School Improvement Plan
2024 - 2025

Chattooga County
Menlo Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Chattooga County
School Name	Menlo Elementary School
Team Lead	Paula Buice
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)The Residency Questionnaire required by McKinney-Vento is also used to identify students in poverty.

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	2024 Spring MAP data indicates a large percentage of students are falling below the 41st percetile in reading achievement and 49% of students did not meet their projected growth on Winter MAPS 2023. 2024 Spring Map Data Achievement- 42% falling below the 41st percentile level in Math, and 45% falling below the 41st percentile level in Reading. In addition, appx 45 percent of students in grades K-8 did not meet projected growth in Reading nor Math. Significant learning gaps and achievement in Reading stand out as a weakness and area for improvement. Demographic data among Gifted and SWD students indicate 60 percent or greater of students who did not meet Reading projected growth targets. A continued focus on stronger implementation of the MTSS framework with fidelity to address learning, as well as, behavioral needs will support teachers in differentiating instruction to meet identified learning needs of all students. A multi-tiered system of supports and thorough understanding of a comprehensive MTSS program and tiered approach to supporting students academically and behaviorally is a current need. A supportive learning environment that maximizes instruction is an overarching need.
Root Cause # 1	Socially economically disadvantaged population of students (78.8% of the student population receives free/reduced lunch) and reading disabilities such dyslexia are noted as root causes of low achievement and low growth. in reading and math. Spring 2024 NWEA MAP data indicate 54% of students in grades 1-8 scored below the 50th percentile achievement in Reading and 30% of students are projected to score proficient and above on Milestones Reading. A higher percentage of SWD are not meeting reading at grade level, but some progress is being made as SWD are demonstrating growth on the 2024 Spring MAP. The 2023 Fall to Winter Map indicated 49% of students did not meet their projected growth in reading.
Goal	60% (or greater) of K-8th grade students overall will perform above the 41st percentile (RIT score) achievement level in Reading and Math. 65% (or greater) of all K-8th grade students will meet or exceed their MAP RIT Growth projection in Reading. and Math. We will also administer the MAPS three times next year, and will aspire for 90% of students in grades 3-8 to increase at least 1 RIT point on the MAP (Fall to Winter) or (Fall to Spring) MAP test terms.

Action Step # 1

Action Step	Teachers will effectively utilize Assessment Data in order to differentiate reading and math instruction. (MAP, HMH benchmarks, JAM/GLOSS, Write Score, MAP Reading Fluency, Reading Eggs, Heggerty, EB Academics for Middle school writing) and utilize Study Island or IXL MAP pathways to provide differentiation. Teachers will focus on goal setting. Teacher/student conferences will occur after each administration of the MAP test and results are achieved. The MAP is given in the Fall, Winter, and Spring.

Action Step # 1

Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Assessment Data/Growth Reports Lesson Plans
Method for Monitoring Effectiveness	MAP data will reflect adequate student growth in Reading and Math.
Position/Role Responsible	Principal Classroom Teachers Success Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	K-5 teachers will continue to use reading program, "HMH into Reading," with fidelity and consistency, implementing guided reading groups and student conferences with goal-setting. Heggerty will supplement HMH reading and will be utilized to create phonological awareness. Wilson Fundations will supplement HMH reading, and will be utilized to build phonic skills. A part-time reading interventionist will assist elementary teachers and students in addressing learning gaps/needs in Reading. Just Words will be used in grades 4-6 to assist in addressing learning gaps and needs. All teachers will be trained in the Science of Reading and Para pros will be trained in Wilson Reading. Delta Math resources will be used to supplement Eureka Math curriculum (K-5th) or Illustrative Mathematics curriculum (6-8th).
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Observations Guided Reading Groups Student Conference Logs
Method for Monitoring Effectiveness	MAPS growth and achievement data HMH weekly benchmarks Math assessments/Exit tickets
Position/Role Responsible	Principal Classroom Teachers Success Team
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Teachers will work in conjunction with the school interventionists (Elementary reading and math), in addition to academic coaches, to analyze data, identify specific learning needs, develop differentiated instruction to address the students learning needs, and monitor student achievement, as well as, growth. All teachers will take part in Professional Learning Communities that focus on improving student achievement in all content areas, creating an academically challenging environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Notes/Minutes/Agendas from PLC's and meeting with interventionist team
Method for Monitoring Effectiveness	MAP Growth and Achievement Reports Georgia Milestone Achievement Reports Students' progress report achievement
Position/Role Responsible	Teachers Interventionist team Academic Coaches Administration
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	In order to better support the academic and SEL needs of our elementary aged students who demonstrate difficulty in learning, all kindergarten classes will have a paraprofessional and one shared paraprofessional in first grade classes, whom will provide additional support for targeted small group instruction. Part-time interventionists will provide support for elementary teachers and students to address learning needs/gaps in Reading and Mathematics. Part-time interventionists will provide support for middle school teachers and students addressing learning gaps/needs in Math. As funding is allowed plans to add a middle grades reading interventionist will be finalized.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MAP growth data and small group intervention data/reports/student goal setting
Method for Monitoring Effectiveness	MAP Growth and achievement data
Position/Role Responsible	Classroom Teacher
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Rewards and incentives for student who are working to improve their students achievement will be provided. Reading incentives will be set to encourage literacy. Library Media Specialist will meet to brainstorm ideas to encourage reading for pleasure among students. Attendance rewards will continue to promote school attendance.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Increased achievement and reward participation.
Method for Monitoring Effectiveness	Student qualification will continue to increase.
Position/Role Responsible	Leadership Team Administrator Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Nationally, students are underperforming, particularly in science, technology, engineering and mathematics (STEM) subjects. Also, STEM careers have declined. At MES, 21st century skills consisting of knowledge construction, real-world problem solving, skilled communication, collaboration and use of information for learning and self-regulation have been identified as necessary skills to grow in knowledge, work ethic and performance. The acquisition of 21st Century skills will help students be successful in all areas of formal school, as well as, adapt and thrive in ever changing world. These skills will help build academic and SEL skills.
Root Cause # 1	Growth mindset, self regulation, skilled communication and problem solving are areas that need to grow among our students to provide confidence in learning. Socially economically disadvantaged students have limited exposure to STEM related careers and activities in Chattooga County. Generational poverty establishes apathy towards learning, as well as self motivation, and students do not demonstrate growth towards projected targets, develop poor work habits, and perform below grade level due to these conditions.
Goal	Teachers will increase STEM literacy and improve the effectiveness and attitudes for all students as related to STEM thinking/processes through STEM PD for educators, implementing interdisciplinary STEM lessons/projects, and providing computer science courses to ALL (100%) of 7th/8th grade students..

Action Step # 1

Action Step	All science teachers will participate in Professional Learning Communities (3-4 times a year) and GYSTC to focus on building STEM thought processes in science. Science teachers will partner with GYSTC director and other STEM professionals (Georgia Power, Shorter College STEM Day, etc.) to plan monthly STEM lessons with students.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	STEM activities and PD planned in conjunction with GYSTC, Georgia Power Lesson plans
Method for Monitoring Effectiveness	Science PLC agendas/sign in sheets
Position/Role Responsible	Academic Coach Instructional Technology Coach Teachers STEM Implementation Team Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GYSTC and other STEM professionals will work with teachers in developing STEM activities to be used quarterly, in addition, with family engagement initiatives through math/science family nights.

Action Step # 2

Action Step	Implement the new computer science GSE in computer science courses in middle grades 6-8, while K-5 teachers will scaffold instruction from simple familiarization in the K-2 grade band to deeper involvement in the 3-5. Robotics/Coding will also be introduced in the computer science course for grades 7-8.. (Purchase of Vex Robots, 3 New Sets of Robots, and Spheroes to teach coding.) (Continued use 24-25) May work into ELT
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Student progress and attitude/interest surveys
Method for Monitoring Effectiveness	Student completion of computer science courses

Action Step # 2

Position/Role Responsible	K-5 teachers Technology Instructional Coach Computer Science teacher (6-8)
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	To increase STEM learning opportunities for our students, the middle grades teachers will incorporate more House Days during the 24-25 school year the have a STEM focus. In an effort to build literacy skills, and build literature awareness K-5 teachers will incorporate activities learned from the Science of Reading class.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher and Student feedback
Method for Monitoring Effectiveness	Student progress and attitude/interest surveys
Position/Role Responsible	K-5 teachers, Computer of Science (6-8), STEM Implementation Team, Administration
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GYSTC Partnership and other STEM professionals will assist with development and implementation of STEM activities.

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	School Culture - Provide a Safe and orderly environment that maximizes instruction in a new building (setting) and maximizes safety for all students.
Root Cause # 1	Students and staff are acclimating to a new building for the 2023-24 school year that is designed very differently from the current building. Safety and transition plans, in addition to rituals/routines, will need to be re-evaluated to ensure a safe and orderly environment that maximizes instructional time and safety for all students.
Goal	Update and educate faculty and students on safety plan and discipline expectations in the building.

Action Step # 1

Action Step	Update School Safety/Discipline plans, procedures and equipment to provide a strong sense of safety in the building. Provide education, training and awareness to all faculty and students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	High ratings on safety portion of student survey and teacher surveys.
Method for Monitoring Effectiveness	Few behavioral incidents reported within new building.
Position/Role Responsible	All faculty and staff
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Town of Menlo Fire Department

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social Emotional Health and Achievement Ability - Maximize the personal growth and development of all students so they can achieve academic success.
Root Cause # 1	Physical and emotional needs which impede academic performance. Behavioral referrals tend to trend towards inappropriate use of social media.Due to this trend, Menlo will be partnering with the SRO to communicate to students and parents the impact of social media on academic achievement, productivity and mental health (student anxiety and depression).
Goal	Provide focus, training and support personnel to ensure students' physical, social, emotional and academic needs are met.

Action Step # 1

Action Step	All classroom teachers attended PL regarding effective and positive classroom management/restraint training(May 30,2023) interventions to address behavioral needs of students that impede learning. All staff took the PL on Signs of Suicide Prevention training, McKinney Vento training, CPR training, and STOP the bleed training. Teachers establish rituals and routines early in the school year. Teachers create behavior plans for individual students if needed in order to meet their behavioral need.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Behavioral plans and classroom rituals/routines reflect use of Positive Classroom Management PL.
Method for Monitoring Effectiveness	Less behavior referrals and increased student growth/achievement
Position/Role Responsible	All classroom teachers
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Effectively utilize counseling services and nursing services to increase students' safety and work to meet the basic needs of students (clothing, food, shelter) in order to reach higher levels of hierarchy of needs which yields higher levels of academic performance. At the beginning of the 2024-2025 school year our school nurse will provide good hygiene tips to every class.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Health Surveys will yield higher results in the areas of social and emotional support.
Method for Monitoring Effectiveness	Higher student achievement and growth reflected on MAPs and Milestones data.
Position/Role Responsible	All staff
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnerships that help: Menlo First Baptist Church and Summerville UMC help donate food for helping hands. Chattooga County 4-H donates clothing after their yearly yard sale. Churches in the county help with scholarships to help pay for field trips, etc..

Action Step # 3

Action Step	Provide students with training programs and awareness to support them with coping skills/methods/interventions concerning social media use regarding cyber bullying and inherent weaknesses exercising self-regulation.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Programs and awareness activities
Method for Monitoring Effectiveness	Less behavioral referrals regarding social media cyber bullying and increased student focus on academic achievement
Position/Role Responsible	All faculty and staff
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Shannon Bond (contract counselor) offers counseling for students. Chattooga County mentors program helps build relationships with students and mentors in our community.