



School Improvement Plan 2021 - 2022



Jackson County Maysville Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jackson County
School Name	Maysville Elementary School
Team Lead	Michele Archibald

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input checked="" 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	Large percentage of students (across all subgroups) demonstrate below grade level mastery in reading.
Root Cause # 1	Limited readiness skills in reading among students when entering school.
Root Cause # 2	Higher percentages of students whose first language is not English.
Root Cause # 3	Economically disadvantaged students' school readiness skills are markedly lower than their peers.
Root Cause # 4	Lack of consistent educational opportunities and instruction for students who experience high transiency.
Goal	By Spring 2022, the percentage of students in grades K-5 meeting or exceeding individual RIT growth target goals on the Measures of Academic Progress (MAP) in reading will increase to 75% and the percentage of students in K-5 meeting or exceeding individual reading level growth target goals on the Fountas & Pinnell Benchmark Assessment System (BAS) will increase to 75%.

Action Step # 1

Action Step	Implement consistent, pervasive Tier I reading instruction at all grade levels including: a. Reading Workshop Model with grade level standard mini-lesson, small group guided reading, word work (Foundations PK-3), and independent reading time. b. Personalized online reading instruction (ExactPath, Reading A-Z, ReadTheory, and Reading Eggs) c. Fountas & Pinnell Word Study Pilot (K-5) d. Independent reading and conferring (targeted, daily focus with support from all teachers and paraprofessionals) e. Advanced Content instruction (in grades 4 and 5) with Gifted Teacher and small group remedial instructional support with paraprofessionals and EIP support teachers for all other students.
Funding Sources	Consolidated Funding
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

Method for Monitoring Implementation and Effectiveness	Daily Schedule, MAP Data, Fountas & Pinnell Data, Foundations Informal Assessments, TKES Walkthroughs and Observations, Coaching visits & feedback, Meeting agendas, sign-in sheets, & lesson plans.
Position/Role Responsible	Teachers, Administrators, District Curriculum Specialist, Instructional Coach, NEGA RESA Literacy Specialist
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)?	Northeast Georgia RESA
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Action Step # 2

Action Step	Implement student goal setting in all grades: a. MAP growth targets (K-5) b. Sight words (K-2) c. Letters/Sounds (K) d. Reading Level (K-5)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP Data, Fountas & Pinnell Data, TKES Walkthroughs and Observations, Coaching visits and feedback, Classroom artifacts
Position/Role Responsible	Teachers, Administrators, Instructional Coach
Timeline for Implementation	Others : Varies based upon monitoring of goal.

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)?	
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Action Step # 3

Action Step	Utilize formal and informal student reading performance data to identify student growth needs, plan for instruction including ELT, and to monitor student growth and progress towards goals. Data sources include, but not limited to: a. Formal and informal measures of student reading skills and understandings in grades K-5 (including F&P, MAP, and informal performance assessments) b. Formal and informal measures of basic literacy concepts in K-3 (including GKIDS, Acadience, Foundations Unit Assessments). c. MTSS processes including KidTalks (Tier 1 instruction and Tiers 2 and 3 interventions)
Funding Sources	N/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 and Effectiveness	MAP Data, Fountas & Pinnell Data, Acadience Data, THE Data Spreadsheet, Intervention Plans, School level and grade level data team meeting sign-in sheets, agendas, monthly KidTalks and MTSS meeting notes, lesson plans, TKES Walkthroughs and Observations, Coaching visits and feedback.
Position/Role Responsible	MTSS Facilitators, Teachers, Administrators, Instructional Coach
Timeline for Implementation	Monthly

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)?	
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Action Step # 4

Action Step	Strategic scheduling of paraprofessionals and support teachers to support small group reading instruction (flexible grouping and aligned to identified student needs).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School-wide Master Schedule, Classroom Observations, MAP Data, Fountas & Pinnell Data
Position/Role Responsible	Teachers, Paraprofessionals, Administrators
Timeline for Implementation	Others : Ongoing Daily

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 # 5

Action Step	Integration of targeted professional learning opportunities and professional goal setting with all teachers, including personalized support from instructional coach. Needs identified through school improvement plan, teacher self-reflection, walkthroughs/observations, and student performance data.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	School Professional Learning Plan, TKES, PL Goal Mid Year and End of Year Progress Monitoring (TKES Platform), PLC Agendas and Sign In Sheets, Coaching visits and feedback.
Position/Role Responsible	Administrators, Instructional Coach, District Curriculum Coordinator, PL Facilitators, Mentors
Timeline for Implementation	Others : Ongoing

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)?	Northeast Georgia RESA
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Action Step # 6

Action Step	Implementation of after school and summer learning/tutoring to support identified reading strands/skills among students. Needs identified through data sources identified in action step 3.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	After school and summer learning lesson plans, attendance logs, MAP data, and student Pre and Post Tests.
Position/Role Responsible	After School and Summer Learning Lead Facilitators
Timeline for Implementation	Others : Weekly During School Year and During Summer

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

Overarching Need as identified in CNA Section 3.2	Low percentage of students (across all subgroups) scoring Proficient and Distinguished on Math GMAS.
Root Cause # 1	Economically disadvantaged students' school readiness skills are markedly lower than their peers.
Root Cause # 2	Lack of consistent educational opportunities and instruction for students who experience high transiency.
Root Cause # 3	Limited readiness skills in math among students when entering school.
Root Cause # 4	Higher percentages of students whose first language is not English.
Goal	By the year 2022, the percentage of students in grades K-5 meeting or exceeding individual RIT growth target goals on the Measures of Academic Progress (MAP) in math will increase to 80%.

Action Step # 1

Action Step	Implement consistent, pervasive Tier I math instruction using the workshop model at all grade levels including: a. Small Group Guided Math- using Georgia Numeracy to identify and provide specific instruction on identified needs. b. CGI/Discourse Charts with inclusion of vertically aligned prioritized standards c. Personalized online learning experiences using technology (Edmentum/ExactPath, Khan Academy and Zearn) d. Advanced Content instruction (in grades 4 and 5) with Gifted Teacher and small group remedial instructional support with paraprofessionals and EIP support teachers e. Number Talks
Funding Sources	Consolidated Funding
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	MAP Data, GA Numeracy Assessment Monitoring, Acadience Data, TKES Walkthroughs and Observations, Coaching visits and feedback, lesson plans.

Action Step # 1

Position/Role Responsible	Teachers, Administrators, District Curriculum Coordinator, Instructional Coach
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)?	
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Action Step # 2

Action Step	Implement student goal setting in all grades: a. MAP growth targets (K-5) b. Counting to 100 (K) c. Personalized goals for automaticity with facts, skills, etc. (K-5)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP Data, GA Numeracy Assessment Monitoring, TKES Walkthroughs and Observations, Coaching visits and feedback, Classroom artifacts
Position/Role Responsible	Teachers, Administrators, Instructional Coach
Timeline for Implementation	Others : Varies based upon monitoring of goal.

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)?	
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Action Step # 3

Action Step	Utilize formal and informal student performance data to identify student needs, plan for instruction including ELT, and to monitor student growth and progress towards goals. Data sources include, but not limited to: a. Formal and informal measures of student math understandings in grades K-5 (including MAP, Eureka module assessments, and informal performance assessments) b. Formal and informal measures of basic numeracy concepts in Kindergarten (including GKIDS and informal performance assessments) c. Formal and informal measures of basic numeracy concepts in grades K-5 (including Georgia Numeracy and informal performance assessments) d. MTSS processes including KidTalks (Tier 1 instruction and Tiers 2 and 3 interventions)
Funding Sources	N/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 and Effectiveness	MAP Data, THE Spreadsheet Data, Acadience Data, GA Numeracy Assessment monitoring, School level and grade level data team meeting sign in sheets, agendas, monthly Kid Talks and MTSS meeting notes, lesson plans, TKES Walkthroughs and Observations, Coaching Visits and Feedback
Position/Role Responsible	MTSS Facilitators, Teachers, Administrators, Instructional Coach
Timeline for Implementation	Monthly

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)?	
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Action Step # 4

Action Step	Strategic scheduling of paraprofessionals and support teachers to support small group math instructional (flexible grouping and aligned to identified student needs using GA Numeracy).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP Data, GA Numeracy Assessment Monitoring, School-wide Master Schedule, Classroom Observations
Position/Role Responsible	Teachers, Paraprofessionals, Administrators
Timeline for Implementation	Others : Ongoing Daily

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 # 5

Action Step	Integration of targeted professional learning opportunities with all teachers and paraprofessionals, including personalized support from instructional coach.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	MAP Data, GA Numeracy Assessment Monitoring, Personalized PL Goal Mid Year & End of Year Progress Monitoring (TKES Platform) School Professional Learning Plan, PLC Agendas and Sign In Sheets, Coaching Visits and Feedback
Position/Role Responsible	Administrators, Instructional Coach, District Curriculum Coordinator, PL Facilitators, Mentors
Timeline for Implementation	Others : Ongoing

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 # 6

Action Step	Implementation of after school and summer learning/tutoring to support identified math strands/skills among students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	After school and summer learning lesson plans, attendance logs, MAP Data, GA Numeracy Assessment monitoring, and student Pre and Post tests.
Position/Role Responsible	After School and Summer Learning Lead Facilitators
Timeline for Implementation	Others : Weekly During School Year and During Summer

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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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>Maysville Elementary School developed the School Improvement Plan (SIP) with the participation of individuals who will carry out the program. All required stakeholders were involved in the Needs Assessment and the development of the SIP. The list below details how each group of stakeholders participated:</p> <ul style="list-style-type: none"> ● Students: Student Health Surveys; Parents: Title I Survey, Eagle Family Team, conferences, parent involvement surveys, monthly Coffee and Conversation meetings, Exit Tickets after school-wide events, individual meetings with administration, participation in SIP meetings. ● Teachers: Grade-Level meetings, PLC meetings, Certified Climate Surveys, TKES self-assessment, data analysis, Leadership Team, PBIS team, District math and reading PLC curriculum input meetings ● Community: community participation, feedback, ongoing involvement with partners in education ● Paraprofessional: Leadership Team, Classified Climate Survey, PLC monthly meetings ● RESA consultants: feedback on coaching cycles and units, feedback on Foundations observations ● Principal and Assistant Principal: LKES self-assessments, observations, Certified and Classified Climate Surveys, perception data, policies and procedures, laws and guidance, continuously participating in the analyzing, prioritizing, planning and reviewing of the SIP.
<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>The professional qualifications, experience, and TKES formative and summative ratings of teachers are reviewed by administrators in addition to ongoing collaborative discussions with the school instructional coach. Administrators actively participate in monthly Kid Talks, Tier 2 and 3 intervention meetings, and IEP meetings to discuss student needs, learning styles, and necessary supports. Administrators and support staff use this knowledge of student needs and then prioritize these needs when assigning students to homerooms and creating rosters each school year. A spreadsheet system is utilized with program needs, gender, and subgroup information included so that each factor is considered. Rosters are formed and then double-checked by specialized program leaders, the counselor, intervention specialists, and special education department chair.</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>The Title I instructional program at MES addresses and supports the identified needs of our lowest performing students and those students assessed to be at risk for not meeting state academic standards school-wide. Instructional strategies/methodologies and supports include:</p> <ul style="list-style-type: none"> ● Implement consistent, pervasive Tier I reading and math instruction at all grade levels. ● Implement student goal setting at all grade levels. ● Utilize formal and informal student performance data in reading and math to identify student needs, plan for instruction including ELT, and to monitor student growth and progress towards goals. ● Strategic scheduling of paraprofessionals and support teachers to support small group reading and math instruction (flexible grouping and aligned to identified student needs). ● Integration of targeted professional learning opportunities with all teachers, including personalized support from instructional coach. ● Implementation of after school and summer learning/tutoring to support identified reading and math strands/skills among students. ● Provision of needed instructional resources for teachers and students such as: technology devices (chromebooks), leveled reading books, and various evidence based instructional software programs, and curriculum materials and supplies. ● Parent engagement facilitator who supports our partnership with our families and their active involvement in their child's academic growth and educational decision-making, as well as utilization of our parent/family resource room and family engagement initiatives (AFTT meetings, etc.). ● Personalized professional learning for all teachers and staff aligned to their identified needs and our school improvement goals in reading and math for student growth and achievement.
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<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 mtiple (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>N/A</p>
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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>Maysville Elementary seeks to provide a smooth transition to the families within the district with special consideration for children's needs, family input, and thoughtful examination of data. The support for early education transition is made possible by collaborating with parents, teachers, and administration which makes it sustainable through careful attention to data and evaluation to better understand the impact of the work and how it can be improved. This work guides the efforts to ensure all children receive seamless transitions that empower parents and create effective school partnerships. This includes working in partnership with early childhood providers and choosing effective policies for incoming families, such as access to teachers, opportunities for families to engage with the school and their child's classroom, and cafeteria experiences, to name a few. All Pre-K classrooms are located in our building with all other grade levels. The Principal of the school serves as Site Director during the 6.5 hour instructional day. Building leaders conduct the evaluations of the Pre-K teachers using the Teacher Keys Effectiveness System (TKES). Principals, Assistant Principals, and Instructional Coaches spend time in the Pre-K classrooms on a regular basis. The Pre-K program is an integral part of the school community in which they are housed. Pre-K teachers, students and their families are included in all school activities. The Pre-K teachers have created an age-appropriate classroom with routines and procedures. This framework for behavior and activities gives young learners a sense of routine and familiarity that feels comforting.</p> <p>Students are taught at the beginning of the year: how to transition from one activity or place to another, how to walk in the hallway, how to eat in the cafeteria, how to take turns, and how to use the restroom, etc.. By establishing and teaching routines at the beginning of the year, teachers create a smooth transition to kindergarten for the students. In addition, Pre-K teachers work hard to strengthen and build a foundation for literacy that will connect to the learning in kindergarten. All Pre-K classrooms use GA Ready to Advance Early Learning curriculum that seeks to teach the whole child by blending social and emotional learning into academic instruction. In addition, teachers have access to the Ready to Advance Early Learning online program that includes teacher support for classroom and behavioral management; whole-group and small-group instruction; choice options for productive collaboration and play; and flexible guidelines for multifaceted progress monitoring. The program supports administrators, classroom teachers, staff, children and their families, by providing integrated, age-appropriate materials and activities that promote high-quality learning experiences for children.</p> <p>A Pre-K parent orientation is held at each school at the beginning of the school year to inform parents of the expectations of the Pre-K program and to share information about developmental milestones, hearing/vision, and immunizations. Teachers conduct formal parent conferences twice per year to review the progress of each individual student. They invite parents to participate in school activities regularly to help build a sense of community</p>
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	<p>among their families, and they form positive relationships by providing hand-written notes, phone calls, or emails. Pre-K teachers are using SeeSaw (a digital portfolio app used to post pictures and videos of children as well as communicate with parents using its private messaging feature). This digital portfolio is being used in kindergarten classrooms as well. Parent meetings are held in the spring to inform Pre-K parents about the upcoming kindergarten year. Kindergarten registration is offered at each school during the spring to welcome new kindergartners and their parents.</p>
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<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>N/A</p>
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<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>MES actively uses the PBIS (Positive Behavioral Interventions and Supports) framework school-wide as well as the Seven Mindsets social emotional learning curriculum. PBIS was implemented during the 2015-16 school year in response to many school cultural factors directly impacted by and related to student behavior. Through our PBIS implementation, we have developed a matrix of behavioral expectations that align with the acronym S.O.A.R.: S (Stay Safe), O (Outstanding Attitude), A (Always Respectful), and R (Responsible). Behavior expectations are consistent school-wide across all settings and give students a framework for exhibiting behavioral competencies. Additionally, we communicate S.O.A.R. behavior expectations and students' daily progress through our students' daily agendas in their communication notebooks. Since its inception, office behavior referrals have decreased by over 75%. At the beginning of the school year, students participate in teacher guided SOAR behavior lessons which are tiered by grade band and developed by our PBIS Team. Students also participate in quarterly PBIS reward celebrations, purchase items in the school's Eagle's Nest store or special non-material rewards in their classrooms with "talon tokens" earned for soaring behavior, are recognized for SOARing cafeteria behavior with special rewards by their teachers and our school counselor, and are also celebrated monthly via individual classroom SOARing Eagle recognitions. PBIS has provided MES with a consistent, positive, and predictable framework for promoting a safe and secure school environment for all of our school community.</p> <p>We have also observed a transformation in how our students are building relationships with peers and even shifting their thinking about themselves</p>
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	<p>through our implementation of Seven Mindsets. Seven Mindsets is a program MES chose to pilot four years ago after researching effective tools for deliberately building social emotional learning structures in our curriculum. It's provided us with a common language for social and emotional learning school-wide that we feel will support long-range implementation. Staff participate in ongoing professional learning monthly and have gained understandings of the importance of including the "whys" and "hows" of addressing our students' mental health needs as early as possible. Teachers bring the Seven Mindsets grade level, tiered lessons to life during school-wide "Mindset Mondays" where the focus evolves around one of the seven mindsets: Everything is Possible, Passion First, We are Connected, Attitude of Gratitude, 100% Accountable, Live to Give, and The Time is Now. Our students are learning that they are extraordinary and have the power in their thinking and choices in determining their future.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>School-wide, our shared values and beliefs guide decision-making and our continuous improvement process is based on data, goals, actions, and measures for growth. Instructional staff work together with school leaders to determine the overall needs of the school while continuously monitoring our progress and plan for addressing those needs. Our MES School Improvement Plan is indicative of these efforts. Data is continuously analyzed with findings and trends providing the basis for revisiting and revising school improvement needs. Goals and data are revisited monthly at school leadership team meetings, discussed monthly at faculty meetings, and provide the student growth focus continuously throughout classrooms on a daily basis. MTSS processes involve in-depth, monthly Kid Talk discussions led by interventionists using intentional agendas focused on a plan addressing the academic or behavioral needs of each child.</p> <p>Data analyzed during Kid Talks and PBIS team meetings led to discussions of the need for explicit school-wide instruction addressing social and emotional needs and MES implemented the Seven Mindsets Social and Emotional Learning curriculum. We are beginning our fourth year with direct instruction using this curriculum ongoing for students and professional learning occurring monthly for staff during PLC meetings. PBIS and Seven Mindsets are two initiatives that have helped to change the direction of the school as we have strived to address our learners' evolving social and emotional needs. A growing need identified in this area has been sharing Seven Mindsets more fully with our families and we are striving to do this through our monthly newsletters, monthly Coffee and Conversations with families, and quarterly Academic Family Teacher Team meetings.</p> <p>The instructional staff is motivated by our belief that all learners have the potential to achieve. This drives and compels us to reach for these challenging, yet achievable goals. Leaders and staff maintain and understand the power of formative assessments and monitoring student supports and growth in math</p>
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ADDITIONAL RESPONSES

	<p>and reading continually over time. Our MTSS processes and supports are being implemented with fidelity and assist greatly with our efforts to personalize instruction and determine differentiated learning strategies for all students. Our process data study has resulted in the exploration and implementation of several new initiatives and/or curriculum programs over time including: Academic Family Teacher Teams (AFTT), Fountas & Pinnell Word Study, and Academic Goal Setting. We continue to prioritize resources and supports for personalizing instruction. Increasing the capacity of all teachers and staff to engage students and families in further goal setting opportunities in reading and math is also a need.</p>
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