

Moneta Elementary School



Goals/Continuous School Improvement Plan 2023-2024

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
2023-2024 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 old class and one (ECSE) three-year 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 Benchmark Advance reading program with designed instructional approaches that were built using research-based strategies. The structure of this research foundation is based on two established models of reading. It uses a combination of the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001) to form a familiar structure. This structure contains major topics, including word recognition or decoding and language comprehension, that have been shown to be critical for learning to read and expanding literacy and background knowledge. Speaking and listening as well as writing are included in this structure. The topic of assessment has been added to the structure to help in presenting a complete picture. This research foundation provides research for each major topic area, followed by the application of the topic to Benchmark Advance.</p>
Extended Learning Opportunities	.
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 24, 2024, 80% of our students will meet high academic expectations by demonstrating mastery of grade-level reading skills by meeting the grade-level benchmarks according to PALS (K-2), or by demonstrating measurable growth and/or passing the Reading SOL (grades 3, 4, and 5).
SMART Goal Statement 2:	By May 24, 2024, 75% of students will meet high academic expectations by demonstrating mastery of grade-level math content, by meeting the grade-level benchmarks according to IXL Math Diagnostic (K-2), or by demonstrating measurable growth and/or passing the Math SOL (grades 3, 4, and 5).
SMART Goal Statement 3:	For the 2023-2024 school year, 85% of the student population will be present at least 90% of the time.
SMART Goal Statement 4:	By May 24, 2024, MNES will enhance mutually supported partnerships, foster collaboration, and facilitate effective communication by elevating family engagement through participation in school-sponsored events. This will be achieved by organizing a minimum of 5 school-wide events distributed across the academic year, each with a target of at least 20% increase in participation compared to the previous year's events.

Part II: School Leadership Team Members

Moneta Elementary School	
Name	Committee Position
Johnay Lee	Principal
Brittany Shirvani	School Counselor
Angie Kraje	Instructional Coach
Diane Isenhour, BCPS Supervisor of Federal Programs Susan Boyd, Supv. of Special Education - Elementary	District Office Liaisons
Rona Nolan Brammer/Mary Kate Glime	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 Mary Kate Glime Susan Boyd Amy Jackson
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Strand II	School Environment	
Domains 5-8	Attendance	Angie Kraje Margie Mattox Brittany Shirvani Johnay Lee
	Commitment to Professional and Personalized Learning Environments	Johnay Lee
	Cooperative Culture	Ellen Fagan Rona Nolan-Brammer
	Community Connections/Parent and Family Involvement	Brittany Shirvani Margie Mattox Angie Kraje Johnay Lee

*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	Speech-only and remote	Total including speech & remote
Pre-K 3	16	0	16
Pre-K 4	16	1	17
K	33	1	34
1	31	0	31
2	36	1	37
3	30	2	32
4	24	1	25
5	40	0	40
TOTAL	226	6	232

*As of November 06, 2023

Demographic Information

White	Black	Hispanic	Asian	Two or More Races	Other	Special Education/Speech	Students with a 504 Plan
181	20	10	0	21	0	21	1

*Enrollment numbers are as of Nov 6, 2023

State Accreditation Rating School History [Link to VDOE School Quality Profile](#)

Year	Rating
State Accreditation Rating 2023-2024, Based on 2022-2023 Data, Final Report	Fully Accredited
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 2023-2024 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. IXL Diagnostic 4. Quarterly Benchmarks
	Mathematics	<ol style="list-style-type: none"> 1. SOLs 2. IXL Diagnostic 3. Quarterly Benchmarks 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)
Strand II	School Environment	Data to Collect
Solutions	School wide culture	<ol style="list-style-type: none"> 1. Office Referrals
	Community Connections/Parent and Family Involvement	<ol style="list-style-type: none"> 1. Family Involvement (Remind App) 2. Facebook Analytics
	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	Pass Rate for 2022-2023
Third	Reading	72	80	71	85	70
Fourth	Reading	69	81	84	83	78
Fifth	Reading	87	86	84	95	74
School-Wide	Reading	77	83	81	90	75



Grade	Subject	Pass Rate for 2016-2017	Pass Rate for 2017-2018	Pass Rate for 2018-2019	Pass Rate for 2021-2022	Pass Rate for 2022-2023
Third	Math	61	77	82	97	70
Fourth	Math	78	71	82	79	74
Fifth	Math	85	75	90	92	74
School-Wide	Math	77	75	89	94	75
Fourth/School-Wide	Virginia Studies	70	88	74	70	82
Fifth/School-Wide	Science	75	84	93	82	71

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	No Students 	No Students 
Hispanic	Level One 	Level One 
Multiple Races	Level One 	Too Small 
Students with Disabilities	Level One 	Too Small 
White	Level One 	Level One 

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level One	
Mathematics	Level One	

Student Engagement & Outcomes		
Chronic Absenteeism	Level Three	

Accredited: All indicators at Level One or Level Two or Waiver

Accredited With Conditions: One or more indicators at Level Three

Accreditation Denied: Under State Sanction

Part V: Goals, Strategies, and Action Steps

SMART Goal Statement 1: By May 24, 2024, 80% of our students will meet high academic expectations by demonstrating mastery of grade-level reading skills by meeting the grade-level benchmarks according to PALS (K-2), or by demonstrating measurable growth and/or passing the Reading 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 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 *Benchmark Advance* 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.
- Implement All in VA.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Collaborate with Instructional Coach to continue implementing Benchmark Advance with fidelity.	Johnay Lee Angie Kraje	Ongoing	Walkthroughs Grade Level Meetings Agenda
The Reading Specialist and Instructional Coach will collaborate with Kindergarten teachers to support phonemic awareness and letter sound knowledge by providing resources and modeling best practice strategies for teachers whose students have yet to master these concepts.	Angie Kraje Savannah Thomas	Ongoing	Phonemic awareness strategies implemented in classrooms as noted during informal classroom observations. PALS data (quick checks) will reflect implementation of strategies and resources.
Students who are identified according to PALS will receive additional targeted remediation through Title I remediation.	Savannah Thomas Classroom teachers	Daily September 2023 - May 2024	PALS, IXL, Quarterly Benchmarks, and other assessment data will provide evidence of student progress or identify areas in need of growth.
Students who are identified according to ALL in VA will receive additional tutoring.	Johnay Lee Angie Kraje Tutor TBD	Ongoing	Ignite Reading Attendance Records

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 2024	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, 2024	PAL's data Running records

SMART Goal Statement 2: By May 24, 2024, 75% of our students will meet high academic expectations by demonstrating mastery of grade-level math content by meeting the grade-level benchmarks according to IXL Math Diagnostic (K-2), or by demonstrating 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.
- Implement All in VA

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Teachers will recommend individual students for small group remediation based on previous SOL scores, classwork, IXL and teacher observation with a licensed teacher one to two times per week.	Johnay Lee Michelle Weitzman Classroom teachers	Tuesdays and Thursdays beginning October 2023	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
Students who are identified according to ALL in VA will receive additional tutoring.	Johnay Lee Angie Kraje Tutor TBD	Ongoing	Zearn Attendance Records
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	November 2023 March 2024	Student goal sheets
Teachers will be provided training and/or instructions on accessing Mastery Connects reports and creating assessments.	Johnay Lee	Ongoing	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: For the 2023-2024 school year, 85% of the student population will be present at least 90% of the time.

Strategy:

- The Attendance Team will meet regularly to discuss student absences.
- Positive phone calls to parents if an attendance letter is sent for absences and attendance improves.
- Quarterly attendance assemblies and reward students with certificates, medals etc.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Attendance Team will meet regularly to discuss student absences	Angie Kraje Margie Mattox Brittany Shirvani Kimberly Watkins	Ongoing	Attendance Team meeting agenda and notes
Attendance information was included in the principal's Back to School Letter	Johnay Lee Margie Mattox	August 2023	Letters mailed out in August
Attendance flyers will be sent home with students (including a hand-written note for students with absences– ("your child has ___ absences this nine week" etc.)	Angie Kraje Margie Mattox Brittany Shirvani	Ongoing	Attendance flyers sent and documented by the Attendance Team
Check in with the school secretary and principal regarding students who have a pattern of absences to determine if the family needs support from the Attendance Team.	Johnay Lee Margie Mattox Classroom teachers	Ongoing	Attendance Team meeting agenda and notes
Quarterly/Monthly PowerSchool report to identify students who have been absent.	Angie Kraje Brittany Shirvani	Ongoing	Attendance reports and data spreadsheets
Distribute "Glad to Have You Here" cards to students who have a pattern of absences. Cards will be given to students upon their return to school. (e.g., 2-5 days or more)	Classroom teachers	Ongoing	Cards distributed.
Promote students who have perfect attendance during a quarterly school-wide assembly.	Johnay Lee Angie Kraje Margie Mattox	End of Quarter	Attendance spreadsheet, daily announcement slides, assembly, certificates

Follow the statewide attendance campaign (#AttendanceMattersVA) and post resources for families on the Moneta Elementary School Facebook page.	Angie Kraje Johnay Lee	Ongoing	Moneta Elementary Facebook Page
Positive phone calls to parents if an attendance letter is sent for absences and attendance improves.	Johnay Lee	Ongoing	Track attendance after letter sent

SMART Goal Statement 4: By May 24, 2024, we will enhance mutually supported partnerships, foster collaboration, and facilitate effective communication by elevating family engagement through participation in school-sponsored events. This will be achieved by organizing a minimum of 5 school-wide events distributed across the academic year, each with a target of at least 20% increase in participation compared to the previous year's events.

Strategy:

- Publicize school-wide events including Boo Thru, Grandparents Luncheon, Book Fair, Bingo for Books, Santa Workshop, Veterans Program via Remind and flyers.
- Keep Attendance at each event.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Invite parents to join the school's Remind group in order to communicate school events	Johnay Lee	When new students enroll	Remind account history
Send home flyers and Remind Messages, Facebook	Johnay Lee Margie Mattox	At least quarterly	Tuesday folder binder in office/signed Tuesday folders
Keep Attendance of Events	Johnay Lee	Ongoing	Attendance Logs
Invite families to create Observer accounts through Canvas	Classroom Teachers Johnay Lee Angie Kraje	Ongoing	Track percentage of Observers for each grade level