



School Improvement Plan 2021 - 2022



**Hall County
Martin Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Martin Elementary School
Team Lead	Jeri Lynn Hutchins

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	The percentage of grade 3-5 students meeting proficient or exemplary in ELA is lower than DOE performance targets for MTA.
Root Cause # 1	Classroom libraries lack high interest text
Root Cause # 2	Gaps and ambiguities in curriculum between grade levels
Root Cause # 3	Inconsistent implementation of workshop model
Root Cause # 4	Parent engagement is low. Parents do not know how (or have resources) to support their students at home
Goal	During the 2021-22 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the EOG Milestones (Lexile scores).

Action Step # 1

Action Step	Hire/utilize an intervention teacher to provide additional supportive and small group instruction in reading, and modify intervention schedule to provide increased focus on moving students from "developing" to "proficient".
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 and Effectiveness	Implementation and effectiveness will be monitored through staffing/HR documentation, school intervention schedules, intervention teacher rosters, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading assessment data.
Position/Role Responsible	Principal, Assistant Principal, Title I Intervention teacher
Timeline for Implementation	Weekly

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)?	
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Action Step # 2

Action Step	Hire/utilize an instructional coach to build teacher capacity by providing professional learning, coaching and modelling of instructional strategies, assessment, and data analysis.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored through staffing/HR documentation, Professional Learning Agendas and minutes, instructional coach's schedule and notes, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading assessment data.
Position/Role Responsible	Principal, Assistant Principal, 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 # 3

Action Step	Provide additional professional learning on Reader's Workshop model, including visits/observations of model classrooms.
Funding Sources	Title I, Part A Title II, Part A
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	Implementation and effectiveness will be monitored through Professional Learning Agendas & minutes, instructional coach's schedule & notes, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Yearly

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	Utilize F&P as a student self-monitoring tool and provide professional learning on consistent implementation.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Implementation and Effectiveness will be monitored through student-self monitoring documentation/data sheets, PLC and grade level meeting agendas, minutes and notes, and TKES walkthroughs.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Classroom Teachers
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)?	
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Action Step # 5

Action Step	Provide parents with information, strategies and materials to use at home to support reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored through parent-sign in sheets, agendas and minutes from meetings/workshops and events where materials are distributed, records of materials in parent information center.
Position/Role Responsible	Principal, Assistant Principal, Parent Liaison
Timeline for Implementation	Yearly

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)?	
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Action Step # 6

Action Step	Augment classroom reading libraries with high-interest, engaging texts and reading materials.
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 and Effectiveness	Implementation and effectiveness will be monitored through student utilization of classroom libraries, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Media Specialist, Classroom Teachers
Timeline for Implementation	Yearly

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 # 7

Action Step	Provide extended learning opportunities for students to increase reading achievement through the implementation of summer school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school year.
Position/Role Responsible	Principal , Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

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	The percentage of grade 3-5 students meeting proficient or exemplary in math is lower than DOE performance targets for MTA.
Root Cause # 1	3rd, 4th & 5th Grade math fluency is weak
Root Cause # 2	Expectation of mastering newly introduced standards (insufficient spiraling)
Root Cause # 3	Inconsistently implemented curriculum
Root Cause # 4	Parent engagement is low. Parents do not know how (or have resources) to support their students at home
Goal	During the 2021-22 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the Math EOG Milestones.

Action Step # 1

Action Step	Provide professional learning on strategies to support math fluency & numeracy instruction.
Funding Sources	Title I, Part A Title II, Part A
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	Implementation and effectiveness will be monitored through professional learning sign-in sheets, agendas and minutes, TKES walkthroughs, Milestones Math data, and monthly school-wide math fluency monitoring data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Yearly

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)?	
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Action Step # 2

Action Step	Hire/utilize an intervention teacher to provide additional supportive and small group instruction in math fluency, and modify intervention schedule to provide increased focus on moving students from "developing" to "proficient"
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 and Effectiveness	Implementation and effectiveness will be monitored through staffing/HR documentation, school intervention schedules, intervention teacher rosters, TKES walkthroughs, Milestones math data, and school-wide monthly student math fluency data.
Position/Role Responsible	Principal, Assistant Principal, Intervention Teacher
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 # 3

Action Step	Hire/utilize an instructional coach to build teacher capacity by providing professional learning, coaching and modelling of instructional strategies, assessment and data analysis.
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
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored through staffing/HR documentation, Professional Learning agendas and minutes, instructional coach's schedule and notes, TKES walkthroughs, Milestones Math data, school-wide monthly math fluency data, unit assessment data, benchmark data.
Position/Role Responsible	Principal, Assistant Principal
Timeline for Implementation	Yearly

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	Provide professional learning opportunities for teachers to identify and address gaps, ambiguities or inconsistencies between grade-level standards and instructional strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-in sheets, agendas, minutes and notes from vertical professional learning sessions, Milestones Math data, school-wide math fluency data, benchmark and unit assessment data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Classroom Teachers
Timeline for Implementation	Yearly

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	Provide extended learning opportunities for students to increase mathematics achievement through the implementation of summer school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school year.
Position/Role Responsible	Principal, Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

Action Step # 5

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing in the area of mechanics (spelling and grammar). The percentage of students meeting grade level benchmarks for spelling accuracy targets did not meet expectations.
Root Cause # 1	Inconsistent implementation of writers workshop and word study.
Root Cause # 2	Newly implemented words curriculum across grade levels K-3.
Root Cause # 3	No common tool/format exists at Martin for students to establish and monitor their progress against goals
Goal	During the 2021-22 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the Writing Domain on the EOG Milestones.

Action Step # 1

Action Step	Utilize the Design, Delivery, Feedback loop to implement and improve the Hall County Lesson Components in Writing.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored through classroom behavioral records, student self-monitoring data-sheets, and parent feedback at parent informational sessions/workshops.
Position/Role Responsible	Principal, Assistant Principal, Counselor, Classroom Teachers
Timeline for Implementation	Yearly

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)?	
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Action Step # 2

Action Step	Implement a consistent words curriculum across the K-5 grade level continuum, and provide ongoing teacher professional learning on its implementation & monitoring.
Funding Sources	Title I, Part A Title II, Part A
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	Implementation and effectiveness will be monitored using TKES walkthroughs, PLC minutes and agendas, Milestones ELA data and school-wide monthly student writing assessment data.
Position/Role Responsible	Principal, Assistant Principal, 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 # 3

Action Step	Provide extended learning opportunities for students to increase reading achievement through the implementation of summer school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school year.
Position/Role Responsible	Principal, Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	During these ever evolving times, students need to have at least one trusted adult in the building that they can go to if needed.
Root Cause # 1	Inconsistency in students being able to identify a trusted adult in the building.
Goal	By the end of the 2021- 2022 school year, 100% of students at MTA will be able to identify at least one adult that they trust to go to in a time of need or support.

Action Step # 1

Action Step	Counselor will assess students ability to identify a trusted adult and then provide supports for students who will need more help to identify or make a connection with a trusted adult.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Data Surveys
Position/Role Responsible	All Staff. Counselor and Administration will monitor data.
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)?	
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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>Martin Technology Academy has involved all teachers, support personnel and school leadership in developing the comprehensive needs assessment and school improvement plan. All staff were given the opportunity to participate in surveys regarding school needs and goals. Feedback from parents was obtained at multiple parent meetings throughout the year, including Title I parent Engagement meetings, and student-led conference feedback surveys and PTO meetings. Feedback from business and STEM partners was obtained at the STEM partner appreciation meeting in the spring. School leadership team meetings were held during the school year and the following summer to review data and determine school needs and appropriate goals. The school leadership team is comprised of representatives from administration, each grade-level and special area, including ESOL and special education, the school counselor, media specialist and instructional coach.</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>All Martin teachers are highly qualified in their position. Teachers new to Martin are partnered with an experienced mentor teacher.</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>Title I Instructional supports are provided through the Early Intervention Program. Students qualify for this service by using various data sources such as local assessments and EIP checklists. Students are served in reading and/or math utilizing the augmented, push-in, reduced class size, or self-contained models.</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)</p>	<p>n/a Martin's Title I program is a schoolwide program, not a targeted assistance program.</p>

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.

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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>Currently, incoming kindergarten students are provided with a transition packet when they register for Kindergarten at Martin Technology Academy. This packet includes letter/sound practice, emergent readers, number recognition practice, list of sight words, list of websites that the students can use to work on math and literacy skills. In addition, there are many Pre-K classes in our area that are provided the opportunity to tour our school. This gives rising Kindergarten students a peek into the elementary school. Families are given the opportunity to sign up for a one week Kindergarten camp for incoming kindergarteners during the summer before entering kindergarten. . We also have an option for families to sign up for opportunities to tour our building as well. Special Education students are also allowed the opportunity to visit and tour the school. There are transition meetings with the parents of Special Education students prior to school beginning. All incoming students are given a kindergarten readiness assessment. This is designed by Hall County in order to provide information about individual levels of students. All ELL students are assessed using the W-APT. This determines those that would qualify for ESOL services.</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>Martin serves grades K-5 only. However, the program for elementary to middle school transition includes: Sixth grade counselors visit fifth graders to discuss transition concerns of students and present information about classes, extra-curricular opportunities, and expectations. Presentation provided by elementary counselor to answer typical questions fifth grade parents have concerning transitioning their child to middle school Middle school parent nights Middle school band and chorus visit to encourage students to participate in extra-curricular activities Students can visit middle school during the summer during select days to ease transitional concerns-opening lockers, finding classes, etc Counselor collaboration- Elementary and Middle school counselors discuss at-risk students to ensure student needs continue to be addressed at the middle school</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>Martin Technology Academy adheres to the Hall County Code of Conduct and Discipline Procedures, which requires schools to follow codes of conduct that focus on maintaining a good learning environment for all students. Integral to this Code of Conduct is a progressive discipline process wherein disciplinary actions are designed to teach students self-discipline and to help them replace inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program. At Martin Technology Academy, teachers utilize a progressive discipline procedure,</p>

	<p>specifically designed for minimizing instances of students being removed from the classroom. For all but the most serious infractions, warnings, loss of privileges, notification of parents, parent conferences or in-classroom consequences are implemented prior to consideration of in-school or out-of-school suspension. Martin Technology Academy is developing an increased utilization of positive behavior interventions. Teachers and administrators at Martin Technology Academy value and utilize parental involvement as much as possible in disciplinary matters, with the objective of correcting behaviors without removing students from their learning environment.</p>
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ADDITIONAL RESPONSES

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