

Mundy Mill Arts Academy Schoolwide Improvement Plan 2022-2023

YEAR: 2022 - 2023

NAME OF SCHOOL: MUNDY MILL ARTS ACADEMY

Comprehensive Needs Assessment: A needs assessment takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing.

Describe the process/es and data sources used in conducting the school's comprehensive needs assessment: A thorough review of data was conducted regularly throughout the 2021 - 2022 school year in order to create a comprehensive needs assessment. This needs assessment took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing. Data sources that were analyzed included universal screeners, state assessments, behavioral information from Educators' Handbook, grades, attendance logs, surveys, and other feedback from faculty, students, parents, and community stakeholders. The needs of the following groups were considered: students from economically disadvantaged backgrounds, English Learners, migratory students and families, students with disabilities, immigrant students, and students from a variety of demographic subgroups. The professional learning needs of staff members in order to help support the needs of these students and families were also considered. This comprehensive needs assessment process culminated in a two-day district retreat in May of 2022, during which district and school staff worked with a variety of stakeholders in order to develop an initial draft of the schoolwide improvement plan.

List identified needs: Included in our plan are reform strategies for addressing identified needs. Identified needs include the following:

- A focus on literacy
- Additional support for English Learners, Students with Disabilities, and Migrant Students
- Additional academic support for McKinney-Vento students
- Professional development for teachers on implementation of quality instructional strategies, particularly those that are effective with English Learners, and restitution practices to better serve students with behavior concerns
- Student involvement in extracurricular activities to promote engagement and social-emotional learning

Schoolwide Plan Development: The schoolwide plan has been developed during a 1-year period. It was developed with the involvement of parents, teachers, school and district administrators, paraprofessionals, the school counselor, and members of the school Leadership team. The plan will remain in effect for the 2022-2023 school year and will be monitored quarterly during Principal meetings, Consolidated Funds Quarterly Review, and School Governance Council meetings. The plan will be revised as necessary in order to ensure that all students are provided the opportunity to meet the challenging State academic standards. The simplified format of the schoolwide reform strategies, as detailed in the following section, is designed to be available and clearly understandable to a variety of stakeholders.

Goal #1
By June 2023, increase achievement on state assessments in the area of ELA by 3 percentage points.

Goal #2
By June 2023, increase percentage of students on track to graduate by 2% points at the high school level and decrease the percentage of student in Tiers 2 and 3 by 2 percentage points.

OBJECTIVE, STRATEGY OR ACTIVITY	ASSESSMENTS, RESOURCES AND MATERIALS	TIMELINE	METHOD(S) OF EVALUATION	FUNDING SOURCE(S)	PERSON(S) RESPONSIBLE
Engage parents and students in after school/ in school/ supplemental/ extracurricular learning opportunities (Literacy Nights, Parent Workshops, preschool transition, 5th grade to middle school transition, etc.), particularly those designed to increase language nutrition and access to text (books and ebooks) while promoting a positive learning environment.	Translators for parent engagement events creating healthier school/home partnerships (2100:199); Supplies for various in-school and after-school clubs and instructional supports correlating with STEAM integration, Arts integration, and PBIS implementation for increased engagement with ED, EL, immigrant, migrant, and SWD students and families (1000:610); Language Line (2100:530); Supplies, books/bilingual readers across a broad range of topics and levels including preschool, (2220:642); Administrative Supplies (2400:610); Administrative Expendable Equipment (2400:615); Curriculum-based and Arts-related	August-May	Agendas, Sign-in sheets, Student data, Attendance rosters, Lesson plans	Consolidated	Administration Academic Coach Parent Liaison

	instructional Field Trips for real-world experiences connecting learning (2700:180)				
Increase access to texts (books and ebooks) for students, including preschool, and families at the school level that are aligned with student and family interests.	Books and bilingual readers added to school library for students in grades Pre-K through 5th grade to check-out increasing engagement (2220:642); media supplies (2220:610)	July-April	Media Center Order, check-out reports	Consolidated Funds	Administration Media Specialist Parent Liaison
Use prescribed assessments as detailed in CLIP and applications.	DIBELS, Ready Reading, Ready Math, WIDA K Screener (1000:610)	3 times per year (August, December, March)	Assessment results	Local, CF	System Testing Coordinator
Utilize evidence-based instructional models to ensure quality delivery of GSE and promote a positive learning environment.	Paraprofessional to assist with instruction (1000:140); Other salaries and compensation for after school/supplemental instruction promoting well-rounded students in ED, EL, immigrant, migrant, and SWD subgroups (1000:199); Supplies for various in-school and after-school clubs and instructional supports correlating with STEAM integration, Arts integration, Employability Skills, trauma-informed classroom practices, and PBIS implementation for increased engagement with students and families (1000:610); Supplies for students to support instruction (1000:610); Software to support instruction (1000:612); Utilize technology to identify at-risk students and track interventions;	August-May	Agendas, Sign-in sheets, monthly budget reports, MTSS documents	Consolidated Funds	Administration Grade Level Chairpersons

	<p>Panorama SEL surveys; Equipment to promote movement and social/emotional growth (1000:615); Dues and Fees (1000:810); Expendable Equipment (1000:615); Substitutes for certified staff to learn about, implement, and plan best practices to include incorporating technology, the Literacy framework, and MTSS framework (2213:113); Mentor teachers providing ongoing professional learning to mentees to assist with creating positive learning environments (2213:116); Travel (2213:580); Dues and Fees for professional learning registrations aligned with evidence-based instructional models and frameworks such as STEAM, Arts, Ready Math, Trauma Informed Classroom Practices, and Social Emotional Learning(2213:810)</p>				
<p>Improve access to the curriculum for English Learners through professional development, coaching, and evidence-based programs.</p>	<p>ESOL Lead (2210:191); Other salaries and compensation for after school/supplemental instruction promoting well-rounded EL, migrant, and immigrant students (1000:199); Supplies for various in-school and after-school clubs and instructional supports correlating with STEAM integration, Arts integration, Ready Math, Literacy framework, Trauma-Informed Classroom Practices, Social Emotional Learning, and PBIS implementation for increased engagement with students and families (1000:610); Supplies to support student instruction</p>	<p>August-June</p>	<p>Agendas, Sign-in sheets, monthly budget reports, Coaching conversation notes</p>	<p>Consolidated Funds</p>	<p>Administration, Academic Coach, Director of Elementary Programs</p>

	(1000:610); Software to support instruction correlating with STEAM integration and Arts integration (1000:612); Technology-related supplies for EL and immigrant accessibility to curriculum (2210:611); Equipment (1000:615); Dues and Fees (1000:810); Expendable Equipment (1000:615); Substitutes for certified staff (2213:113); Mentor teachers providing ongoing professional learning to mentees to assist with creating positive learning environments (2213:116); Travel (2213:580); Dues and Fees for professional learning registrations aligned with evidence-based instructional models and frameworks such as STEAM, Arts, and PBIS (2213:810); Professional texts on Academic Language Builders for EL book study (2213:642)				
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ESSA Requirements: The school will use and implement effective parent and family engagement strategies under Section 1116, Section 1112 (b)(7), and Section 1112E(3)(C) by:

- Involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.
- Updating the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- Being governed by the following statutory definition of parent and family engagement and by carrying out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

The schoolwide plan is aligned to the District CLIP, school-based Intent and Purpose, and Fund 150 budget and is monitored quarterly. During this quarterly monitoring, revisions to the plan, intent and purpose, and Fund 150 budget are to be made based on data-driven needs.