Forsyth County Schools

A safe, connected, and thriving community for all

Brandywine Elementary School

2023-2024

School Improvement Plan

Principal: Daisy Tremps

School Mission/Vision Statement(s):

Building positive relationships
While providing quality instruction and
Engaging the community

School Belief Statements:

- **We celebrate diversity because it connects us and makes us stronger**
- **Relationships are foundational. We seek to grow and nurture them**
- **Success is measured beyond our numbers**
- **We cultivate a safe, responsible, and respectful learning environment**

Brandywine 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 a safe and supportive learning environment through the PBIS framework.
Performance Measures:

- Major referrals in SWIS
- Student Health Survey results
- Growth from Teacher self-assessments on classroom systems (pre-post)

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Classroom Systems Training for all staff members • Coaching cycles for teachers/students • Monthly celebration of students - Principal Pals • Staff training in Mindfulness	• Student health surveys • Classroom Systems Training for all staff members • Coaching cycles for teachers/students • Monthly celebration of students - Principal Pals

Performance Measures: Year-End Results

2022-2023 (Baseline):

- 100% of teachers were trained on all five components of PBIS Tier I classroom expectations
  Major referrals in SWIS = 331. (282 male, 49 female. 96 ELLs, 86 SWD. 11 American Indian, 67 Asian, 91 Black, 79 Latino, 71 White, 12 Multi-Racial)
- Will gather baseline from Student Health survey results in 2023-2024

2023-2024:

- The goal is to DECREASE the number of major referrals in SWIS:
  387

- GROWTH from Teacher pre/post PBIS Self-Assessments on Classroom Systems:
  Expectations - growth to confidence in skill and consistent use
  Engagement - growth to confidence in skill and consistent use
  Structure - growth to confidence in skill and consistent use
  Recognition - not reported
  Relationships - growth to confidence in skill and consistent use
  Responding to bx - growth to confidence in skill and consistent use

- GA Student Health Survey (baseline):
  "Good behavior is noticed at my school" - 77% (always/often), 23% (sometimes/never)

Reflection on Results:

Major SWIS referrals increased from 331 to 387. In reflecting, it is noted that majors were entered more due to awareness/training and better response. Brandywine also needs to improve training on the PBIS matrix which defines minor vs major infractions. We also believe continued training in Tier 1 Classroom Systems will reduce escalation in behavior. For the 24-25 school year, Brandywine is beginning implementation of PBIS tier 2 and we must maintain momentum for Tier 1 simultaneously.

GA Student Health Survey - Admin team looked for a baseline of a *relatively low* statement tied to the goal of a safe & supportive learning environment through PBIS. The statement "good behavior is noticed at my school" is targeted, specific, and actionable. Only 77% of our students felt this statement was always or often true and 23% of students felt this was sometimes or never true. We would like to set a goal of 20% or less in the sometimes/never category.

Brandywine 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: Foster a safe, connected and thriving environment for all of our Brandywine Community.
Performance Measures:

- Participation at events
- Survey results

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Front Porch Visits • News segments highlighting different cultures • Designated time in schedule for morning meetings • Coffee and Conversations (counselor led parent meetings) • Friday spiritwear days	• Student health survey • News segments highlighting different cultures • Designated time in schedule for morning meetings • Coffee and Conversations (counselor led parent meetings) • Friday spiritwear days

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

2022-2023 (Baseline):
Baseline will be gathered 2023-2024 school year

2023-2024:

- The goal is to see an INCREASE in family participation and visits at Brandywine:
  Front porch visits - 100% of our students received a back to school visit from a group of BWE staff
  Coffee and Conversations - an average of 20 parents per each of the 4 sessions
  Daytime visitors - approximately 5,000
  Heritage Night - 18 family performances and 21/39 countries represented by family tables (54%). All 39 countries were represented in our hallways by homerooms.

- GA Student Health Survey baseline:
  "Students treat each other well" - 67% (always/often), 33% (sometimes/never)

Reflection on Results:

Increase participation at events is difficult to quantify for evening/non check in events. This goal is hard to measure. We will be more intentional about finding a way to count attendance.

GA Student Health Survey - We analyzed the statements that directly tied to the goal of "fostering a safe, connected, and thriving environment for our Brandywine community" then looked for a growth area. We landed on the statement, "students treat each other well" which can be directly tied to a feeling of safety and connectedness.

Brandywine Elementary School

2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: INCREASE student achievement in reading through PLC process, curriculum implementation, and professional development opportunities.

Performance Measures:

- Lexile levels from EOG
- Reading achievement from EOG
- End of the year -

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• PLC cycles/sprints (4 cycles per year) • Power Planning (4 times per year) including curriculum specialists within our building • Utilize our Instructional coach to support reading instruction as needed through coaching cycles • Analyze ELA domains data from EOG and utilize data to form MTSS groups	• PLC cycles/sprints (4 cycles per year) • Power Planning (4 times per year) including curriculum specialists within our building • Utilize our Instructional coach to support reading instruction as needed through coaching cycles • Analyze ELA domains data from BEACON and utilize data to form MTSS groups

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

- Lexile Band
  3rd - 76% of third graders within or above Lexile stretch band
  4th - 68% of fourth graders within or above Lexile stretch band
  5th - 63% of fifth graders within or above Lexile stretch band

- EOG Achievement
  3rd -Proficient + Distinguished Learners = 54.6%
  4th - Proficient + Distinguished Learners = 54.5%
  5th - Proficient + Distinguished Learners = 53.9%

2023-2024:

- The goal is to INCREASE the percentage of students within or above the LEXILE stretch band
  3rd - 73.9% of third graders within or above Lexile stretch band
  4th - 69% of fourth graders within or above Lexile stretch band
  5th - 75.6% of fifth graders within or above Lexile stretch band

- INCREASE the percentage of students scoring proficient and above as measured by the ELA Georgia Milestone Assessment:
  3rd - Proficient + Distinguished Learners = 55%
  4th - Proficient + Distinguished Learners = 52.7%
  5th - Proficient + Distinguished Learners = 54.3%

- EOY FastBridge (baseline)
  FastBridge Spring Kinder early reading at or above benchmark = 63%

FastBridge Spring 1st early reading at or above benchmark = 50%
FastBridge Spring 2nd areading at or above benchmark = 68%

Reflection on Results:

Increase the percentage of students within or above the LEXILE stretch band - Fourth and fifth graders met the goal. The percentage of *fifth graders* within or above the Lexile stretch band drastically increased from 63% to 75.6%. Third grade dropped 2% from 76% to 73.9%.

INCREASE the percentage of students scoring proficient and above as measured by the ELA Georgia Milestone Assessment - Third and fifth grade met the goal and the percentage increased. Fourth grade performance dropped by 2%.

Overall, reading needs to be a focus area. Brandywine students are averaging 62% proficient over all assessments.

Rationale - PLCs shifted to include a math focus and not just reading because of full implementation of new math standards and curriculum. Leveling system didn't have a focus on text complexity. .

If fourth grade students are reading within Lexile band and not passing ELA Milestones, we can deduce that writing is a growth area for fourth graders.

Thoughts for 24-25 - iready will match Lexile and will drive PLCs and instruction. New ELA curriculum and targeted reading instruction aligned to Lexile bands will drive PLC. Possible action steps - student ownership (student data talks), Lexile leveled book room to support small reading groups, reading instruction focus, TKES goal will align to SIP. All K-2 teachers focus on UFLI and Heggerty implementation as well as small group instruction planning for reading groups (orthographic mapping as a focus and CORE assessment to drill down to specific skills)

Brandywine 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 through the MTSS framework, targeted interventions, and differentiated curriculum implementation.

Performance Measures:

- CCRPI Progress
- Students moving within MTSS tiers
- Number of students qualifying for gifted services

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Master schedule reflects intervention times (MTSS and EIP) not overlapping with core instruction. Gifted services are a combination of push-in and pull-out models. • MTSS coordinator reviewing student success plans and Universal Screening data with teachers and support staff to ensure interventions start in a timely manner • MTSS Coordinator holding continual SST meetings and grade-level MTSS meetings to track student's response to intervention • Gifted teachers collaborating with homeroom teachers to provide extension activities for high achievers. • Gifted teachers provide teachers training with PETS curriculum. • Advanced Content math provided for 4th and 5th graders by gifted teachers.	• Master schedule reflects intervention times (MTSS and EIP) not overlapping with core instruction • MTSS Coordinator holding continual SST meetings and grade-level MTSS meetings to track student's response to intervention. • Gifted teachers collaborating with homeroom teachers to provide extension activities for high achievers. • Advanced Content math provided for 4th and 5th graders by gifted teachers.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

- CCRPI progress - 86.9
- Percentage of students moving down within tiers:
  3%
- Number of students eligible for gifted services :
  May 2022 124 students
  May 2023 166 students

2023-2024:

- The goal is to see an INCREASE in our CCRPI progress points:
  TBD

- INCREASE in the percentage of students moving down within the tiers:
  14%

- INCREASE in the number of students eligible for gifted services:
  May 2024 163 students

Reflection on Results:

Increase in the percentage of students moving down within tiers - There was a focus on intentional interventions for students in Tier 2 and Tier 3. The master schedule truly reflected a "core plus more" where MTSS, EIP services, and core instruction did not overlap.

Consider changing the gifted goal to a percentage of students.