Forsyth County Schools

A safe, connected, and thriving community for all

New Hope Elementary School

2024-2025

School Improvement Plan

Principal: Michael Vorick

School Mission/Vision Statement(s):

FCS Vision: A safe, connected, and thriving community for all

FCS Mission: To provide an unparalleled education for all to succeed

School Belief Statements:

A love and commitment to all students

A positive and welcoming environment

A school where all feel safe and connected

A diverse community that feels like a family built on compassion

A community that inspires innovative leaders and critical thinkers

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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: Promote a positive, safe, and supportive learning environment with a focus on growing PBIS.

Performance Measures:

- Utilizing a house point system to promote PBIS expectations
- Implementation of Sources of Strength
- Utilization of PBIS rubric and flow charts
- Decrease in office referrals
- Increase use of Spotlight for minor behaviors
- Ga Student Health Survey Result

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Sources of Strength training and implementation • Year 3 PBIS training and implementation • Training and implementation of the house point system • Impact/ PBIS Committee development • Training and pilot implementation of Spotlight for behavior tracking • Provide teachers a bank of PBIS lesson plans • Design and adjust NEO plan to address a positive, safe, and supportive learning environment	• Implement Tier 2 PBIS systems • Implement morning mindfulness for staff • Monthly Behavior Data Review Meetings with teachers

Performance Measures: Year-End Results

2023-2024 (Baseline):

2023-2024- 169 office referrals (65 were special education student referrals, extreme behavior)

On the Georgia Student Health Survey, one statement says, "My school has clear rules for behavior." This year we had 530 students in 3rd, 4th, and 5th grade take the survey. Out of the 530 students, 520 of them answered that our school always or often has clear rules for behavior. This is 98% of the students who took the survey that believe our school has clear rules for behavior through our PBIS processes and procedures.

2024-2025:

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: Increase opportunities for students, staff, and community members to feel connected to our school

Performance Measures:

- Increase opportunities for staff, students, and families to connect
- Georgia Health Survey

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Design and adjust NEO plan with induction staff to address understanding and support of climate, culture, and community. • Consistent connections with Denmark community of schools	• Plan/hold Denmark Spring Fling • Make modifications to International Night to meet community feedback • Monthly staff engagement activities • Unplugged Denmark Community Nights · Welcome Wednesday activities with the Denmark Community of Schools

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline):

Participation at school and community events

Event	Total Attendance
Dance with your Daughter (Glow Dance)	202
Fun with your Son (Glow Dance)	143
BINGO Night	326
Movie Night	321
International Night	266

-Denmark Spring Fling

- New Hope participation: 42 attendees

-Watchdogs

- Increased participation from 25 last year to 87

2024-2025:

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: Teachers will participate in Professional Learning Communities, Professional Development and Instructional Coaching to improve student achievement in literacy.

Performance Measures:

- Implementation of Educlimber / iReady data by all teachers with a focus on utilizing data to guide kid talks and MTSS structures
- 100% of teachers will complete Dyslexia Modules
- Increase the percentage of students scoring at grade level in iReady
- Increase the percentage of students scoring proficient on GMAS

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Design, engage & adjust PL Plan to strengthen instructional practice • Design & adjust NEO Plan with induction staff to build understanding of district/school curriculum resources • Weekly PLC time with monthly extended time • Bi-Monthly Kid Talk time • Coaching cycles	• Intentional focus of the instructional framework components during the team time as it relates to ELA • Offer instructional extension based on standard and invite students that need reteaching on specific standards-this will be a fluid group of students attending instructional extension.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

Subgroup	23-24 Proficient and Distinguished
All	67.52%
ESOL	55.65%
Students with Disability	36.82%
Economically Disadvantaged	32.07%

2024-2025:

- Increase the percentage of students scoring at grade level in iReady
- Increase the percentage of students scoring proficient on GMAS

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: Utilize data to inform tier 1 instruction

Performance Measures:

- 100% of teachers will implement iReady

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• All teachers participate in iReady training • Administer iReady 3X to all students in Reading and Math • Utilize iReady data to create small group strategy/skill groups • Power planning session for each PLC	• Utilize iReady data to find candidates for the gifted program • Utilize iReady data to create MTSS groups to remediate and enrich academic needs.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

Summary of Results:

- Kindergarten:
  - Fall: 32% above grade level, 24% on grade level, 26% one grade level below, 0% two grades below
  - Spring: 47% above grade level, 22% on grade level, 8% one grade level below
- 1st Grade:
  - Fall: 23% above grade level, 13% on grade level, 48% one grade level below, 3% two grades below
  - Spring: 62% above grade level, 12% on grade level, 15% one grade level below
- 2nd Grade:
  - Fall: 24% above grade level, 16% on grade level, 37% one grade level below, 7% two grades below
  - Spring: 58% above grade level, 13% on grade level, 13% one grade level below, 1% two grades below
- 3rd Grade:
  - Fall: 41% above grade level, 33% on grade level, 13% one grade level below, 10% two grades below, 4% three grades below
  - Spring: 58% above grade level, 14% on grade level, 6% one grade level below, 3% two grades below, 0% three grades below
- 4th Grade:
  - Fall: 15% above grade level, 4% on grade level, 15% one grade level below, 8% two grades below, 30% three grades below
  - Spring: 45% above grade level, 4% on grade level, 17% one grade level below, 2% three grades below

- 5th Grade:
    - Fall: 30% above grade level, 15% on grade level, 15% one grade level below, 18% two grades below, 6% three grades below
    - Spring: 29% above grade level, 19% on grade level, 10% one grade level below, 19% two grades below

2024-2025:

Reflection on Results: