

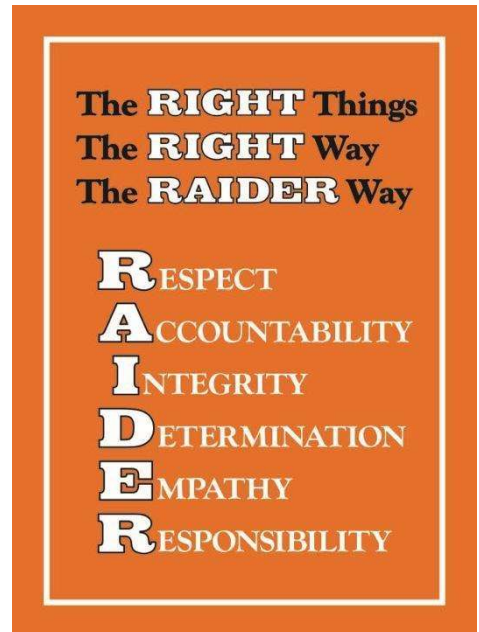
Norton Elementary and Middle School

School Improvement Plan 2020-21

Vision-Mission- Beliefs

Vision and Mission Statements

- Our **vision** is to provide a safe, caring, and stimulating environment to cultivate productive and responsible life-long learners, in partnership with parents and community members.
- **Mission:** Norton Elementary and Middle School recognizes that each child is an individual who can succeed with the support of their family, school and community. We strive to promote a safe and caring atmosphere that creates and enhances challenging learning programs to foster the development of social, emotional, physical, and intellectual growth of all its members.
- **School Motto:** The RIGHT Things, The RIGHT Way, The RAIDER Way.



PURPOSE AND DIRECTION

Promote character education on a monthly and weekly basis.

Promote a sense of personal responsibility by educating and practicing social distancing, good hand hygiene, and an awareness of potential hazards to our health.

Continue to promote a trauma informed school.

Enhance the access to current academic curriculum by tailoring a hybrid approach to curriculum delivery.

Strategies

- Teachers will post the motto in the classroom. Teachers will encourage the students to discuss what the **The RAIDER Way** means to them as students at NEMS.

- The RAIDER acronym will be used for character education. Our staff and administration will use the character traits as the educational piece of their discipline plan.
- Share our “word of the month” and “focus of the week” on the announcements and in our newsletter.
 - Teachers are challenged to discuss each of these with their students in their lessons.
- Teachers will receive web-based and in-person training that will encourage them to create an environment with clear behavior expectations, open communication, and a sensitivity to the feelings and emotions of their students.
- Weekly education and reminders concerning safety and hand hygiene. We will encourage students to see these practices as responsible behavior.
- Google classroom and various communication apps will be used to practice virtual learning in the classroom environment. This approach increases fidelity by allowing students to access the same content at home with confidence if a virtual classroom is necessitated.

Encourage Stakeholder Engagement
GOVERNANCE AND LEADERSHIP

Opening multiple avenues of communication with parents and key stakeholders by utilizing Social Media, Teacher Webpages and other teacher messaging systems, School Messaging system, letters and personal conversations.

Strategies

- Teachers will maintain classroom communication with students using Google Sites and Google Classroom.
- Teachers will be encouraged to use REMIND, GOOGLE CLASSROOM, or other APPS to communicate with families and students.
- Parent Portal will be updated as a tool to keep parents informed of academic progress.
- Excessive student absences will be communicated to parents via phone calls, parent letters, and meetings. This will be a key piece of meeting this SOA.

Improve Student Achievement
TEACHING AND ASSESSING FOR LEARNING

MATH

70% of all students, grades 3-7, will obtain a passing score on the math SOL for the 2020-21 school year.

Strategies

- Provide additional support programs to students who attend virtually.
 - Web-based tutoring and practice programs will be available to students who need additional support.
- Offer an advanced Math 7 (Pre- Algebra) class in which students are identified for the class determined by set criteria.
- Professional Development: Continue to educate all Math teachers on CIP standards, Performance Matters benchmarks, and available resources.
- Core teachers and Special Education teachers will partner to continue to make students with disabilities a priority for the 2020-21 school year.
- Teachers will work with administration and truancy officer to ensure that students are present for instruction and completing online tasks. This will be a key piece of meeting the Math and Attendance SOA's.

READING/ELA

75% of all students, grades 3-7, will obtain a passing score on the Reading SOL for the 2020-21 school year.

Strategies

- The Title I program will identify students, grades Pre-k - 3rd, and offer services to teachers and students in areas identified.
- Provide additional support programs to students who attend virtually.
 - Web-based tutoring and practice programs will be available to students who need additional support.
 - Virtual students will schedule appointments to complete PALs and STAR assessment. This will ensure that reading levels are properly monitored and students who need remediation will be identified.
- Professional Development:

- Continue to educate all Reading teachers on CIP standards, benchmarks, and available resources. CIP will provide this web-based PD.
- Reading schedules will be monitored throughout the year and revised to increase time in reading blocks in primary grades.
- Middle school teachers will remediate students based on formative assessment data.
- Core teachers and Special Education teachers will partner to make students with disabilities a priority for the 2020-21 school year.
 - Virtual and on-site remediation will be provided for students.
- Teachers will work with administration and truancy officer to ensure that students are present for instruction. This will be a key piece of meeting the Reading and Attendance SOA's.

Demonstrate Fiscal Responsibility
RESOURCES AND SUPPORT SYSTEMS

Maintain school level financial reports and utilize new procedures for district level financial record keeping.

Collaborate with the Director of Technology to utilize grant funding for classroom technology and subscriptions.

Strategies

- School bookkeeper will meet with the Principal on a monthly basis.
- Look for additional grant opportunities at the school level and the classroom level.
- The Director of Technology will work with school leaders to address classroom needs. Additional virtual learning subscriptions will be added to address the changing student/teacher needs in a virtual environment.

Promote Student Activities and Programs that Promote Personal Development
RESOURCES AND SUPPORT SYSTEMS

Expand our Greenhouse Committee partnership to increase the use of the greenhouse as an instructional resource. (post COVID)

Provide opportunities for family members to interact with students in a safe environment and under proper supervision. (post COVID)

Provide resources to ensure our Pre-K programs grow effectively.

Partner with community-based groups to provide childcare support for parents.

Strategies

- Grandparents' Day Lunch (SRO present in Café) - post COVID.
 - Virtual options will be explored.
 - Grandparents' Day to be implemented until restrictions are lifted.
- Greenhouse Projects- post COVID
 - Encourage families to work with children in individual classrooms to create outdoor gardens and other projects.
- Continue the Annual Farmer's Market Kid's Day for our school community.
- Continue to communicate the value and importance of our pre-k program to key stakeholders.
 - Explore grant opportunities to fund pre-k faculty and supplies.
 - Participate in VPI to continue to receive state aide.

Promote student projects, activities and programs that promote personal development and demonstrate authentic learning.

Strategies

- Appalachian Heritage Days- post COVID
- Mock Election- virtual election
- School Play
- Perfect Attendance and Honor Roll Recognitions each nine weeks.
- Morning Mile Program- post COVID
- National Junior Honor Society (expand to 6th and 7th grade)- virtual if necessary.

Look for opportunities to enhance Pre-k and kindergarten instruction and ensure sustainability for current programs implemented in the 2020-21 school year.

Strategies

- Recruitment of 4-year-old children- Registration and "Fun Night" during Spring semester. Virtual if necessary.
- Encourage new student and parent visits to our current programs.
- Continue to support our Kindergarten program with assistance from paraprofessionals and Title 1 teachers.

Continue to demonstrate the need for a SRO and sustain that position beyond 2020-21.

Strategies

- Exploration of grants published by the DOJ.
- Explore community and corporate partnerships.
- Communicate the need for a full-time SRO and educate the citizens of their opportunities/responsibilities to assist.

Use Data to Improve Learning

USING RESULTS FOR CONTINUOUS IMPROVEMENT

- ***Analyze SOL data from 2018-19 to guide instruction for the 2020-21 school year. Teachers will plan instruction based on formative assessment and a growth mindset.***
- ***Effectively utilize the resources of the Region 7 Comprehensive Instructional Program for all SOL tested subjects and use the 9-week benchmark assessments for formative assessment.***
- ***Utilize Afterschool/Virtual Math and Reading Academies using data from SOL's, benchmark testing and other assessments in grades 3-7 to promote growth in core areas.***

Strategies

- Classroom and benchmark assessments will be analyzed to form instruction for remediation and enrichment in Math and Reading.
- Grade level/departmental meetings and on a monthly basis.
- Regular faculty meetings.
- Continuing Professional Development: Assessment for Learning strategies will be utilized to form instruction and provide remediation to enhance student learning in all subjects.
- Implement Professional Development that examines data for the subjects of Reading and Math with leadership from the Reading and Math departments.