Forsyth County Schools

A safe, connected, and thriving community for all

Chestatee Elementary School

2024-2025

School Improvement Plan

Principal: Jennifer Williams

School Mission/Vision Statement(s):

Vision: *Responsible, Respectful, Problem Solvers Soaring to Success!*

Mission: *Together we encourage growth with a love of learning.*

School Belief Statements:

- Connect: We connect with families, students, and staff. We help build positive relationships that facilitate learning.
- Thrive and Collaborate: Every child can learn. Together we differentiate to meet students' needs. We help students love learning in our community.
- Safe and Caring: We believe in a safe, caring learning environment, where teachers model expectations and we learn together.

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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 through PBIS implementation, class meetings, and professional learning for staff to positively impact school climate.

Performance Measures:

- PBIS Self-Assessment Survey (SAS)
- PBIS Tiered Fidelity Inventory (SAS)
- Schoolwide schedule with class meetings
- Calendar of Second Step implementation

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Support PBIS implementation with continued professional learning for staff • Train staff on how to collect minor behavior data in Spotlight. • Establish clearly written schedule and linked resources for teaching Second Step lessons and expected behaviors for all areas of building. • Establish schoolwide schedule with protected time for class meetings. • Support staff who attended Mindfulness training in classroom implementation	•

Performance Measures: Year-End Results

2023-2024 (Baseline):
Schoolwide Self-Assessment Survey (10/6/2023)- 95.4521
TFI- Tier I: 96.67 (11/1/2023), 93.33 (4/10/2024)
TFI- Tier II: 92.31 (11/1/2023), 88.46 (4/10/2024)
Total Major Referrals: 435 – 49 (non-disciplinary events) = 386

In the 2023-2024 school year, 31 additional Chestatee staff members the 3-day m received the mindfulness training. (83/115 staff members trained). This includes 3 administrators. This is 71% of staff trained.

2024-2025:
Increase SAS and TFI scores (Tier I & Tier II)
Decrease total number of major referrals (with implementation of minor referrals)

Reflection on Results:

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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 and staff feel seen, heard, and valued.

Performance Measures:

- Attendance data for One East Events
- Perception data about One East Community from families, staff, and business partners
- Perception data about Chestatee from students and staff (GA Health Surveys)

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement Game Changers with all 5th grade students. • Continue Student Advisory Board. • Continue vertical collaboration amongst administration, staff, teacher leaders, and community members, including academic focus 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. • Promote connectedness among our One East Schools. (One East social media account, online One East school store, contact with NFMS).	•

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline):

2023 One East Perception Survey: Ninety-three people completed the survey, with the majority identifying as family members. Three major themes were identified: additional communication about One East events, inclusion of NFMS students/families that will attend EFHS, and One East swag for all community members

2023-2024 GA Health Surveys

Students- I like school (60.04% responded always and often); Students in my class behave so teachers can teach (47.28% responded always and often)

Staff- Students at my school demonstrate behaviors that allow teachers to teach, and students to learn (72.64% responded always and often)

2024-2025:

- Increase participation in One East Perception Survey
- Increase student responses "always" and "often" for the following statements: 1. I like school. 2. Students in my class behave so teachers can teach.

- Increase staff responses "always" and "often" for the following statement: Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.
- Increase opportunities for One East job-alike teams to collaborate about student engagement.

Reflection on Results:

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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, instructional coaching, collaborative work to improve academic engagement, data-driven interventions through the MTSS framework, and instructional extension opportunities.

Performance Measures:

- *Student achievement data from completed formative assessment cycles with responses to at least one of the 4 PLC questions. (Action Step 1)*
- *Evidence of high leverage strategies will be visible in CT collaboration documents and observable in daily instruction and Literacy/Math Walk-Throughs. Student achievement data measured by common formative assessments, iReady, FCS Big 20, ACCESS, and student self-assessments of success criteria. (Action Step 2)*
- *Collaborative team agendas to show evidence of planning for instruction for ELA/Math standards with the appropriate depth and pacing. Grade level student data charts from formative assessment cycles, FCS Big 10/20 data or Literacy Walk/Math observations/TKES observation data. (Action Step 3)*
- *iReady Data, Title 1 Compact Goals, Attendance Data, FCS Big 10/20 Data (Action Step 4)*
- *Program Specific Measures (Action Step 5)*
- *Observational Data: Literacy Walk-through surveys and student achievement data; reading conference schedule, FCS Big 10/20, Math walks to observe frequent small group differentiation and remediation/extension (Action Step 6)*
- *Student Achievement Data: ELA GMA/EOG, iReady Data, FCS Big 10/20, Math GMA EOG (Action Step 7)*

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
1. 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. 2. 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. 3. 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 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.

4. 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. Teachers will model these strategies during family academic events to build parent capacity with early reading and math skills.
5. Data-driven, differentiated MTSS groups will be facilitated daily for at-risk students. The schoolwide schedule includes micro-scheduling with all components of math and literacy blocks.
6. Provide Title I teachers to reduce class size in grades 1, 2 and 3.
7. Provide instructional extension opportunities for students identified as most at-risk in grades three through five.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

Milestones ELA Achievement – Students Performing at the Proficient & Distinguished Achievement Level

Sub Group	3rd	4th	5th
All Students	40.1%	33.5%	46.3%
Students with Disabilities	37%	15.1%	14.2%
ESOL	12.5%	0%	5.3%
EIP	6%	6.3%	15.9%
Gifted	92%	88.2%	96.9%

Milestones Math Achievement – Students Performing at the Proficient & Distinguished Achievement Level

Sub Group	3rd	4th	5th
All Students			
Students with Disabilities			
ESOL			
EIP			
Gifted			

2024-2025:

Chestatee will improve student achievement in ELA/Reading as measured by the Georgia Milestone Assessment in grades 3rd-5th. The percentage of 3rd-5th students scoring at the proficient level or above on the ELA/GMA will increase from 40% (Spring 2023) to 50% (Spring 2025).

Chestatee will improve student achievement in mathematics as measured by the Georgia Milestone assessment in 3rd-5th grades. The percentage of 3rd-5th students scoring at the proficient level or above on the math GMA will increase from 51% (spring 2023) to 56% (spring 2025).

Reflection on Results:

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FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: To develop and sustain consistent assessment practices across all grade levels that build hope, efficacy, and achievement.

Performance Measures:

- Pre and Post measures of the Assessment and Grading Practices Self-Assessment and Reflection Tool
- School Calendar and Collaborative Meeting Agendas
- Student achievement data from completed formative assessment cycles with responses to at least one of the 4 PLC questions.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps

• Calibrate a common understanding of the assessment and grading principles and practices.
  ○ Assessment & Grading Foundations
  ○ Glossary of Assessment & Grading Terms
	• Develop a balanced assessment system that ensures validity, reliability, and accessibility.
	• Utilize effective formative assessment practices to foster student investment in learning.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

- Assessment & Grading Practices Self-Assessment and Reflection Tool

2024-2025:

Reflection on Results: