Forsyth County Schools

A safe, connected, and thriving community for all

Chattahoochee Elementary School

2024-2025

School Improvement Plan

Principal: Jill Short

School Mission/Vision Statement(s):
Vision: *Every Child is a Champion*
Mission: *Champions are respectful, responsible, problem solvers.*

School Belief Statements:

As a community of LEARNERS, we at Chattahoochee believe that…

1. Every student has the right to a positive, total quality education.
2. Every person has worth and dignity and will be treated fairly, positively, and with respect.
3. Every student has the capacity to learn and will be encouraged to take responsibility for his or her own development.
4. Every person has the right to participate in any decision that affects him or her.

As a community of TEACHERS, we at Chattahoochee believe that…

- We have a responsibility to the students, parents, community, and ourselves to provide an environment that will promote success.
- Teamwork is vital for realizing our vision.
- A learning climate will exist where risk-taking can occur without fear of failure.
- Parental involvement is a key to our success.

Chattahoochee Elementary School

2024-2025 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Establish a safe and supportive learning environment by supporting PBIS implementation, student celebrations, and opportunities for student connection

Performance Measures:

- *PBIS Self-Assessment Survey*
- *Educlimber referral system entries*
- *PBIS Tier 1 and 2 data*
- *Monitored Completion of Source of Strength Lessons in all classrooms*

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Support PBIS implementation with continued professional learning for staff. • Exchange members of our PBIS Team to allow more teachers an opportunity to learn and make decisions for our Tier 1 practices. • Continue Tier 2 implementation with a schoolwide check-in/check-out intervention for students who need additional support. • Celebrate students who exhibit respectful, responsible, problem-solving behaviors. • Provide connection opportunities for students. • Utilize Educlimber platform for behavior referral • Implement Sources of Strength lessons in all classrooms	•

Performance Measures: Year-End Results

2021 School-Wide Total Score of 76% on PBIS Self-Assessment Survey
2022 School-Wide Total Score of 80% on PBIS Self-Assessment Survey
2023 School-Wide Total Score of 85% on PBIS Self-Assessment Survey

2021 Classroom Total Score is 72% on PBIS Self-Assessment Survey
2022 Classroom Total Score is 74% on PBIS Self-Assessment Survey
2023 Classroom Total Score is 91% on PBIS Self-Assessment Survey

2023-2024 PBIS T2 Baseline Data:
43 Students participated in T2 Check-in/Check-out
58% Graduation Rate
11 Students identified as needing continued CI/CO support in 24-25

2024-2025:
Maintain current School-Wide participation rate on PBIS Self-Assessment Survey
Maintain current Classroom participation rate on PBIS Self-Assessment Survey
Increase PBIS Tier 2 graduation rate by 3%
Provide Professional Learning on Sources of Strength during pre-planning for CI/CO Mentors and NEO candidates
Completion of all Sources of Strength lessons in ALL classrooms

Reflection on Results:

Chattahoochee Elementary School

2024-2025 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Cultivate and develop the One East vision to **Connect, Collaborate and Care** throughout our school community to ensure that our students, staff, and community feel seen, heard, and valued.

Performance Measures:

- *Attendance data for One East Events and Chattahoochee Family Engagement Events*
- *Perception data about One East Community from families, staff, and business partners*
- *Perception data about Chattahoochee from students and staff*

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Continue vertical collaboration among administration, staff, teacher leaders, and community members including academic of student engagement. • Continue One East Vertical Acknowledgement Night to emphasize community members who connect, collaborate, and care. • Expand community resources and outreach across our vertical team with the use of Family Engagement Coordinators from each school in the cluster. • Promote connectedness among our One East Schools through Family Engagement Coordinators, Pathways, and EL Coaches • Continue a Principal Advisory Team of fifth grade students.	•

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023

- Attendance for One East Fall Festival: Chattahoochee- 416, Chestatee- 374, Little Mill- 269, East High- 262 Total: 1321
- Attendance for One East Field Day: Chattahoochee- 63, Chestatee- 119, Little Mill- 46, East Attendance for One East Fall Festival: Chattahoochee- 416, Chestatee- 374, Little Mill- 269, East High- 262, Total: 1321
- Attendance for One East Field Day: Chattahoochee- 63, Chestatee- 119, Little Mill- 46, East High- 43, High- 43 Total: 271

2023-2024 (Baseline)

23-24 Health Survey Results:

Students- I like school (66.41% responded always and often); Students in my class behave so teachers can teach (63% responded always and often)

Staff- Students at my school demonstrate behaviors that allow teachers to teach, and students to learn (85.2% responded always and often)

2024-2025:

Increase "Always and Often" responses for the statements by students: *Students in my class behave so teachers can teach* and statements by staff: *Students at my school demonstrate behaviors that allow teachers to teach, and students to learn*

Establish baseline data for communication touchpoints by Chattahoochee Elementary

Reflection on Results:

Chattahoochee Elementary School

2024-2025 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objectives A & B: Increase student achievement and growth

Major Focus: Increase student achievement and growth in reading and math through collaborative planning, professional learning, and instructional coaching utilizing data-driven interventions, increased student engagement activities and instructional extension opportunities.

Performance Measures:

- *Student achievement data from completed formative assessment cycles complete with responses to each of the 4 PLC questions for both the collaborative team and the individual classroom teacher showing student growth directly related to the CT process. (Action Step 1)*
- *Evidence of high leverage strategies will be visible in collaborative team planning documents and observable in daily instruction and literacy or math walkthroughs. Student achievement data measured by common formative assessments and student self-assessments of learning through success criteria (Action Step 2)*
- *Collaborative team agendas and meeting minutes will show evidence of comprehensive planning for instruction for ELA and math standards with appropriate depth and pacing. Grade level student data charts from completed formative assessment cycles. (Action Step 3)*
- *Title I Compact Goals data, Family Nights attendance data (Action Step 4)*
- *Universal Screening, formative data collection, and program specific measures (Action Step 5)*
- *Student achievement data: I-Ready, Math and ELA GMA/EOG (Action Steps 6 & 7)*
- *Student achievement data from completed formative assessment cycles complete with responses to each of the 4 PLC questions for both the collaborative team and the individual support teacher showing student growth directly related to the CT process. (Action Step 8)*

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• K-5 Collaborative Teams will meet to plan quality, differentiated instruction. Professional learning will be provided to support collaborative team leaders and members in deconstructing standards, planning for assessment, analyzing data, and planning for high impact instruction. Instructional coaches will lead professional learning with collaborative teams to cultivate collective efficacy. • Teachers will participate in professional learning of high leverage instructional strategies for engagement, feedback, rigor, and student autonomy as well as best practices in ELA & Math instruction. • The professional learning calendar will include extended collaboration sessions for building capacity of professional learning planning strategies to address the depth, complexity, and integration of reading and writing standards, and mathematical thinking practices and standards. Instructional coaches and collaborative team leaders will provide PL to build capacity for deconstructing standards, aligning assessments,	•

and calibrating instructional practices for a high impact on student learning.

- Collaborative Teams will work to improve academic engagement both at school and at home by identifying and implementing high-leveraged strategies to increase student engagement in reading and mathematics. Teachers will model these strategies during Family Engagement Nights and provide instructional resources that support the connection between school and home.
- Data-driven, differentiated RTI groups will be facilitated daily during the schoolwide RTI block, "WIN Time". Additionally, differentiated "Math and ELA EIP/Small Group" time is noted on the master schedule, along with "Math and ELA Core" instructional blocks.
- Provide Title I teachers to reduce class size in grades K and 3 and provide one supplemental allotment for a full-time Family Engagement Coordinator to provide additional support to families in grades PK-5.
- Provide instructional extension opportunities for students identified as most at-risk in grades three through five.
- Support teachers (EIP, ESOL, SPED) and instructional coaches will meet quarterly as a Collaborative Team to collectively set growth goals, determine effective instructional strategies, and monitor student progress.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

Chattahoochee will improve student achievement in mathematics as measured by the Georgia Milestone Assessment in grade 3rd - 5th. The percentage of 3rd - 5th grade students scoring at the proficient level or above on the Math GMA will increase from 56% (Spring 2023) to 60% (Spring 2025).

Chattahoochee will improve student achievement in ELA/reading as measured by the Georgia Milestone Assessment in grades 3rd - 5th and grade level. The percentage of 3rd - 5th students scoring at the proficient level or above on the ELA/GMA will increase from 42% (Spring 2023) to 50% (Spring 2025).

Reflection on Results:

Chattahoochee Elementary School

2024-2025 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: School-wide engagement in the unpacking of the assessment and grading progression

Performance Measures:

- *Pre and Post measures of the Assessment and Grading Practices Self-assessment and Reflection tool (Action step 1)*
- *Examination/rating of formative assessments alignment to standards/learning target, consistent grading, and data of student learning (Action step 2)*
- *Student perception data of their ownership of their learning (Action step 3)*

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Calibrate a common understanding of the assessment and grading principles and practices • Develop a balanced assessment system that ensures validity, reliability, and accessibility • Develop consistent assessment and grading practices that promote hope, efficacy, and achievement • Build a culture of collective responsibility for all learners • Utilize effective formative assessment practices to foster student investment in learning	• Monitor and respond to comprehensive assessment data through systematic processes • Support a culture of collective responsibility for all learners • Support consistent assessment and grading practices that promote hope, efficacy, and achievement

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2024-2025

Establish baseline data from Pre and Post measures of the Assessment and Grading Practices Self-assessment and Reflection tool

Reflection on Results: