Forsyth County Schools

A safe, connected, and thriving community for all

Chattahoochee Elementary School

2023-2024

School Improvement Plan

Principal: Jennifer Williams

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 <u>LEARNERS,</u> 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 <u>TEACHERS</u>, 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.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Increase student achievement in reading and math through collaborative planning, professional learning, and instructional coaching.

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, IRLA, FCS Big 20, 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. IRLA formative reading data, and FCS Big 10/20 data (Action Step 3)*

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 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.	•

Performance Measures: Year-End Results

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

The percentage of 3rd-5th students scoring at the proficient level or above on the Math GMA will increase from 56% (Spring 2022) to **60%** (Spring 2024) and the percentage of K-5 students demonstrating grade level math proficiency on the FCS Big 20 will increase from 61% (May 2023) to **70%** (May 2024).

The percentage of 3rd-5th students scoring at the proficient level or above on the ELA/GMA will increase from 46% (Spring 2022) to **50%** (Spring 2024) and the percentage of K-5 students reading grade level text or higher with basic comprehension proficiency will increase from 76% (May 2023) to **80%** (May 2024) as measured by the IRLA.

Reflection on Results:

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth in reading and math through collaborative work to improve academic engagement, data-driven interventions through the MTSS framework, and instructional extension opportunities.

Performance Measures:

- *School Pace Reader Engagement Data, IRLA reading levels, FCS Big 10/20 data, Title I Compact Goals data, Family Nights attendance data (Action Step 1)*
- *Universal Screening, formative data collection, and program specific measures (Action Step 2)*
- *Student achievement data: FCS Big 10/20, Math GMA/EOG (Action Step 3)*
- *Student achievement data: FCS Big 10/20, Math GMA/EOG (Action Step 4)*
- *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 5)*

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
1. 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. 2. Data-driven, differentiated RTI groups will be facilitated daily during the schoolwide RTI block, "WIN Time". Additionally, differentiated "Math EIP/Small Group" time is noted on the master schedule, along with "Math Core" instructional blocks. 3. Provide Title I teachers to reduce class size in grades 1 and 5 and provide one supplemental teacher to provide additional reading and math support for at-risk students in grades 1-5. 4. Provide instructional extension opportunities for students identified as most at-risk in grades three through five. 5. 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

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Reflection on Results:

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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 by supporting PBIS implementation, student celebrations, and opportunities for student connection

Performance Measures:

- PBIS Self-Assessment Survey
- SWIS referral system
- PBIS Tier 2 data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Support PBIS implementation with continued professional learning for staff. • Begin 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.	•

Performance Measures: Year-End Results

2018 School-Wide Total Score of 37% on PBIS Self-Assessment Survey (baseline)
2019 School-Wide Total Score of 65% on PBIS Self-Assessment Survey
2020 School-Wide Total Score of 70% on PBIS Self-Assessment Survey
2021 School-Wide Total Score of 76% on PBIS Self-Assessment Survey
2022 School-Wide Total Score of 80% on PBIS Self-Assessment Survey

2018 Classroom Total Score of 48% on PBIS Self-Assessment Survey (baseline)
2019 Classroom Total Score of 62% on PBIS Self-Assessment Survey
2020 Classroom Total Score of 65% 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

2021 Individual Total Score of 69% on PBIS Self-Assessment Survey
2022 Individual Total Score of 65% on PBIS Self-Assessment Survey

2021-2022 347 SWIS total (minor & major) behavior referrals (baseline)
2022-2023 268 SWIS total (minor & major) behavior referrals

2022-2023 Establish baseline for SWIS major behavior referrals= 15

2023-2024:
Increase School-Wide Total Score on PBIS Self-Assessment Survey by 3%
Increase Classroom Total Score on PBIS Self-Assessment Survey by 5%
Increase Individual Total Score on PBIS Self-Assessment Survey by 5%

Increase staff participation in PBIS Self-Assessment Survey by 10%
Establish baseline for PBIS Tier 2 data

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 Chattahoochee from students, staff, and families

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Continue vertical collaboration amongst administration, staff, teacher leaders, and community members. • 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. • Establish a Principal Advisory Team of fifth grade students.	•

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

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:

Establish baseline for One East Community perception data
Establish baseline for Chattahoochee perception data from students, staff, and families
Increase attendance at One East events