Forsyth County Schools

A safe, connected, and thriving community for all

Poole's Mill Elementary School

2024-2025

School Improvement Plan

Principal: Kristen Glass

School Mission: Inspiring lifelong leaders to be aware, respectful, responsible, and ready for the adventures of tomorrow.

Vision Statement: Anchored in a safe, flourishing, & connected community

School Belief Statements:
These are being developed

Poole's Mill 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: Provide a well-balanced and respectful environment for staff & students where voices are heard, leaders are developed, and everyone enjoys coming to school.

Performance Measures:

- Teacher perception data on student behavior
- Discipline referrals
- Administrative perception surveys
- Georgia Student Health Surveys
- Leader in Me MRA Results
- Student attendance

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
For Students • Extended classroom meetings once a week to develop leadership and problem-solving skills through Leader in Me. • Leadership notebooks for students to set goals and monitor their progress. • All staff trained and inputting minor behavior infractions into Spotlight. • Guidance counselor lessons intentionally focusing on getting along with peers and healthy conflict resolution. **For Staff** • Leader in Me small groups that meet throughout the school year. • Training for leadership team on leading teams with different temperament styles. • Training a small group of staff on Restorative Practices. • Administration seeking input from staff on specific communication needs and working collaboratively with leadership team to implement. • Seeking input from staff and collaborating on shared decision making in areas such as scheduling, Leader in Me, PBIS, and professional development.	•

Performance Measures: Year-End Results

2023-2024 (Baseline):
Discipline Referrals by school year (total enrollment):
2021: 166 (727) – 23%

2022: 76 (880) – 9%
2023: 97 (1030) – 9%
2024: 186 (1230) – 15%

School Climate Survey Results

	2024 Results(Baseline)	
	Always/Often	**Never/Sometimes**
I like school.	65%	35%
My school wants me to do well.	94%	6%
My school has clear rules for behavior.	96%	4%
I feel safe at school.	85%	15%
Teachers treat me with respect.	90%	10%
Students behave in my class so teachers can teach.	47%	53%
I get along well with other students.	76%	24%
Students treat each other well.	68%	32%
There is an adult at my school who will help me if I need it.	93%	7%

Teacher Perception on Student Behavior

Questions	**Spring 2022 Response**	**December 2022 Response**	**Spring 2024 Response**
The school-wide expectations impact student behavior in a positive way.	30.6% agree & strongly agree	56% agree & strongly agree	82.3% agree & strongly agree
PBIS has positively impacted student behavior.	N/A	78% agree & strongly agree	58.2% agree & strongly agree
Students at this school are well behaved/Students at this school follow our expectations.	28% agree & strongly agree	72% agree & strongly agree	54.7% agree & strongly agree
Staff members at this school build strong relationships with students.	89.8% agree & strongly agree	98% agree & strongly agree	94.2% agree & strongly agree
Administration supports teachers in managing student behavior.	N/A	92% agree & strongly agree	65.1% agree & strongly agree

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: Promote connection amongst families, students, and staff to ensure a sense of belonging for all stakeholders.

Performance Measures:

- Family connection survey
- Participation rate of families who choose to join the school directory
- Increase number of people attending school events
- Staff Connection Survey
- Georgia Student Health Survey results
- Leader in Me MRA results

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
For Students/Families: • Daily morning meetings in every classroom. • Extended morning meetings once a week in every classroom focused on building community and leaders. • Provide families with the opportunity to join a directory to connect with student peers. • Look into more formalized options to create opportunities for families to connect with one another during school events. • Offer variety of leadership opportunities and after school classes for students to meet students outside of their class. • Providing a variety of events for families to attend together. • Change traditional Curriculum Night to a student focused Family Night **For Staff:** • Getting more staff trained in Restorative Practices • Provide staff relationship building experiences through social and service opportunities. • Intentionality in how staff gets to know students and families. • Professional development for staff on how to connect with families. • Professional development on different temperaments and how to lead teams with different temperaments than your own.	•

Performance Measures: Year-End Results
(Include sub-group data where applicable)

2023-2024 (Baseline):
Event Attendance

	2022-2023	2023-2024
Open House	Unknown	1065
Curriculum Night	Estimated around 200 families	Estimated around 500 families
Cultural Night	275	About 300
School Play	Just over 700	Just over 800

Classroom Directory (Baseline Year):
592 parents selected to join their classroom directory.

Family Connection Survey Results:
October 2023 – 46 Families Responded
May 2024 – 71 Families Responded

Question	October 2023 Response	May 2024 Response
How connected do you feel to the school as a whole?	On a scale of 1-5 with 5 being most connected, **73.9%** rated their connection as a 4 or 5. **(About 34 families)**	On a scale of 1-5 with 5 being most connected, **87.3%** rated their connection as a 4 or 5. **(About 62 families)**
How connected do you feel to your child's classroom?	On a scale of 1-5 with 5 being most connected, 52.1% rated their connection as a 4 or 5.	N/A
How connected do you feel with other families at our school?	On a scale of 1-5 with 5 being most connected, 24.4% rated their connection as a 4 or 5.	N/A
How familiar do you feel with who to contact at the school for different questions you might have?	On a scale of 1-5 with 5 being most familiar, 67.4% rated their familiarity as a 4 or 5.	N/A
How informed do you feel about the after school events happening at PMES? **May Question:** How informed do you feel about what is going on at Poole's Mill?	On a scale of 1-5 with 5 being most informed, **89.1%** rated their level of informed as a 4 or 5. **(About 41 Families)**	On a scale of 1-5 with 5 being most informed, **86%** rated their level of informed as a 4 or 5. **(About 61 Families)**
How informed do you feel about what your child is learning at school?	On a scale of 1-5 with 5 being most informed, 76.1% rated their level of informed as a 4 or 5.	N/A

Staff Connection Survey Results:
October 2023 – 64 Staff Responded
May 2024 – 89 Staff Responded

Question	October 2023 Response	May 2024 Response
How connected do you feel to your team?	On a scale of 1-5 with 5 being most connected, **79.7%** rated their connection as a 4 or 5. **(About 51 people)**	On a scale of 1-5 with 5 being most connected, **81.8%** rated their connection as a 4 or 5. **(About 73 people)**
How connected do you feel to the school as a whole?	On a scale of 1-5 with 5 being most connected, **48.5%** rated their connection as a 4 or 5. **(About 31 people)**	On a scale of 1-5 with 5 being most connected, **37.5%** rated their connection as a 4 or 5. **(About 33 people)**
I have been supported by my coworkers this year.	N/A	91.3% agree or strongly agree.

I have been supported by my administrators this year.	N/A	81.8% agree or strongly agree.
I feel valued and appreciated.	N/A	69.3% agree or strongly agree.
Do you have a person on the core team that you feel like you can go to when you have a problem?	**95.3%** said yes **(About 61 people)**	**97.7%** said yes **(About 87 people)**

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 opportunities and instructional coaching to enhance tier 1 instruction and increase student achievement and growth.

Assessment data use **Performance Measures:**

- Milestones achievement scores
- I-Ready universal screening & diagnostic assessments
- Student growth percentiles
- English Language proficiency growth

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Professional development sessions with staff will focus on strong tier 1 instructional practices including classroom management, lesson engagement, and using assessments to inform instructional decisions. • Lexia Lab offered to ESOL students before school • ESOL cohort with North United • Redesigning how we do instructional extension. • Use micro-scheduling to tighten classroom transitions & maximize instructional time • PLC's focused on common formative assessments that can be used to make instructional decisions • Classroom management checklist for each teacher to ensure routines are established early • Literacy professional development for staff from the state and district. • Provide Power Planning time for teams and support staff.	• Provide opportunities for peer teaching observations • Provide Power Planning time for teams and support staff. • Literacy professional development for staff from the state and district.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):
Growth Percentiles
2022-2023

- ELA
  - 4th Grade: 45
  - 5th Grade: 35
- Math
  - 4th Grade: 54
  - 5th Grade: 38

2023-2024 growth percentiles not available yet.

Milestones Reading Status
2022-2023: 70.6% At or above grade level

2023-2024: 72.4% At or above grade level

ELP Average Score By Domain

	2022-2023	2023-2024
Overall	3.6	3.5
Writing	3.1	3.2
Reading	3.7	3.5
Speaking	3.7	3.4
Listening	5.2	4.9

ELP Averages by Performance Level

	2022-2023	2023-2024
Total Number of Students	114	124
Entering	8 – 7%	7 – 5.6%
Emerging	23 – 20.2%	22 – 17.7%
Developing	38 – 33.3%	22 – 17.7%
Expanding	35 – 30.7%	51 – 41.1%
Bridging	7 -6.1%	17 – 13.7%
Reaching	3 – 2.6%	4 – 3.2%

Milestones Math Achievement At or Above Grade Level

	2022-2023	2023-2024
Overall	49.1%	*Math results will be provided by the state in August
ESOL Students	8 - 19%	
Special Education Students	14 - 29.8%	
EIP Students	4 - 9.3%	
Gifted Students	29 – 93.6%	

Milestones ELA Achievement At or Above Grade Level

	2022-2023	2023-2024
Overall	43.4%	47%
ESOL Students	19.1%	8.6%
Special Education Students	21.3%	16.1%
EIP Students	0%	2.7%
Gifted Students	83.9%	98%

Universal Screening Assessments

- Percentage of high risk students in literacy and math are both under 20% schoolwide.
- Most students at high risk were already receiving some level of support

2024-2025:

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: Teams will meet regularly as a Professional Learning Community to reflect on current assessment data to determine next steps and goal setting for teachers and students.

Performance Measures:

- Leadership notebooks
- PLC Meeting Data Discussion notes
- I-ready progress
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Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• PLCs will meet on a bi-weekly basis with coaches leading. • Instructional leadership team will meet throughout the year to support instructional decisions and professional development • Dyslexia core team will use screening and diagnostic data to determine supports needed for students.	•

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

2024-2025:

Reflection on Results: