Kilpatrick	01/29/2023
<i>Notes:</i>				
	The PBIS team will update the reward system and have 100% of teachers participating and encouraging the reward system.		Shaquetta Hall	05/28/2023
<i>Notes:</i>				
	Each grade level will develop and submit a plan for recognizing positive behavior within the grade level.		Teresa Dixon	05/28/2023
<i>Notes:</i>				
	A mentorship program will be created to reach students who are not meeting behavior expectations.		Adrian Grandy	05/28/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		As of October 2022, all grade levels and content areas continue to meet in PLCs to plan instruction. Standards, unpacking documents, and pacing guides are available for use. Each grade level has an assigned administrator that attends the PLCs to assist with collaboration, reviews lesson plans to ensure grade level standards alignment, and conducts frequent classroom walkthroughs to	Limited Development		

	<p>gauge rigor and engagement and to provide feedback. The STEAMA Curriculum Facilitator provides assistance with understanding and implementing curriculum resources, data analysis, and progress monitoring towards proficiency.</p> <p>As of September 2021, all grade levels will meet in PLCs and content areas. Standards and unpacking documents are used. District Curriculum Coach is used. All Pre-K teachers currently use a pacing guide and their teaching strategies goals. K-8 teachers use grade-level pacing guides and unpacking documents. All teachers create lesson plans that address their grade-level standards. As a school, we will conduct Annual Lesson Plan Tuning, Instructional Rounds, and Vertical data meetings.</p>			
<b>How it will look when fully met:</b>	<p>Instructional teams will understand where their content falls in the vertical progression of the standards. They will prioritize the most critical standards for their grade level and content area. They will effectively collaborate to plan, implement, and determine effectiveness of on grade level standards- aligned instructional units. Units will include clear learning targets, opportunities to build background knowledge and teach vocabulary, rigorous and engaging learning activities, differentiation for diverse learners, meaningful formative and summative assessment, and multiple attempts for student mastery.</p>		<b>Monica Rivenbark</b>	<b>05/31/2023</b>
<b>Actions</b>		<b>1 of 5 (20%)</b>		
	A middle grades Agriculture Club will be created. This club will meet monthly.	Complete 12/01/2021	Tanya Novakowski	05/28/2022
<i>Notes:</i>				
	K-6 teachers will participate in vertical PLC meetings which will be held once a semester.		Susan Sellers	05/28/2023
<i>Notes:</i>				
	A sign up sheet will be used for teachers to sign up for Makerspace every third Friday of the month. Our goal is to have no vacancy on our schedule.		Marlene Kilpatrick	05/28/2023
<i>Notes:</i>				
	Beginning in January, the STEAMA lab will be utilized by 3rd-5th grade Science Teachers. A schedule will be used for teachers to sign up for a time for their class to go to the lab. All classes should participate in the STEAMA lab at least 3 times this school year.		Nicole Murray	05/28/2023
<i>Notes:</i>				
	STEAMA curriculum and activities will be integrated into all classrooms.		Susan Sellers	05/28/2023

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of October 2022, RHM continues to focus on and strengthen core instruction. Edmentum is the universal screener for K-8 Reading and Math. There is a built in intervention time in the master schedule for classroom teachers to deliver Tier 2 interventions. We are in the process of hiring two interventionists to also deliver tiered instruction. Currently, the MTSS Coordinator delivers all Tier 3 interventions. The MTSS Coordinator also provides research based resources to teachers and leads monthly MTSS meetings with grade levels to review data points and make adjustments for individual students as needed. Additionally, there is monthly meeting with administrators and student support personnel to address any needed attendance, behavioral, social/emotional, health, etc... interventions.</p> <p>As of September 2021, RHM will hire interventionists to deliver tiered instruction. Monthly MTSS meetings take place to discuss our tier 2/3 students. IStation and MClass data is utilized to screen students who are at risk. Teachers use IStation &amp; Intervention Plans to document interventions completed with tier 2 and tier 3 students. Some teachers use the Common Instructional Framework strategies when designing lesson plans.</p>	Limited Development		
<i>How it will look when fully met:</i>		Through powerful teaching and learning, personalization, purposeful design, leadership, and redefining professionalism, RH-M will differentiate instruction based on formative and summative assessment data, and implement MTSS methods with 100% fidelity and consistency. Universal screeners for Reading and Math K-8.		Priscilla Nance	05/31/2023
<b>Actions</b>			<b>0 of 4 (0%)</b>		
		Teachers will utilize the Edmentum intervention system to create individualized lesson plans.		Monica Rivenbark	05/28/2023
<i>Notes:</i>					
		General education teachers will meet with the exceptional children teachers once a semester to review accommodations and modifications and to make sure they are being implemented.		Elizabeth Crawford	05/28/2023
<i>Notes:</i>					

		ALL teachers will complete a universal screener in reading and math on 100% of enrolled students at scheduled benchmark dates.		Shaquetta Hall	05/28/2023
<i>Notes:</i>					
		Teachers of the EC self-contained classrooms (SWD) will meet quarterly with general education teachers to receive feedback on how to integrate content into the EC self-contained classroom curriculum.		Marcia George	05/28/2023
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>As of October 2022, Rose Hill-Magnolia Elementary is completing the SEL universal screener Panorama. Sanford Harmony SEL curriculum is available for use and morning meetings are used in some grade levels. RHM will implement additional social emotional curriculum and initiatives to support the needs of the students based on results from Panorama. We are working towards daily explicit instruction in the areas social skills, emotional regulation, conflict resolution, healthy relationships, etc... RHM will utilize the expertise of its student support staff consisting of 2 counselors, 1 social worker, and 1 school nurse to provide wrap around services to students of significant need or experiencing trauma.</p> <p>As of September 2021, Rose Hill-Magnolia Elementary will continue to implement Sanford Harmony for K-6 grade levels. Due to COVID RHM will continue to implement Social Emotional initiatives to support the needs of the students and staff based on district guidance. RHM consistently has 2 counselors, 1 social worker, and 1 school nurse. MTSS meetings take place once a month to discuss academic, behavioral, and attendance concerns. PBIS is utilized as a positive reward system school-wide. The Angel Tree Program is also implemented to provide for our students in need. Building Peace Program is utilized for grades 4-8.</p>	Limited Development		
<i>How it will look when fully met:</i>		Through the powerful teaching and learning, personalization, and readiness for college, career, and life success, Rose Hill-Magnolia will implement a PBIS Philosophy in order to create a culture focused on student leadership. In addition, all staff will be understanding that different emotions are prompted by different situations and their relationships with students are key to effective classroom management.		<b>Teresa Dixon</b>	<b>05/31/2023</b>

		All teachers will receive professional development on managing and supporting emotions. Teachers are given Wellness Days for social-emotional care.			
<b>Actions</b>			<b>0 of 2 (0%)</b>		
		ALL K - 6 grade teachers will use Sanford Harmony lessons at least once a month to support students in their classroom setting to provide social and emotional support.		Teresa Dixon	05/28/2023
<i>Notes:</i>					
		Teachers will utilize, when necessary, Student Support Referral Form.		Shaquetta Hall	05/28/2023
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>As of October 2022, Rose Hill-Magnolia Elementary continues to provide support to our students who transition from grade to grade and level-to-level. Pre-K and Kindergarten have staggered enrollment days at the beginning of the year for students to acclimate to their new environment in small groups. Intentional activities are being planned for end of year activities for the following transitions: Pre-K to K, 2nd to 3rd, 5th to 6th, and 8th to 9th grade.</p> <p>As of September 2021, Rose Hill - Magnolia Elementary continues to implement ongoing support to our students who transition from grade to grade and level-to-level. Grade levels will implement relevant actions to ease transitional challenges. Kindergarten has staggered enrollment days at the beginning of the year. Curriculum nights will be held during the school year to discuss what will be assessed at the end of the school year and what the next grade or level will be like for the students.</p>	Limited Development		
<i>How it will look when fully met:</i>		A concrete plan will be created to address transitions from grade level to grade level. Students in 5th grade will attend a transition meeting for 6th grade. Students in 8th grade will attend an open house night to transition them to high school.		Shaquetta Hall	05/31/2023
<b>Actions</b>			<b>0 of 5 (0%)</b>		
		Kindergarten has staggered enrollment days at the beginning of the school year.		Janetta McCullen	05/22/2023
<i>Notes:</i>					

	Each Second-grade class will partner with a third grade class for student led conversations about 3rd grade expectations.		TaNisha Jones	05/28/2023
<i>Notes:</i>				
	An "in school" field trip for rising 6th-grade students to tour the middle school and meet 6th-grade teachers.		Tanya Novakowski	05/28/2023
<i>Notes:</i>				
	Pre-K teachers will collaborate with Kindergarten teachers to host an orientation meeting for parents of students who will be moving up to kindergarten.		DeVante Faison	05/28/2023
<i>Notes:</i>				
	8th grade students will attend a field trip to tour their new high school and will be encouraged to attend Summer Bridge.		Teresa Dixon	05/28/2023
<i>Notes:</i>				

**Core Function:** Dimension B - Leadership Capacity

**Effective Practice:** Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		An LEA Support and Improvement Team has been established. The School Support Team consists of the Superintendent, Chief Officer for STEAMA Curriculum and Instruction/Professional Development, Director of K-5 Curriculum/Data Management Systems, Director of 6-8 Curriculum/Digital Innovation, Director of CTE/9-13 Curriculum, Special Advisor for Federal Programs and School Counseling, Director of Exceptional Children Services, and the Assistant Superintendent for Accountability/Educational Equity/School Improvement/MTSS. The Assistant Superintendent for Human Resources provides personnel support and the Chief Finance Officer provides financial support to help ensure continuous school improvement throughout the district.	Full Implementation		

**Core Function:** Dimension B - Leadership Capacity

**Effective Practice:** Distributed leadership and collaboration

	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of October 2022, the Elite Eagles hospitality committee continues to acknowledge and support staff members in times of celebration and sorrow. Other avenues to address improved school culture	No Development		

	<p>and teacher well-being are being explored. Some ideas include fitness challenges, intentional and regular team-building activities, and meaningful appreciation and recognition efforts.</p> <p>As of September 2021, we will ensure custodial staff has appropriate materials to thoroughly clean the school. We will create a gracious space for teachers to decompress, refresh and reflect in order to practice mindfulness.</p>			
<b>How it will look when fully met:</b>	RHM will experience increased teacher morale, reduced absenteeism, reduced turnover, and higher levels of general well-being and ability to handle job-related stress.		Susan Sellers	05/31/2023
<b>Actions</b>		<b>0 of 2 (0%)</b>		
	CARES funding will be used to acquire some materials and furniture to create a gracious space for teachers.		Susan Sellers	05/31/2023
<i>Notes:</i>				
	CARES funding will be used to purchase a pressure washer, hand truck, and trash pushcart to ensure custodial staff has the resources to complete tasks.		Susan Sellers	05/31/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>As of October 2022, super observations are almost complete for all certified personnel. A matrix has been developed to complete remaining observations in a timely manner throughout the year. In addition to the formal observation process, administration will develop a schedule and look-fors for walkthroughs to provide feedback on specific high impact practices.</p> <p>As of September 2021, the administration will attend PLC meetings for each grade level once per week. The administration will review the meeting minutes that are uploaded to Google Drive. The administration will review PDPs and hold pre and post-conference with teachers to discuss them. The administration will also complete walk-throughs and provide feedback to teachers. The administration will monitor the implementation of guided reading. Also, instructional rounds and</p>	Limited Development		



	lesson plan tuning will be completed multiple times per year.			
<b>How it will look when fully met:</b>	Administrators will adequately monitor curriculum and classroom instruction providing timely, clear, and constructive feedback to teachers, and support staff.		<b>Susan Sellers</b>	<b>05/31/2023</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
	Walk-throughs will be completed by administration and feedback will be given to teachers.		Susan Sellers	05/28/2023
<i>Notes:</i>				
	Lesson plan tuning and instructional rounds will be completed multiple times per year.		Adrian Grandy	05/28/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>As of October 2022, RHM Leadership Team continues to grow in data analysis protocols and subsequent action steps. In the "So What, Now What" model, simply sharing the data is not enough. We must be able to articulate what contributes to successes so it can be replicated and what contributes to challenges so specific prescriptive steps can be implemented to avoid repeated pitfalls. Professional development may be necessary at the school level, grade level, or classroom level based on what the data reveals.</p> <p>As of September 2021, Rose Hill Magnolia Elementary has monthly data conversations on formative and/or summative assessments for core subjects; reading, math, and science. An administrator is present during these conversations. Throughout the year, data conversations are discussed during faculty meetings and vertical alignment meetings.</p>	Limited Development		
<b>How it will look when fully met:</b>		If our school fully met this objective, the Leadership Team would consider both student outcome data and data on patterns of professional practice to help decide what professional development is needed for our staff. A plan would be put in place, based on the data, to ensure the PD is beneficial for all staff. The student performance data would be reviewed to		<b>Susan Sellers</b>	<b>05/31/2023</b>

		determine what professional development is needed. This would be separated by sub-groups (examples: race, gender, income, special education, ELLs, etc.). Classroom observations would also aid in determining options for professional development. The Leadership Team would ultimately be responsible for determining the faculty professional development needs.		
<b>Actions</b>			<b>0 of 5 (0%)</b>	
		The school's walkthrough data will be shared with the administrative team.		Susan Sellers 05/28/2023
<i>Notes:</i>				
		A plan of action should be put in place after the professional development needs have been identified. This plan will include when the professional development will take place, who should attend the professional development, who will present the professional development, etc.		Susan Sellers 05/28/2023
<i>Notes:</i>				
		A sub group assessment data spreadsheet will be created and shared with all teachers to house all pertinent student performance information. Each teacher will be responsible for entering their students' data (example: race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant).		Susan Sellers 05/28/2023
<i>Notes:</i>				
		Based on the data and School Improvement Team discussions a list of needed professional development will be created.		Susan Sellers 05/28/2023
<i>Notes:</i>				
		An overall description of the needs based on the walkthrough data will be created and shared with the School Improvement Team.		Adrian Grandy 05/28/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As of October 2022, RHM has several established means to communicate with parents - newsletters, webpages, apps such as Remind and Class Dojo, curriculum nights, and awards assemblies. This	Limited Development		

	<p>year teachers are expected to hold and document parent conferences at least three times. For parents that have not responded after three attempts, we will utilize our social worker, guidance counselors, and the district parent engagement facilitator to assist.</p> <p>As of September 2021, Rose Hill - Magnolia Elementary faculty and staff will regularly communicate with parents/guardians. A quarterly newsletter will be used to update and communicate with families. It will also be translated. Teachers will use various platforms (class dojo, class tag, remind, Google Hangout, Google Voice, parking lot visits, etc.) to consistently communicate with families about what is taking place in the classroom. Teachers and staff will also develop a Teacher Webpage, or update a current Teacher Webpage, for parents and families to use to communicate with teachers about the curriculum and what is taking place in the classroom. Google Classroom and Canvas will serve as our Learning Management Systems. Teachers will also host parent-teacher conferences and award ceremonies.</p> <p>The school will be able to implement the following: at least two curriculum nights for parents and families. We will host a Title 1 parent night in the fall and in the spring, face-to-face parent conferences, face-to-face awards ceremonies, and a face-to-face diversity program. We will host a Science night in April. Title 1 parent night, conferences, awards ceremonies, science night, diversity program, home visits, etc. will be on a modified scale based on CDC recommendations.</p>			
<p><b>How it will look when fully met:</b></p>	<p>Include sign-in sheets at each event to track attendance - Active parent participation with weekly communication from the school in the form of an all-call at the beginning of the week (in advance) or send out an email once per week consistently that informs parents/families of upcoming events - Hold two or three school events (rather than monthly) to increase participation by both families and staff, and raise engagement - Two curriculum-based events (one at the beginning and one at the end of the year) - Collaborate across different grade levels.</p>		<p>Susan Sellers</p>	<p>05/31/2023</p>
<p><b>Actions</b></p>		<p>0 of 4 (0%)</p>		
	<p>The Parental Involvement Team will prepare a calendar to be distributed with the quarterly newsletter that includes dates for the upcoming quarter.</p>		<p>TaNisha Jones</p>	<p>05/28/2023</p>

<i>Notes:</i>				
	Consistently communicate with families electronically (text messages, email, call) at least one week in advance (and follow up).		Susan Sellers	05/28/2023
<i>Notes:</i>				
	Consistently communicate to families through fliers and electronically at least one week in advance for school activities during and after the school day.		Susan Sellers	05/28/2023
<i>Notes:</i>				
	Update the Rose Hill-Magnolia Calendar, found on the RHM school website, to reflect events in classrooms, sports, school-wide activities, field trips, etc. Calendar information will also be shared in our quarterly newsletter.		Susan Sellers	05/28/2023
<i>Notes:</i>				