



School Improvement Plan 2021 - 2022



Chattooga County Menlo Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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| 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) | |
|---|---|
| <input checked="" type="checkbox"/> | Traditional funding (all Federal funds budgeted separately) |
| <input type="checkbox"/> | Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY |
| <input type="checkbox"/> | 'FUND 400' - Consolidation of Federal funds only |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|--|
| <input checked="" type="checkbox"/> | Free/Reduced meal application |
| <input type="checkbox"/> | Community Eligibility Program (CEP) - Direct Certification ONLY |
| <input checked="" type="checkbox"/> | 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

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| Overarching Need as identified in CNA Section 3.2 | MAP data indicates many students, 43% and greater, falling below the 41st percentile level in Reading and Math. In addition, more than 50 percent of students in grades K-8 did not meet projected growth. Significant learning gaps and achievement in Reading stand out as a weakness and area for improvement. Demographic data among Gifted and SWD students indicate 70 percent or greater of students who did not meet Reading projected growth targets. |
| Root Cause # 1 | Greater than 43% of students in grades 1-8 are not meeting meeting "on grade level" reading proficiency nor meeting their projected learning growth goals.. The majority of this percentage fall into the SWD subgroup. Best research practices that address differentiation for the academic, social and behavioral needs of students whom live in poverty and a stronger knowledge base of the systemic, explicit reading instructional HMH curriculum practiced with fidelity are identified as root causes for the percentage of students not meeting proficiency. Interventionist to assist in the identification of students' learning and behavioral needs, as well as, support in implementation of targeted interventions will provide stronger resources to the staff and students to better address learning needs and monitor students progress. Further PD in utilizing MAP data to differentiate for students' learning needs and utilizing Study Island Learning Pathways to effectively target, as well as, monitor student performance is needed in order to better equip staff with providing instructional opportunities that allow optimal growth for all students. |
| Goal | 50% (or greater) of K-8th grade students will perform above the 41st percentile (RIT score) level in Reading and Math. 50% (or greater) of all K-8th grade students will meet or exceed their MAP RIT Growth projection in Math and Reading. |

Action Step # 1

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| Action Step | Teachers will effectively utilize Assessment Data in order to differentiate reading and math instruction. (MAP, HMH benchmarks, JAM/GLOSS, Write Score) |
| Funding Sources | Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A |

Action Step # 1

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| 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 and Effectiveness | Assessment Data/Growth Reports Lesson Plans |
| Position/Role Responsible | Principal Classroom Teachers Success Team |
| Timeline for Implementation | Quarterly |

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| 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)? | |
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Action Step # 2

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| Action Step | K-5 teachers will continue to use the newly purchased reading program, "HMH into Reading," with fidelity and consistency, implementing guided reading groups and student conferences with goal-setting. |
| Funding Sources | Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B |

Action Step # 2

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| Funding Sources | 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 and Effectiveness | Lesson Plans Observations Guided Reading Groups Student Conference Logs |
| Position/Role Responsible | Principal Classroom Teachers Success Team |
| Timeline for Implementation | Weekly |

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| 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)? | |
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Action Step # 3

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| Action Step | Teachers will work in conjunction with the district-wide interventionist team, 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. |
| Funding Sources | Title I, Part A IDEA Consolidated Funding |

Action Step # 3

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| 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 and Effectiveness | Lesson plans Notes/Minutes/Agendas from PLC's and meeting with interventionist team |
| Position/Role Responsible | Teachers Interventionist team Academic Coaches Administration |
| Timeline for Implementation | Weekly |

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| 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)? | |
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Action Step # 4

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| Action Step | In order to better support the academic and SEL needs of our elementary aged students who demonstrate learning loss due to the COVID pandemic, all kindergarten and 1st grade classes will have a paraprofessional to provide additional support for targeted small group instruction. ? |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged |
| Systems | Coherent Instruction Supportive Learning Environment |

Action Step # 4

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| Method for Monitoring Implementation and Effectiveness | MAP growth data and small group intervention data/reports/student goal setting |
| Position/Role Responsible | Classroom Teacher |
| Timeline for Implementation | Yearly |

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| 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)? | |
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | MAP data show that a large percentage of students in Math and Reading did not meet projected growth, indicating a need for differentiation and targeted instruction to address students' individual learning needs. A stronger understanding and implementation of the MTSS framework 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. |
| Root Cause # 1 | The lack of staff understanding and buy in, as well as a successful implementation of MTSS that addresses both academic and behavioral needs of students has been identified as a root cause. Practicing TBRI with fidelity to address behavioral needs has been identified as a root cause as all staff has not had buy in. Further PD opportunities and coaching to support teachers in identifying specific learning needs and adjust instruction to accommodate for those needs are areas of growth. |
| Goal | By May of 2022, 100% of faculty/staff will receive professional learning to develop and implement with fidelity a MTSS framework. 80% of the teaching staff will effectively implement MTSS practices as measured by the MTSS Implementation Rubric, TKES/LKES and focus walks. |

Action Step # 1

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| Action Step | A MTSS implementation team will be formed to redeliver PD and guidance in the MTSS framework. |
| Funding Sources | Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |

Action Step # 1

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| Method for Monitoring Implementation and Effectiveness | lesson plans and classroom observations Agendas/minutes from PLC and PD |
| Position/Role Responsible | MTSS implementation team classroom teachers special education resource teachers Administration Interventionist |
| Timeline for Implementation | Monthly |

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| 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)? | |
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Action Step # 2

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| Action Step | The MTSS Implementation Rubric will be administered as a pre survey to identify areas for improvement with the MTSS framework, and administered again at the end of the year as a post survey to measure school level fidelity of MTSS implementation. |
| Funding Sources | Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A |
| Subgroups | Economically Disadvantaged Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson plans and classroom observations |
| Position/Role Responsible | Teachers Academic Coach MTSS Implementation Team |

Action Step # 2

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| Position/Role Responsible | Administration |
| Timeline for Implementation | Yearly |

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| 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)? | |
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Action Step # 3

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| Action Step | All staff will be trained in the MTSS framework and recording processes in the Infinite Campus platform. Teachers will utilize the PD to implement with fidelity the multi-tiered system of support for academic and behavioral needs of students. |
| Funding Sources | Title I, Part A Title II, Part A Title III, Part A Title IV, Part A IDEA |
| 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 and Effectiveness | MTSS student documentation, data and records IC Platform TBRI surveys Discipline referrals |
| Position/Role Responsible | Staff Interventionists Academic Coaches |

Action Step # 3

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| Position/Role Responsible | Administration MTSS Implementation Team |
| Timeline for Implementation | Monthly |

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| 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)? | |
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

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| 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 has 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. The COVID pandemic has appeared to bring about apathy towards learning, as well as self, as students do not demonstrate growth towards projected targets, develop poor work habits, and perform below grade level due to learning loss over the pandemic. |
| 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 6th/7th grade students.. |

Action Step # 1

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| Action Step | Teachers will receive professional development in STEM teaching strategies and implement these inquiry based learning strategies to build critical thinking skills. At minimum, one STEM lesson per grade level per semester will be explored across all grade levels. |
| Funding Sources | Title I, Part A Title II, Part A Title III, Part A Title IV, 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

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| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Benchmarks, Milestones, MAP and teacher attitude/interest surveys (STEM interest) Lesson plans |
| Position/Role Responsible | Academic Coach Instructional Technology Coach Teachers STEM Implementation Team Administration |
| Timeline for Implementation | Monthly |

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| 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)? | Discovery Ed - PD 2 sessions remaining, NWGA RESA and Georgia Tech partnership |
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Action Step # 2

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| 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. |
| Funding Sources | 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 and Effectiveness | Lesson plans Student progress and attitude/interest surveys MAP Science data |
| Position/Role Responsible | K-5 teachers Technology Instructional Coach Computer Science teacher (6-8) |
| Timeline for Implementation | Weekly |

Action Step # 2

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| <p>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)?</p> | |
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