



# School Improvement Plan 2024 - 2025



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	Laurie Hitzges
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)	
<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 structured literacy and academic vocabulary development in both our English classes and Dual Immersion classes.
Goal	During the 2024-2025 school year, McEver will increase the percentage of students meeting Spring 2024 to Spring 2025 Projected Growth by 5% in the area of Reading (K-5th) as measured by NWEA MAP. (47% up to 52%)

Action Step # 1

Action Step	The teachers will be completing benchmarks for each academic goal-at least two times a year. The teacher and PLC team will review student work and collaborate on strategies to improve student achievement with a focus on Structured Literacy and Academic Vocabulary-in both English classes and Dual Immersion classes. A clear protocol will be established for the purchase and use of technology, software, hands on materials and supplies. 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 III, 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	Grade Level Data Collection form Updated at least three times a year-BOY, MOY, and/or EOY;
Method for Monitoring Effectiveness	Increase the number of students reading on grade level and MAP reading growth
Position/Role Responsible	Administration and Staff
Timeline for Implementation	Others : 2x a Year

Action Step # 1

<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 # 2

<p>Action Step</p>	<p>The use of an instructional coach, contracted services specialist, and/or TOSA to work with staff, parents and students (Snack and Learn; PLC; specific Literacy PL, Lead Peer Observations) to aid in teaching, assessing, and responding.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, Part A Title III, Part A</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</p>	<p>PLC's, Agendas, Sign-In Sheets</p>
<p>Method for Monitoring Effectiveness</p>	<p>Increase the number of students reading on grade level and MAP reading growth</p>
<p>Position/Role Responsible</p>	<p>Administration; Instructional Coach and TOSA</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

Action Step # 2

<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 # 3

<p>Action Step</p>	<p>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).</p>
<p>Funding Sources</p>	<p>Title I, Part A Title III, Part A</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</p>	<p>Grade Level Data Collection-BOY, MOY, and/or EOY; PLCs</p>
<p>Method for Monitoring Effectiveness</p>	<p>increase number of students meeting their projected reading growth</p>
<p>Position/Role Responsible</p>	<p>Administration; instructional coach; Staff</p>
<p>Timeline for Implementation</p>	<p>Others : 2x a year</p>

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

Action Step	Engage teachers in school wide walk-throughs to observe and reflect on literacy best practices; provide feedback from walk-throughs in order to improve instructional practices.
Funding Sources	Title I, Part A
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	Walk-through Instruments; Reflections
Method for Monitoring Effectiveness	increase number of students meeting their projected reading growth
Position/Role Responsible	Administration; Instructional Coach and Staff
Timeline for Implementation	Others : 2x 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	Provide Summer School for our students that qualify to provide remediation to increase student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Pre and post test of academic achievement, attendance records
Method for Monitoring Effectiveness	increased number of students meeting their projected growth
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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Action Step # 6

Action Step	We will collaborate closely with parents and family members to offer comprehensive guidance, regular meetings, and valuable resources to assist them in supporting their child at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Subgroups	Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	surveys/feedback forms
Method for Monitoring Effectiveness	Increase number of students meeting their projected reading growth
Position/Role Responsible	Teachers, Instructional Coach, Parent Liaison, Admin
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 # 7

Action Step	We will leverage intervention teachers and paraprofessionals to effectively address students' individual learning needs and provide the necessary support for their academic progress.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	schedule; grade level collection form
Method for Monitoring Effectiveness	Increase number of students meeting their projected reading growth
Position/Role Responsible	Administration; Teacher; Para



Action Step # 7

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)?	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	2. During the 2024-2025 school year, McEver will increase the percentage of students meeting Spring 2024 to Spring 2025 Projected Growth by 3% in the area of Math (K-5th) as measured by NWEA MAP. (55% up to 58%)

Action Step # 1

Action Step	Empower and educate students on how to self monitor their math fluency growth. Engage in data driven goal setting with 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	Fluency Assessments-BOY, MOY, EOY
Method for Monitoring Effectiveness	Increase the number of students meeting their fluency mastery
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, including instructional technology and hands on materials; Implementation of Eureka Squared in grade K-5th; Analyzing MAP scores and assessments to drive instruction and increase student achievement.
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	MAP-BOY, MOY, EOY
Method for Monitoring Effectiveness	Increase the number of students meeting their projected math growth
Position/Role Responsible	Teachers, Administration, TOSA, 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, YMCA, UNG, Center Point, Pleasant Hill Baptist Church.
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Action Step # 2

<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, YMCA, UNG, Center Point, Pleasant Hill Baptist Church.</p>
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Action Step # 3

<p>Action Step</p>	<p>We will utilize a combination of internal staff, contracted services, instructional coaches, system-level TOSAs (Teacher on Special Assignment), and external resources to foster continuous professional learning opportunities for our educators.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, Part A Title III, Part A</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</p>	<p>Agendas, Sign-In Sheets</p>
<p>Method for Monitoring Effectiveness</p>	<p>Increase the number of students meeting their projected math growth</p>
<p>Position/Role Responsible</p>	<p>Teachers, TOSA, Administration, Instructional Coach</p>
<p>Timeline for Implementation</p>	<p>Others : 2x a year</p>

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>We will leverage intervention teachers and paraprofessionals to effectively address students' individual learning needs and provide the necessary support for their academic progress.</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Family and Community Engagement</p>
<p>Method for Monitoring Implementation</p>	<p>survey/feedback</p>
<p>Method for Monitoring Effectiveness</p>	<p>Increase the number of students meeting their projected math growth</p>
<p>Position/Role Responsible</p>	<p>teachers, instructional coach, parent liaison, admin</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

<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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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To educate the staff about the Arts
Root Cause # 1	Arts Integration professional learning for the faculty and staff.
Goal	During the 2024-2025 school year, McEver will implement arts integration experiences for the students each nine weeks.

Action Step # 1

Action Step	Provide an online arts-integration collection of instructional support and lessons for teachers to implement into their instruction.
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 Supportive Learning Environment
Method for Monitoring Implementation	Canvas course use report
Method for Monitoring Effectiveness	Increase student engagement; increase the number of students meeting their projected growth scores in Reading and Math on MAP.
Position/Role Responsible	All staff because this is a school wide initiative.
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)?	Pleasant Hill Baptist Church
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Action Step # 2

Action Step	Teachers will utilize provided Arts Integration resources, on a quarterly basis, and develop arts integration lessons collaboratively.
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 Supportive Learning Environment
Method for Monitoring Implementation	Art Experiences with integrated lessons in lesson plans
Method for Monitoring Effectiveness	Increase student engagement; increase the number of students meeting their projected growth scores in Reading and Math on the MAP
Position/Role Responsible	All staff because this is a school wide initiative.
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)?	Pleasant Hill Baptist Church
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Action Step # 3

Action Step	Teacher will engage students in quarterly arts experiences, providing feedback in order to improve instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Arts/Curriculum nights showcase
Method for Monitoring Effectiveness	Increase student engagement; increase the number of students identifying their trusted adult
Position/Role Responsible	All staff because this is a school wide initiative.
Timeline for Implementation	Others : 2 times 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)?	Pleasant Hill Baptist Church
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Action Step # 4

Action Step	All students will participate in CREATE on Wednesdays, 15 times a semester. The students will participate in CREATE sessions exploring literacy and the arts, which will provide an additional trusted adult opportunity for our students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans for CREATE
Method for Monitoring Effectiveness	Increase teacher staffs' knowledge of arts integration which positively impacts student learning outcomes



Action Step # 4

Position/Role Responsible	All Staff
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)?	Pleasant Hill Baptist Church
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).</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 the fall, copies of the plan will be provided to stakeholders. In August and September the plan will be shared with parents.</p>
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<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 87% 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 14% of the staff have taught less than four years. Additionally there are multiple staff members who speak Spanish.</p>
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<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>
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<p>4. If applicable, provide a description of how teachers, in consultation 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 multiple (a minimum of 2) objective,</p>	<p>NA-McEver is School-wide Title 1 School.</p>
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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.

### 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; andIncreased 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 PBIS positive behavior expectations that were introduced in the 2023-2024 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

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>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.</p>
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