Forsyth County Schools

A safe, connected, and thriving community for all

Coal Mountain Elementary School

2023-2024

School Improvement Plan

Principal: Kelly Fuchs

School Mission/Vision Statement(s):

To empower young minds for a bright future.

We are responsible for every child.

School Belief Statements:

We believe that the outcome of our efforts will make it possible for the FCS Learner Profile to become a reality for all students.

We believe in meeting individual needs by providing learning opportunities that ensure real-life success for all students.

Coal Mountain 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: Promote a positive, safe, and supportive learning environment with a focus on self-efficacy.
Performance Measures:

- 100% of teachers will implement The Miner Mindset
- 100% of teachers will schedule and conduct daily Classroom Meetings
- 100% of students/families receive our Mining for Good Attendance flyer

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement the Miner Mindset; we are Capable, Kind, Engaged, and Responsible in classrooms and cafeteria • Utilize the 7 Mindsets during morning meetings and morning news • Schedule time for Morning Meetings in all environments through the Master Schedule	• Post Miner Mindset agreements in shared spaces including, but not limited to the cafeteria, hallways, and bathrooms • Develop matrices for the upcoming school year • Update Miner Mindset based on feedback

Performance Measures: Year-End Results

2022-2023 (Baseline):

- 3.57% absence rate – adjusted based on CCRPI Live Data Verification to: 85.68% of students absent less than 10% of enrolled days
- Staff feedback regarding the need for a school-wide behavior plan/expectations

2023-2024:

- 88.33% of students absent less than 10% of enrolled days
- Staff feedback on Miner Mindset

Reflection on Results:

Our core team, including our counselors, administrators, MTSS Coordinator, and School Social Worker, collaborated to focus on promoting good attendance this year. Every student received a "Mining for Good Attendance" flyer at Open House, and new students were given the flyer in their welcome packets. This initiative, combined with the support from our counselors to both families and teachers, fostered a strong partnership between home and school, which positively impacted student attendance.

In reviewing attendance data for this year, we realized that a better measure for our attendance data is the number of students who are absent less than 10% of their enrolled days. Our efforts focused on ensuring that our students were present as much as possible with interventions at the 3-day, 5-day, and 8-day marks, followed by an attendance contract when students reached 9 or more absent days. Therefore, a more accurate measure of the impact of our interventions is from the GaDOE Portal for CCRPI Live Data Verification reports. For the 2022-2023 school year, we had 85.68% of students absent less than 10% of enrolled days. For the 2023-2024 school year, this improved to 88.33%.

With the improvement in student attendance, we were able to create a positive learning environment more effectively through The Miner Mindset. This year, we successfully implemented shared agreements across various settings, including classrooms, pathway classes, hallways, bathrooms, and the cafeteria. The feedback from staff was overwhelmingly positive; they actively engaged in discussions about next steps and offered valuable suggestions for future improvements. We are eager to see how the continued use of The Miner Mindset in established spaces will further enhance the learning environment for all students and increase self-efficacy in making positive choices. Additionally, we are ready to expand its implementation to new spaces and create more supporting documents for both students and staff.

Overwhelmingly, our students, teachers, and families have responded positively to this framework. By reinforcing The Miner Mindset and promoting good attendance, we have built a culture of respect and self-efficacy within our school community. Our efforts have laid a strong foundation for continued growth and success, ensuring that Coal Mountain Elementary remains a place where respect, wellness, and balance are prioritized for all.

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

Performance Measures:

- Maintain or increase attendance at CMES Events including Open House, Curriculum Night, and STEAM Night
- Maintain or increase Miner Mixer Participation
- Increase the number of NEO Miner Mates Events

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Miner Mixers • NEO Surveys • Diamond Discussions • Moments on The Mountain daily emails to improve staff experience	• Empathy Interview results • Parent Surveys • Kindness Club Events

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

2 Miner Mixers with <90% participation

4 Miner Mates events with <90% participation

2023-2024:

Administer empathy interviews to various stakeholders to gather feedback from all perspectives

2 Miner Mixers –

1. 93% participation rate with 90 staff members attending one of five options
2. 91% participation rate with 88 of our staff members attending one of three options.

6 Miner Mates Events –

1. 100% participation
2. 100% participation
3. 90% participation
4. 81.8% participation
5. 90.1% participation
6. 95.5% participation

Overall – 93% participation rate

Reflection on Results:

The concerted efforts to enhance inclusivity, school pride, and belonging within our school community have yielded positive results. The increase in participation rates for both Miner Mixers and Miner Mates events indicates a stronger connection among staff members. The administration of empathy interviews and student surveys for our students at NFMS has provided valuable insights, allowing us to address the needs and perspectives of all stakeholders effectively.

The implementation of daily emails where administration shared relevant information for the day as well as provided a look ahead for big events increased positive feedback from teachers regarding communication. Our counselor implemented Kindness Club events which has further enriched the school environment, fostering a culture of empathy

and mutual respect. Moving forward, we will continue to build on these successes, ensuring that every member of our community feels valued and connected.

We have not collected formal data for attendance at our evening events for our school, but we have noted higher than usual attendance and engagement in any event we put on this year. Based on feedback from a variety of stakeholders including teachers, parents, the NFHS Science Pathway Program including the Science Ambassadors and Teaching as a Profession students along with our CME Science Teacher and other staff, we have noticed that attendance is at an all time high.

This year, we conducted empathy interviews. The major take aways from staff for this goal area are:

1. Admin creates an environment where teachers feel supported.
2. Teachers feel a strong connection to and build resilient relationships with their team.
3. We have established a close-knit school community.

The major take aways from parents for this goal area are:

1. They desire as many opportunities to be involved with our school events.
2. They appreciate multiple perspectives being considered including cultural points of view and working parent vs. stay at home parent considerations.

The major take aways from students for this goal area are:

1. Their 5th grade teachers really impacted their success at the middle school level.
2. Students feel a strong connection to the roots they grew at Coal Mountain and this supports their current relationships with peers as they navigate the middle school years.

By maintaining our focus on inclusivity and connection, we are confident in our ability to sustain and further improve the sense of belonging and school pride at Coal Mountain and I am excited to see where we go from here.

Coal Mountain 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 literacy and math through Professional Learning Communities and Collaborative Planning Opportunities

Performance Measures:

- 100% of teachers will participate in PLCs
- 100% of teachers will implement UFLI and Heggerty
- 100% of teachers will implement the FCS Math Vision and Eureka Math to support the learning of the new math standards

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Regular PLC Meetings • Job Embedded Professional Learning • Kid Talks • Strengthen UFLI, Heggerty, and Math Vision implementation from Pilot phase	• Data dives with IRLA/School Pace Data, Eureka assessment data, Big 10/Big 20 Data, and BEACON Data

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

- All staff members engaged in PLC meetings weekly throughout the school year
- Increase Content Mastery in CCRPI from the 2022 baseline of 77.7% to 78.3%. We are awaiting CCRPI results to determine student growth and progress.

2023-2024:

- Increase Content Mastery in CCRPI from Actual TBD to updated goal based on last year's results
- PL and PLC Calendar and attendance/engagement data as determined by calendars and meeting agendas to include minutes

Because we do not have full CCRPI data at this time, I am reporting on the information for achievement data as determined by Milestones.

Milestones ELA Achievement – Students Performing at the Proficient & Distinguished Achievement Level

Sub Group	2022-2023	2023-2024
All Students	347 students - 42%	368 students - 42.9%
Students with Disabilities	38 students - 31.6%	59 students - 15.3%
ESOL	31 students - 16.1%	48 students - 29.2%
EIP	27 students - 0%	59 students - 5.1%
Gifted	46 students - 76.1%	80 students - 85%

Milestones Math Achievement – Students Performing at the Proficient & Distinguished Achievement Level

Sub Group	2022-2023	2023-2024
All Students	347 students – 47.8%	
Students with Disabilities	38 students – 39.5%	
ESOL	31 students – 19.4%	
EIP	27 students – 0%	

Gifted	46 students – 82.6%	

Reflection on Results:

Teachers worked hard to implement many new resources this year. Through their participation in PLC meetings, professional learning opportunities, and data meetings, they have significantly impacted student learning. In ELA, there has been a notable increase in achievement across all subgroups, except for our SWD population. This progress can be attributed to several key adjustments we made this year.

First, we held weekly PLC meetings with a strong emphasis on administrative presence. This ensured that administrators could provide immediate support and guidance. Additionally, our core team met regularly to discuss focus areas for each grade level based on recent data meetings and Kid Talks. This consistent and explicit support of the PLC process positively impacted both Tier 1 instruction and the quality of instruction delivered during our MTSS segments, known as Shine Time.

Another significant effort was ensuring that as many students as possible took the End-of-Grade (EOG) Assessments. This year, we increased the number of SWD students taking the assessment from 38 to 59, which I believe impacted our achievement scores.

Moving forward, our continued work in strengthening processes and knowledge in our special education department, along with enhancing Tier 1 instruction, will have a positive impact on all students, particularly our SWD students. As we prepare for the 2024-2025 school year, we are committed to building on these successes and addressing the areas where improvement is needed. Our teachers' dedication and collaborative efforts have laid a strong foundation for sustained growth and achievement.

Coal Mountain 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 literacy and math through Kid Talks, Data Dives, and the MTSS Process.
Performance Measures:

- 100% of teachers will utilize educlimber to monitor student growth through Kid Talks
- 100% of Kid Talks will utilize a standard protocol to discuss student needs, growth, and celebrations
- 100% of students will belong to a Shine Time Group to support their academic growth
- EL Cohort participation and implementation of learned strategies

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Hold Kid Talks with updated protocols • Facilitate Data Dives • Implement School-Wide expectations for Shine Time to support MTSS	• Review Fastbridge Data and adjust Kid Talks as needed

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
Students at ELA Progress Levels 3 and 4
All students – 50.89%
ESOL students – 55.88%
Students with Disabilities – 48.39%
2023-2024:
Data Not Yet Available

Reflection on Results:

This year, we introduced several new initiatives and resources, and our teachers rose to the challenge with determination and adaptability. A significant part of our efforts was focused on conducting Kid Talks and Data Dives each month. These meetings were structured around the four questions of the PLC process, providing a clear and consistent framework for evaluating student performance and making instructional decisions.

One of the most significant shifts at Coal Mountain was the implementation of Shine Time, our dedicated MTSS segment, across all grade levels. This was a substantial change and teachers worked hard to establish consistent procedures and research-based instruction consistently and with fidelity. This change had a positive impact on achievement scores in all areas except for Students with Disabilities (SWD).

While we anticipate that our progress for all students and ESOL students will reflect these improvements, we recognize that our SWD data will likely indicate areas needing continued attention and support. It's important to note that emphasizing the importance of state assessments has increased the number of students with disabilities taking these assessments, which will influence our progress as reported by CCRPI.

In summary, the initiatives and resources implemented this year have laid a strong foundation for ongoing improvement in student growth. Our focus on Kid Talks, Data Dives, and Shine Time has fostered a culture of

continuous improvement and targeted support. As we move forward, we remain committed to addressing the needs of all students, particularly those with disabilities, to ensure that every learner at Coal Mountain Elementary can thrive.