Forsyth County Schools

A safe, connected, and thriving community for all

Big Creek Elementary School

2023-2024

School Improvement Plan

Principal: Courtney McKinney

School Mission/Vision Statement(s):
The mission of Big Creek Elementary School is to instill a love of learning through a supportive, rigorous, and empowering environment.

School Belief Statements:
We believe all students, staff, families, and community should feel connected and work in partnership for the benefit of all.
We believe all students have the right and ability to learn.
We believe education should be inclusive and engaging for all learners.

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Big Creek Elementary School
2023-2024 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 and safe and supportive learning environment
Performance Measures:

- Increase the number of staff trained in Mindfulness
- Provide staff wellness activities two times per month
- All students will receive a positive notecard home delivered through the USPS to encourage connectedness and belonging.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Staff greets all students at the classroom door each morning • Model Mindfulness at all faculty meetings • Weekly counselors will share a Mindfulness segment on our morning news • Implement after school activities for all students • Staff recognition monthly	• Implement Wildcat Pack once a nine-week period (Positive Adults Connecting with Kids) • Provide staff wellness activities at least two times per month • Implement Sources of Strength through our counseling specials

Performance Measures: Year-End Results

2022-2023 (Baseline):
Twenty-eight staff members were trained in Mindfulness and implemented the practice in their classroom.
All Big Creek students received a positive notecard home by the end of the school year.

2023-2024:
We have twenty-six staff members who were trained or participated in the recertification this year and implement the practice in their classroom or office.
All Big Creek students received a positive notecard home by the end of the school year.
All classroom teachers and specials' teachers greeted students as they entered the classroom eighty percent of the time.
Eighteen families attended the Wildcat Pack this year.
All students participated in at least five Sources of Strength lessons.

Reflection on Results:

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This year, we focused on establishing a safe and supportive learning environment for students and staff. At Big Creek, it is our goal that students and staff want to come to school each day. For this to occur students and staff need to feel safe, connected, and included.

This year we continued ensuring each student received a postcard during the year celebrating an accomplishment. During our weekly PLC's a standing agenda item is to write a postcard to a student. All grade levels, departments, and special area teams participate in this initiative.

Our counselors implemented Wildcat Pack, this is a program that offers opportunities for students and families to connect, learn how to handle conflict, compliment each other, and celebrate successes as a family. Wildcat Pack was offered quarterly before school and one parent accompanied their student. Our administrative team greeted families, a light breakfast was provided, and each session began with a fun game. The counselors then led our families through an engaging program that ended with parents/guardians sharing a compliment about their student. Our families shared how meaningful this was as it gave them time to just enjoy and learn together. During the 24-25 school year we will increase the number of Wildcat Pack sessions offered to our families.

Each month our administrative team provided a surprise and delight to our staff. Sometimes this consisted of a sweet treat and other times it was a game or activity to encourage connectedness. Our staff genuinely enjoyed playing games and participating in contests throughout the year, this is an initiative we will continue next year.

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Big Creek Elementary School
2023-2024 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: Create opportunities for students, staff, and families to connect during the school year
Performance Measures:

- Big Creek staff visit subdivisions within our district and interact with our families
- Big Creek invites families to paint murals and create a garden to encourage school pride and belonging
- Baseline data for inclusivity and belonging

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Let's connect with Ms. McKinney chats-four times per year • Classroom buddies • Welcome Wednesday • Professional learning with district-based staff four times per year	• Wildcat Committees in fifth grade • Denmark Spring Fling

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):
Two hundred forty-eight families completed a survey stating they were planning to attend the Denmark Spring Fling.

2023-2024:
All staff members participated in neighborhood visits during pre-planning.
Approximately thirty families participated in the mural painting in July.
All classes had classroom buddies and participated in at least two activities throughout the year.
Twenty families participated in creating a Welcome Wednesday video for the morning news.
All staff members participated in professional learning offered by Dania Peguero.
One hundred fourth and fifth grade students were members of the Wildcat Committee.
Approximately 1000 stakeholders attended our Denmark Spring Fling.

Reflection on Results:

We offered many opportunities for students, staff, and families to connect during the school year. We began our year with three neighborhood visits, and this was extraordinarily successful. During the visits staff members connected with our students and families. They played games together, created chalk drawings, blew bubbles, and just enjoyed seeing each other outside of the school setting. We also painted a mural outside of our cafe as a school community. We sent a sign-up genius out to families, and they signed up for a time to come paint the mural as our family. Our art teacher

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created the mural and staff members facilitated the painting with families. Our community enjoyed the neighborhood visits and mural painting, we will continue these initiatives during the 24-25 school year.

During the winter holidays we displayed symbols from all religions on a table in a foyer. Many families and students shared how much they appreciated this small gesture. All the families and staff felt included, and this created a sense of joy that permeated our school during the holiday season. Students would stop by the table and share family traditions with their peers, creating a learning opportunity for them to learn about other family traditions and celebrations.

The Denmark Community of Schools hosted a Local School Council meeting at Denmark High School this year and this meeting was well attended. It brought the Denmark Community together and each principal was provided an opportunity to share a little about their school and how we partner together to ensure smooth transitions between levels.

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Big Creek Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Teachers will participate in professional learning communities, professional development, and instructional coaching to improve student achievement in math and literacy.

Performance Measures:

- One hundred percent of teachers will implement new math standards and curriculum resources
- All teachers in grades kindergarten through second will implement UFLI (University of Florida Literacy Institute) and Heggerty

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Weekly team time (PLC's) with a monthly extended PLC (Professional Learning Community) time of an additional forty-five minutes • Kid Talk time allocated monthly	• Intentional focus of the instructional framework components during team time as it relates to our new math standards, math resources, and UFLI.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

IRLA Growth for Kindergarten and First Grade: Each grade averaged 1.0 years growth. **Big 20 Math Growth for Second and Third Grade:** Second grade quarter two 68.4% answers correct, and end of year 80% answers correct. Third grade quarter two 43.6% answers correct, and end of year 71% answers correct.

Stemscope Usage in Fourth and Fifth Grade: both grade levels began with zero logins as all teachers were new to Big Creek. Fourth grade 118 logins, fifth grade had 85 logins, and the next closest grade was third grade with 42 logins.

2023-2024:

All teachers implemented Eureka and kindergarten through second grade teachers implemented Heggerty and UFLI.

Reflection on Results:

Instructional coaches and our educational technology coach were instrumental in ensuring our PLCs (Professional Learning Communities) were focused on the instructional framework. Each week collaborative teams meet to plan math lessons, analyze data, and develop a deep understanding of Eureka Math. The positive impact of our coaches can be seen during every math lesson taught at Big Creek.

Our kindergarten, first grade, and second grade teachers implemented UFLI and Heggerty. As a school we were impressed with our IRLA data and the growth our students showed due to the implementation of UFLI and Heggerty. These two programs align with the science of reading and benefit all readers.

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This year an additional PLC time of forty-five minutes was provided monthly for all grade levels. This time was used to analyze ELA data. It provided a structured opportunity to look at the impact of UFLI and Heggerty in kindergarten through second grade and in grades three through five teachers looked at Beacon data and focused on creating skill/strategy groups to remediate, enrich, or extend the learning.

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Big Creek Elementary School

2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth in reading and math through data driven interventions through the MTSS (Multi-Tiered System of Supports) framework, professional development opportunities, and professional learning communities

Performance Measures:

- Implementation of EduClimber by all teachers

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Administer Beacon assessment to students in grades three through five • Create WIN (What I Need Groups) to remediate, extend, or enrich students based on Beacon Data • Offer advanced content for fourth and fifth grade math students • Provide PL (Professional Learning) on EduClimber during monthly Kid Talk sessions	• 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 • Administer the TOMAG to rising fourth and fifth grade students to create advanced content math classes for 24-25 school year

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
Fourth Grade Math Pre-Assessment Beacon:483
Fourth Grade Math Post Assessment Data Beacon: 571
60% of students showed high growth
35% of students showed moderate growth

2023-2024:
All teachers implemented EduClimber.

Reflection on Results:

All teachers implemented EduClimber and used this program to conduct student conferences and monitor student growth in Tier 2 and 3. Teachers also used EduCliimber to document parent phone calls and collaboration. We will continue to implement EduClimber during the 24-25 school year and will focus on utilizing the universal screening data to inform Tier one instruction. WIN groups were intentional and had a positive impact on student achievement. Growth was seen on Milestone scores, grade level assessments, and through teacher observation. Advanced content math classes were successful, and these students received enriched lessons along with instruction on grade level standards. We have an opportunity to grow in the area of offering professional learning on EduClimber.
Last year we used Becon to monitor growth. Moving forward we will use Milestone scores since it is consistently used, and Beacon is now an optional assessment.

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In the area of English Language Arts as reported in School City the following data includes content mastery:
All students-76%
Asian-82%
Black-61%
Hispanic-39%
Mulit-Racial-87%
White-74%
English Learners-50%
Special Education-15%

During the 24-25 school year our school will focus on calibrating a common understanding of the Science of Reading research. To support our ELL students, we will leverage the PLC process to plan and monitor Tier 1 supports and strategies. To support our special education students, we will calibrate a common understanding of student engagement. To ensure all students show growth in ELA we will calibrate a common understanding of assessment and grading principles and practices. Using data to inform Tier 1 instruction will benefit all students at Big Creek.

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