



School Improvement Plan 2021 - 2022



**Hall County
McEver Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	McEver Elementary School
Team Lead	Brittney Bennett

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 type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students at McEver have historically under-performed in the area of ELA
Root Cause # 1	We need to continue to support balanced literacy and academic vocabulary development in both our English classes and Dual Immersion classes.
Goal	<p>During the 2021-2022 school year, McEver will increase the number of students by 10% meeting mastery from August administration to May administration, as measured but Map or Beacon in grades 1st-5th.</p> <p>During the 2021-2022 school year, McEver will increase by 3% the number of students writing on or above grade level based on opinion writing samples scored using state writing rubrics (3rd-5th) and standards-based writing rubrics (K-2nd).</p>

Action Step # 1

Action Step	The teachers will be completing benchmarks for each academic goal-at least three times a year. The teacher and PLC team will review student work and collaborate on strategies to improve student achievement with a focus on Balanced Literacy and Academic Vocabulary-in both English classes and Dual Immersion classes . A clear protocol will be established. The protocol will include time to analyze assessments and use the results to inform instruction and improve teacher practices/student achievement.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	PLCs; Grade Level Data Collection form Updated three times a year-BOY, MOY, EOY; Data Talks; TKES observations
Position/Role Responsible	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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 2

Action Step	The use of an instructional coach to work with staff, parents and students (meet/learn; PLC; specific Literacy PL).
Funding Sources	Title I, Part 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 and Effectiveness	PLC's, Agendas, Sign-In Sheets
Position/Role Responsible	Administration
Timeline for Implementation	Monthly

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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 3

Action Step	Reduce class size with additional certified staff-as needed to increase achievement among the lowest performing students
Funding Sources	Title I, Part 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 and Effectiveness	Grade Level Data Collection-BOY, MOY, EOY; PLCs
Position/Role Responsible	Adminstration
Timeline for Implementation	Others : 3x a year

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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 4

Action Step	Our staff will work collaboratively to create a language rich environment to address the language needs of our diverse learners with an emphasis on reading, writing, listening, speaking, and thinking, while incorporating Strategies that Create a Classroom of Resilience and Classroom Libraries (range of texts; leveled texts).
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade Level Data Collection-BOY, MOY, EOY; PLCs
Position/Role Responsible	Administration and instructional coach
Timeline for Implementation	Others : 3x a year

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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 5

Action Step	Ongoing professional learning using internal staff, system level TOSA's and external resources.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-In Sheets, Student Work Samples, PLCs
Position/Role Responsible	Administration and instructional coach
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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 6

Action Step # 6

Action Step	Incorporating a Check-In with each student or group daily that focuses on Social Emotional Learning during workshop time to build relationships, increase engagement, and increase student achievement
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES Observations; 200% Accountability Scoreboard
Position/Role Responsible	Administration, Leadership Team, Instructional Coach
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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 7

Action Step # 7

Action Step	Provide Summer School for our students that qualify to provide remediation to increase student achievement
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	BAS; Math Fluency
Position/Role Responsible	Summer School Coordinator; Administration; Teachers
Timeline for Implementation	Others : EOY compared to BOY

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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students at McEver have historically under-performed in the area of math
Root Cause # 1	Math continues to be an area that we need to work on problem solving, fluency, and the process standards.
Goal	During the 2021-2022 school year, McEver will have 75% of the students master 90% of their required math facts in Grades 1-5, as measured by Hall County Schools Math Fluency Benchmarks.

Action Step # 1

Action Step	Students will use continuous fluency practice in the classroom. (Math instructional time extended to at least 80 minutes per grade level); Analyzing IKAN scores and assessments to drive instruction and increase student achievement
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Fluency Assessments/IKAN-BOY, MOY, EOY
Position/Role Responsible	Teachers/Administration/Instructional Coach
Timeline for Implementation	Others : 3x a year

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)?	Pioneer RESA, YMCA, UNG, Center Point, Pleasant Hill Baptist Church.
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Action Step # 2

Action Step	Implementation of math strategies which support mathematical writing, application and process standards. (Math instructional time extended to at least 80 minutes per grade level); Implementation of Eureka Math in grade K-4th; Analyzing GLOSS scores and assessments to drive instruction and increase student achievement
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Beacon/MAP BOY, MOY, EOY; GLOSS/IKAN; Exit Tickets/Unit Assessments
Position/Role Responsible	Teachers, Administration, TOSA, Instructional Coach
Timeline for Implementation	Others : 3x a year

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)?	Pioneer RESA, YMCA, UNG, Center Point, Pleasant Hill Baptist Church.
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Action Step # 3

Action Step	Reduce class size with additional certified staff-as needed
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Beacon/MAP Progress BOY, MOY, EOY
Position/Role Responsible	Teachers, Administration, Instructional Coach
Timeline for Implementation	Others : 3x a year

Action Step # 3

<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>	<p>Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department</p>
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Action Step # 4

<p>Action Step</p>	<p>Staff will utilize a variety of technology tools to support mathematical fluency and process standards.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Pull Student Data Reports-MobyMax or Zearn</p>
<p>Position/Role Responsible</p>	<p>Administration</p>
<p>Timeline for Implementation</p>	<p>Others : 3x a year</p>

Action Step # 4

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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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Action Step # 5

Action Step	Ongoing professional learning using internal staff, system level TOSA, and external resources.
Funding Sources	Title I, Part A Title I, Part D Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-In Sheets, Student Work Samples
Position/Role Responsible	Teachers, TOSA, Administration, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 5

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)?	Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To revisit our Mission and Vision with a focus on Arts Integration.
Root Cause # 1	Arts Integration professional learning for the faculty and staff.
Goal	By May 2022, 100% of the teachers will be incorporating arts-based strategies into their lesson plans and within classroom instruction to "Hook"-Engage the students into their content lessons.

Action Step # 1

Action Step	Provide Arts Integration professional learning and develop arts integrations lessons collaboratively
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-In sheets, Student Work Samples
Position/Role Responsible	All staff because this is a school wide initiative.
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)?	Heather Wayne Dance Studio and Pleasant Hill Baptist Church.
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Action Step # 2

Action Step	The art committee will continue to add to the Art Canvas course to provide professional learning support and lessons for teachers to implement into their instruction.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Canvas, Agendas, Sign-In Sheets; Lesson Plans
Position/Role Responsible	All staff because this is a school wide initiative. A Growing Admin Leader will lead the initiative with the Administration Team.
Timeline for Implementation	Monthly

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)?	Heather Wayne Dance Studio and Pleasant Hill Baptist Church.
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Action Step # 3

Action Step	As a school, we will be focusing on the "Hook" section of the Hall County Essential Lesson Components. All staff will implement Arts Integration lessons into their instruction to "Hook" students at least twice a week. A "Hook" is needed for all lessons, but we will be focusing on incorporating at least two of the ones each week to be arts-based.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans; TKES Observations
Position/Role Responsible	All staff because this is a school wide initiative.
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)?	Heather Wayne Dance Studio and Pleasant Hill Baptist Church.
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Action Step # 4

Action Step	All students will participate in CREATE on Fridays. The students will participate in four CREATE sessions (8 weeks) of arts exploration, which will provide an additional trusted adult opportunity for our students.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
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 and Effectiveness	Student Work Samples/Portfolios; 200% Accountability Scoreboard
Position/Role Responsible	All staff because this is a school wide initiative.
Timeline for Implementation	Quarterly

Action Step # 4

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)?	Heather Wayne Dance Studio and Pleasant Hill Baptist Church.
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>In May, the staff facilitated by the leadership team, began to review multiple data sources and rank the school on the the CLIP. The findings were then discussed and agreed upon. Next, in teams facilitated by members of the leadership team, the faculty began to draft the SIP. In June, the leadership team again met to share and compile. Throughout this process, members of the central office provided support and guidance. In July, copies of the plan were provided to stakeholders. In August and September the plan will be shared with parents.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>More than 83% of the students are economically disadvantaged and 85% are ethnic minorities, so a comprehensive school improvement plan will directly address these students' needs. Currently there are no teachers teaching out of field. Fewer than 4% of the staff have taught less than four years. Additionally there are multiple staff members who speak Spanish.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>An instructional coach provides ongoing professional learning to staff members and episodic reduction of teacher/pupil ratio. These include but are not limited to: modeling, direct instruction to students, lesson study, facilitating PLCs, and examining student work. An additional staff member provides support in math and literacy in lower grades. The school counselor/parent liaison works as the liaison between students, families and social services.</p>
<p>4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mptiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>NA-McEver is School-wide Title 1 School.</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Each spring, as a school system, we have a time period where the school is open for registration of incoming kindergarten students, and these students are assessed formally by our staff. This registration period is well publicized and well attended. Additionally in May, we offer two classes for parents and students to help them understand the expectations for kindergarten and their child's current level of performance. Students who already have an IEP will have a transition meeting before the school year begins. We have a bilingual parent liaison and multiple bilingual staff members who are able to assist our families whose first language is Spanish. The entire staff welcomes the students and provides them with routines and procedures to help ensure their success. This year, we will continue to have a kindergarten transition camp in July for rising kindergartners.</p>
<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA</p>
<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Staff are encouraged to have administration come to the classroom when there are behavioral concerns rather than sending students to the office. There is a set of positive behavior expectations which will be implemented for all students during the 2021-2022 school year. Students with identified behavioral challenges have paraprofessionals who support them throughout the school day. A review of previous years' discipline reports does not show disparity between subgroups.</p>

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	McEver Arts Academy faces challenges as identified in the root cause analysis, but is positioned to make gains for students. As identified earlier, retention of high quality staff members and ongoing professional learning will help us reach our goals.
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