

Moneta Elementary School



Goals/Continuous School Improvement Plan 2022-2023

Throughout this Continuous Improvement Plan, Title 1 components are color coded as follows:

Component 1 - Needs assessment

Component 2 - Reform strategies for overall improvement

Component 3 - Additional support measures

Component 4 - Students at risk



Bedford County Public Schools

**Goals/Continuous School Improvement Plan Elementary
2022-2023 School Year**

Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements

Moneta Elementary School	
Principal: Johnay Lee	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	Cultivate a community of lifelong learners by empowering students to achieve excellence and self confidence.
Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Moneta Elementary will be a safe, nurturing environment engaging students in relevant and rigorous educational experiences through quality instruction, parent and community collaboration.

Federal Accountability Information	Fully Accredited
State Accreditation Information	Fully Accredited
Curriculum Overview	<p>Moneta Elementary School serves students PreK-5. In addition to grades K-5, we host one Virginia Preschool Initiative (VPI) four-year olds class and one (VPI) three-years old combo class. Students participate in daily academic instruction using the STREAMin3 curriculum that is aligned with the Virginia Standards of Learning (SOL's) in curriculum, instruction, and assessment.</p> <p>Every K-5 student participates in the Success for All reading program consisting of KinderCorner, Roots, and Wings. The program, funded by Title I, provides reading instruction at a student's instructional reading level in the same classroom as others with similar academic needs. This is in addition to the traditional 60+ minute reading block that all students receive with their homeroom peers. The ultimate goal is to get all students to read on grade level by third grade and to maintain grade level proficiency throughout their academic careers. SFA is made up of three components: KinderCorner, Roots, and Wings. KinderCorner is an all-day comprehensive kindergarten program based on research that helps children make sense of the world around them, fostering the development of oral language, literacy, math, and interpersonal and self-help skills, as well as science and social studies concepts.</p> <p>The Reading Roots component of SFA is a 70-minute comprehensive program that targets the needs of beginning readers. It is a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension.</p> <p>Reading Wings is a 70-minute comprehensive program that uses Success for All's core instructional structures, including cooperative learning strategies and engaging curriculum, to target vocabulary development, reading comprehension, fluency, oral-language development and written expression by providing students ample opportunities to work with both narrative and expository text.</p> <p>In addition to SFA, all students K-5 participate in the Getting Along Together (GAT) social skills curriculum. During the first week of school, all students participate in lessons from the GAT curriculum that instruct students on thinking/cognitive skills, emotional-management skills, and interpersonal/social skills. After the first week, students</p>

	<p>participate in daily meetings with their homeroom teacher designed to reinforce the schoolwide cooperative challenge for the week. On Fridays, students reflect on behavior goals set at the beginning of the week. The goal of GAT is to provide students with lessons and practice that help them internalize important behavior skills and transfer them to real life situations.</p>
<p>Extended Learning Opportunities</p>	<p>Each staff member at Moneta Elementary is a member of the Solutions Team, an SFA Component Team, and Teacher Showcase team. Each of these meetings takes place at least once per month on Wednesday afternoons from 2:30-3:30 p.m. A description of each team is found below:</p> <p>Solutions Team</p> <p>Moneta will have four teams that will make up part of the Solutions Team. The committee will be: Cooperative Culture; Community Connections/Parent and Family Involvement; Interventions, and Attendance. Each of the four solutions components includes essential initiatives that have been identified by Success for All as common best practices used by various SFA schools throughout the country. These subcommittees are designed to provide structure and direction for SFA program's components. It is the responsibility of each of these teams to identify and track the data related to their respective area of focus and make connections between that area of focus and student achievement.</p> <p>The primary focus of the teams are described below:</p> <ul style="list-style-type: none"> ● Cooperative Culture- Create a positive school climate to support staff and promote greater student growth by analyzing behavior data and putting into place guidelines for a supportive and structured environment. ● Community Connections/Parent and Family Involvement-Help families in the ways that best support students, teachers, and the school and identify needs of the school and prospective partners to assist the school in meeting these needs. ● Interventions- Support individual children who are not having academic success due to a wide variety of issues: learning problems, behavior, unaddressed health needs, insufficient practice, tc. This team will craft individual achievement plans for these students, identifying and creating interventions that are specific to the needs of each child. ● Attendance- Get students to come to school on time for the full day on a consistent basis. <p>More information about the Solutions Team can be found at the following link: Solutions Team Descriptions.</p>

	<p>Component Teams</p> <p>In addition to being a member of Solutions teams and teacher showcases, each staff member is a part of a Success for All (SFA) component team that meets at least once per month on Wednesday afternoons. The components teams are: KinderCorner, Roots, and Wings. The purpose of these meetings will be to share classroom and school data, evaluate progress toward goals, determine next steps in the instructional process, and share professional development topics to improve practice. Teachers will bring student data and results using SFA data forms to the meetings.</p>
Long-term goal for Moneta	ALL children will be reading <u>at or above grade level</u> by the end of third grade and will maintain that level of proficiency throughout their school careers.
SMART Goal Statement 1:	By May 31st, 2023, 80% of our students will meet high academic expectations by being at or above grade level according to the Success for All Grade Summary Form for grades 2-5 and meet the PALS summed score benchmark for grades K-1. Students with disabilities will make a year's growth in reading as measured by PALs data and running records.
SMART Goal Statement 2:	By May 31st, 2023, 75% of our students (grades 1-5) will meet high academic expectations by demonstrating mastery of grade-level math content by meeting the grade-level benchmarks according to IXL Diagnostic Math (grades 1 & 2), measurable growth and/or passing the Math SOL (grades 3, 4, and 5).
SMART Goal Statement 3:	By May 31, 2023, mutually supported partnerships, collaboration and communication will improve by increasing family involvement through participation in school-sponsored events.
SMART Goal Statement 4:	By May 31, 2023, we will demonstrate a safe and supportive learning environment by measuring positive student behaviors and the use of proper safety practices.

Part II: School Leadership Team Members

Moneta Elementary School	
Name	Committee Position
Johnay Lee	Principal
Brittany Shirvani	Solutions Coordinator/Counselor
Angie Kraje	SFA Facilitator
Diane Isenhour, BCPS Supervisor of Federal Programs Susan Boyd, Supv. of Special Education - Elementary	District Office Liaisons
Rona Nolan Brammer/Debra Hines	Primary teacher representative
Ellen Fagan/Melissa Charlton	Elementary teacher representative
Savannah Thomas	Reading Spec/Intervention Committee Chair
Amy Jackson	Special Education Representative

Domains for Self-Study by Leadership Team

The sections for self-study are organized around the two overarching strands and eight domains of self-study:

Strand I	Teaching for Learning	Person(s) Responsible
Domains 1-4	English Language Arts	Savannah Thomas Angie Kraje
	Mathematics	Johnay Lee Ellen Fagan
	Science	Brittany Shirvani Melissa Charlton
	History & Social Science	Johnay Lee Rona Nolan Brammer
	*Other Academic Area(s): Special Education & Interventions	Johnay Lee

		Susan Boyd Amy Jackson
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Strand II	School Environment	
Domains 5-8	Attendance	Angie Kraje Rona Nolan Brammer
	Commitment to Professional and Personalized Learning Environments	Johnay Lee
	Cooperative Culture	Ellen Fagan
	Community Connections/Parent and Family Involvement	Debbie Hines Angie Kraje

*Domains 5-8 are modeled after the Solutions Team *Leading for Success* model from the *Success for All* program.

Part III: Data Analysis

Enrollment Information

	Total in-person	Total including remote
Pre-K	41	41
K	31	31
1	35	35
2	33	33
3	26	26
4	37	37
5	50	51
TOTAL	251	252

*As of September 2022

Demographic Information

White	Black	Hispanic	Asian	Two or More Races	Other	Special Education/Speech	Students with a 504 Plan
199	19	11	0	19	0	27	1

*Enrollment numbers are as of 10/5/22

State Accreditation Rating School History

[Link to VDOE School Quality Profile](#)

Year	Rating
State Accreditation Rating 2022-2023, Based on 2021-2012 Data, Final Report	Fully Accredited
State Accreditation Rating 2021-2022, Based on 2018-2019 Data, Final Report (accreditation waived through legislative action or superintendent's authority)	Fully Accredited
State Accreditation Rating 2020-2021, Based on 2018-2019 Data, Final Report (accreditation frozen due to March 2020 closure)	Fully Accredited
State Accreditation Rating 2019-2020, Based on 2018-2019 Data, Final Report	Fully Accredited.
State Accreditation Rating 2018-2019, Based on 2017-2018 Data, Final Report	Fully Accredited.
State Accreditation Rating 2017-2018, Based on 2016-2017 Data, Summer Projection	Fully Accredited; Focus School for the 2017-2018 School Year
State Accreditation Rating 2016-17, Based on 2015-16 Data, Summer Projection	Accreditation denied; Focus School for the 2016-2017 school year.
State Accreditation Rating 2015-16. Based on 2014-15 Data	Partially Accredited: Warned School-Pass Rate
State Accreditation Rating 2014-15, Based on 2013-14 Data	Accredited with Warning
State Accreditation Rating 2013-14, Based on 2012-13 Data	Accredited with Warning
State Accreditation Rating 2012-13, Based on 2011-12 Data	Fully Accredited

Identification and Collection of Data-Moneta

*The following sources of data will be reviewed and analyzed by the MNES Leadership Team during the 2022-2023 school year.

Strand I	Teaching for Learning	Data to Collect
Domains 1-4	English Language Arts	<ol style="list-style-type: none"> 1. PALS 2. SOLs 3. HMH Reading Growth Measure /KinderRoots/ Roots Assessment 4. Grade Summary Form (SFA)
	Mathematics	<ol style="list-style-type: none"> 1. SOLs 2. Benchmarks 3. IXL 4. VKRP
	Science	<ol style="list-style-type: none"> 1. Alternate Assessments (Science 3) 2. SOLs (Science 5)
	History & Social Science	<ol style="list-style-type: none"> 3. Alternate Assessments/End of the Year test 4. SOLs (VA Studies 4)
	Other Academic Area (s): Interventions	<ol style="list-style-type: none"> 1. Edmark 2. Running Records (on an individual basis) 3. <i>Lightning Squad</i> (SFA Tutoring)
Strand II	School Environment	Data to Collect
Solutions	Cooperative Culture	<ol style="list-style-type: none"> 1. School-wide "AWESOME" implementation 2. Caught Being Good Coupons 3. Office Referrals
	Community Connections/Parent and Family Involvement	<ol style="list-style-type: none"> 1. Read and Respond Data Return Rate 2. Family Involvement (Remind App)
	Attendance	<ol style="list-style-type: none"> 1. Attendance Rate 2. Tardies 3. Truancy Meetings Held 4. CHINS Referrals

Standards of Learning Testing Information [Link to VDOE School Quality Profile](#)

State Standards of Learning Results - No SOL tests were taken in Spring 2020 due to school closure, and scores from Spring 2021 were excluded from accreditation




Grade	Subject	Pass Rate for 2016-2017	Pass Rate for 2017-2018	Pass Rate for 2018-2019	Pass Rate for 2021-2022
Third	Reading	72	80	71	
Fourth	Reading	69	81	84	
Fifth	Reading	87	86	84	
School-Wide	Reading	77	83	81	90

Grade	Subject	Pass Rate for 2016-2017	Pass Rate for 2017-2018	Pass Rate for 2018-2019	Pass Rate for 2021-2022
Third	Math	61	77	82	
Fourth	Math	78	71	82	
Fifth	Math	85	75	90	
School-Wide	Math	77	75	89	94
Fourth/School-Wide	History/Social Studies	70	88	74	
Fifth/School-Wide	Science	75	84	93	82

Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

MNES Quality Profile

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	No Students 	No Students 
Black	Level One 	Level One 
Economically Disadvantaged	Level One 	Level One 
English Learners	Level One 	Level One 
Hispanic	Level One 	Level One 
Multiple Races	Level One 	Level One 
Students with Disabilities	Level One 	Level One 
White	Level One 	Level One 

Phonological Awareness
Literacy Screening
(PALS)
Information

Part V: Goals, Strategies, and Action Steps

SMART Goal Statement 1: By May 31st, 2023, 80% of our students will meet high academic expectations by being at or above grade level according to the Success for All Grade Summary Form for grades 2-5 and meet the PALS summed score benchmark for grades K-1. Students with disabilities will make a year's growth in reading as measured by PALS data and running records.

Strategies:

- Focus on effective school wide tier 1 instruction with an emphasis on aligning curriculum, instruction, and assessment
- Use the school-based intervention team to assign research-based interventions aligned with individual needs of identified students
- Use of small-groups or one-on-one in classrooms to provide instruction to meet the individual needs of learners.
- Use a monitoring process for targeted intervention of students to ensure fidelity and effectiveness.
- Focus on providing additional family support by providing access to reading materials on students' grade level that can be sent home.
- Continue to refine the *Success for All* reading program in K-5 classrooms.
- Collaboration of teachers to improve instructional and assessment practices.
- Continue to target phonemic awareness and letter sound knowledge as a critical literacy skill in kindergarten.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
The SFA Point Coach will visit Moneta Elementary twice during the year to observe and provide feedback. She will meet with SFA Leadership in May to review data.	Johnay Lee Angie Kraje Lisa Gaw	October 13, 2021 March 1, 2022 May 2022	Debrief notes
Collaborate with Success for All (SFA) coaches to continue implementing KinderCorner, Roots, and Wings with fidelity.	Johnay Lee Angie Kraje	Ongoing, including quarterly division meetings	Reporting and Planning Guides updated monthly and submitted to the Principal, SFA Facilitator, and the Solutions Coordinator.
The reading specialist and SFA Facilitator will collaborate with Kindergarten teachers to support phonemic awareness and letter sound knowledge by providing resources and	Angie Kraje Savannah Thomas	Ongoing	Phonemic awareness strategies implemented in classrooms as noted during informal classroom observations.

modeling best practice strategies for teachers whose students have yet to master these concepts.			PALS data (quick checks) will reflect implementation of strategies and resources.
SFA component meetings (KinderCorner, Roots, and Wings) are held monthly. Teachers will collaborate to review data and share best practices.	Angie Kraje	September October November December January February March April May	Meeting Notes will document discussion topics
Students who are identified according to PALS will receive additional targeted remediation through Title I remediation.	Savannah Thomas Classroom teachers	Daily September 2023 - May 2023	PALS, HMH, Quarterly Benchmarks, and other assessment data will provide evidence of student progress or identify areas in need of growth.
Teachers will recommend individual students to the Interventions Team after implementing classroom level interventions.	Savannah Thomas Johnay Lee	Ongoing (The intervention team will meet monthly, or as needed, to create learning plans and to monitor progress)	Notes from Intervention Team meetings Request for Assistance from Intervention Team Forms
Teachers will create lesson plans that are fully aligned with the VDOE curriculum. Lessons will be taught and assessed daily on state standards at the appropriate level of rigor. Teachers will develop and implement specific daily learning objectives aligned with the ELA state standards that include a behavior, condition, and criteria. Finally, instruction will be delivered according to a gradual release model based on plans that provide direct instruction, guided practice, and independent practice.	Johnay Lee	Daily until May 2023	The principal will monitor lesson plans on a weekly basis. The principal will review lesson plans for alignment and will provide feedback to teachers.
1 4th grader and 2 5th graders will show a year's growth in Reading	Amy Jackson	By May 27, 2023	PAL's data Running records

SMART Goal Statement 2: By May 31st, 2023, 75% of our students (grades 1-5) will meet high academic expectations by demonstrating mastery of grade-level math content by meeting the grade-level benchmarks according to IXL Diagnostic Math (grades 1 & 2), measurable growth and/or passing the Math SOL (grades 3, 4, and 5).

Strategies:

- Focus on effective school wide tier 1 instruction with an emphasis on aligning curriculum, instruction, and assessment
- Use an identification process for all students at risk of failing or in need of targeted interventions (data trackers)
- Use the school-based intervention team to assign research-based interventions aligned with individual needs of identified students
- Use of small-groups in classrooms to provide instruction to meet the individual needs of learners.
- Use a monitoring process for targeted intervention of students to ensure fidelity and effectiveness.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Teachers will recommend individual students for small group remediation with a licensed teacher one to two times per week.	Johnay Lee Michelle Weitzman Classroom teachers	Tuesdays and Thursdays beginning November 2022	Grade-level specific checklists
Teachers will recommend individual students to the Interventions Team after implementing classroom level interventions.	Classroom Teachers Interventions Team	As needed	Notes from Intervention Team meetings Request for Assistance from Intervention Team Forms
Teachers will post at-home learning activities, both internet and non-internet based, for students to reinforce math skills at home after school and on remote learning days.	Johnay Lee Classroom teachers	Ongoing	Canvas checked by admin.
Teachers will conference with learners prior to the mid-year and spring SOL Growth assessments to review their previous scores and set appropriate goals for each upcoming assessment.	Classroom Teachers		Student goal sheets

Teachers will be provided training and/or instructions on accessing Mastery Connects reports and creating assessments.	Johnay Lee	Oct 8, 2021	Training attendance
Lesson plans will include evidence of differentiated instruction that provides additional support and enrichment based on learner needs.	Johnay Lee	Ongoing	Lesson plans stored in shared teacher folders

SMART Goal Statement 3: By May 31, 2023, family involvement, collaboration and communication will increase by utilizing Canvas and Remind.

Strategy:

- Publicize the school’s Remind and Canvas group through multiple formats

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Invite parents to join the school’s Remind group via text.	Johnay Lee	9/8/2022	Remind account history
Send home flyers with instructions encouraging families to join the school’s Remind group.	Johnay Lee Margie Mattox	At least quarterly	Tuesday folder binder in office/signed Tuesday folders
Post the Remind join instructions on the school’s Facebook page and website.	Johnay Lee	9/12/2022	Published Facebook and website
Advertise going paperless for Tuesday folder flyers while inviting families to join Remind to receive such flyers.	Johnay Lee		Tuesday folder binder in office/signed Tuesday folders
Invite families to create Observer accounts through Canvas	Johnay Lee Angie Kraje	Ongoing	Track percentage of Observers for each grade level

SMART Goal Statement 4:	By May 31, 2023, we will demonstrate a safe and supportive learning environment by measuring positive student behaviors and the use of proper safety practices.		
Strategy:	<ul style="list-style-type: none"> ● Use of “caught being good” tickets and rewards. ● Use of “AWESOME” letters and rewards. ● Demonstrating safe fire drill and lockdown drill procedures. ● Lock exterior doors at all times and interior doors while students are present. ● The school will utilize School Pledge daily to review school wide rules and expectations. 		
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
The school will implement “Caught Being Good” which are documented with tickets sent home.	All teachers, paras and principal	Ongoing	Recorded number of ‘Caught Being Good” tickets given to students.
The school will implement AWESOME rewards	All teachers.	Ongoing	Recorded number of “AWESOME” goals earned by class.
The school will utilize School Pledge daily to review school wide rules and expectations.	Principal	Each morning	Students recite the pledge every morning along with principal which can be observed daily