Forsyth County Schools

A safe, connected, and thriving community for all

Daves Creek Elementary School

2023-2024

School Improvement Plan

Principal: Eric Ashton

School Mission/Vision Statement(s):
Developing Children's Excellence and Success through Students Thinking, Exploring and Making Real-World Connections

School Belief Statements:

- We believe all children can **learn** when provided with a **supportive** and **appropriate** learning environment.
- We believe that students are most **successful** when educational experiences are **engaging** and **relevant**.
- We believe that **high expectations** and a **quality curriculum** lead to increased student performance.
- We believe students learn important **life-long skills** by working **independently** as well as **cooperatively** in all academic areas including fine arts, physical education, and technology.
- We believe that **consistent expectations** and **mutual respect** foster **self-discipline**.
- We believe that teachers, students, administrators, and parents, along with the community, share **responsibility** for student **success**.

Daves 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: To develop personal and social awareness skills through healthy interactions, access to wellness resources to promote respect and balance.

Performance Measures:

- 2022-2023 (Decreased number of behavior incidents)
- 2023-2024 Decrease number of behavior incidents by 10%

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Embed The Voyage for Schools traits (cooperation, perseverance, courage, kindness, responsibility, honesty, humility, and generosity) to promote social awareness. • Build family connections by posting in a variety of ways the monthly traits. • Explore and teach Digital Citizenship, provide small guidance groups, and resources as needed to families. • Promote respect, wellness, and balance for staff with events throughout the year.	• Embed The Voyage for Schools traits (cooperation, perseverance, courage, kindness, responsibility, honesty, humility, and generosity) to promote social awareness. • Build family connections by posting in a variety of ways the monthly traits. • Explore and teach Digital Citizenship, provide small guidance groups, and resources as needed to families. • Promote respect, wellness, and balance for staff with events throughout the year.

Performance Measures: Year-End Results

2022-2023 (Baseline):
70 Behavior Incidents/Referrals

2023-2024:
38 Behavior Incidents/Referrals (This is amazing!!)

Reflection on Results:

Implementing The Voyage did a great job of acknowledging students who showed positive behaviors. Consider implementing more tier 1 foundational supports for behaviors in the classroom, the highest area for behavior referrals.

Our counselors worked hard to implement more positive reinforcement including pulling more tickets for School traits on the morning news for students (this led to more students being cognizant of actions of others and teachers recognizing more students), Voyager of the Month, Media Center incentives to promote literacy and kindness, classroom/Tier 1 behavior protocols with Melissa Simpson/counselors/MTSS coordinator, grade level community service projects, and Dolphin Leaders.

*A growth area/next step for us will be to utilize social media more to spread awareness to our families.

We were very purposeful with raising staff morale with events such as weekly Teacher Shout-outs with prizes, Toot your Horn Tuesday, Treat Trolley/Woot, Woot Wagon, Funtober, and the HoliDAVES Calendar.

Daves 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: The South Vertical Team will increase a sense of belonging and school pride among the community stakeholders including parents, students, teachers, and business partners. At Daves Creek Elementary School, we want to promote inclusivity by adding community partners to support our STEM initiatives.

Performance Measures:

- 2022-2023 Establish Baseline
- 2023-2024 Attendance; feedback from partners

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement service projects. • Coordinate individual school events like STEM night collaboration/challenges, Curriculum nights, Family Movie night, Staff Cookout, cafeteria menu options for our population, and Counselor lessons on being unique • Connect with stakeholders in a variety of ways (LSC, PTA, Partners in Education, Social Media).	• Implement service projects. • Parent Academy • Fine Arts night

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):
Baseline

2023-2024:
Parent Academy: 615 RSVP and over 400 attended
School events were very well attended-500 RSVP and over 400 attended
Service projects: all grade levels/entire student body participated and community members contributed by providing materials/supplies and speaking at Future You Day/Career Day

Reflection on Results:

Individual school events were successful with inviting families and communicating the message. The South Vertical Event was established at a middle school football game between Lakeside Middle and South Forsyth Middle. This event was chosen to encourage participation and buy-in from all of our students (a number of whom do not attend our vertical high school). All schools were well represented through the use of fine arts, CTSO, and athletic organizations. Our vertical service events continued to be successful.

Plan vertical events throughout the school year. After reflecting with our vertical team, we agreed that having an event that allowed buy in from all of our students was beneficial, and we will look for other ways to incorporate a similar event next year. We determined that we need a better means to determine baseline participation data, and how to market the event to our vertical community.

2023-2024 Parent Academy was very well organized by our Vertical Committees and was successful for its first year. The event included sessions on Internet Safety, Math Progressions, Transition to Middle/High, Healthy Home and School Balance, Mental Health and Resiliency, College and Career Planning, and Safety at School.

School wide community service projects included making toys and treats for Furkids animals in shelters, Thank you notes for nurses at Northside Hospital, and Wildflower pods in partnership with Keep Forsyth Beautiful. All students also participated in a toy drive for The Place and a food drive for Chestatee Elementary.

Daves Creek Elementary School

2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: To increase student reading, math, and science achievement.

Performance Measures:

- 2022-2023 Baseline (fall) of ARC On Target by Points by grade proficient or above, measured Quarterly;

  Qtr.1 K 78.2% ; 1st 54.3%; 2nd 66.5%; 3rd 44.6%; 4th 54.7%; 5th 50.8%

- 2023-2024 TBD Q1 1-5 ARC (GKIDS data for K); 3-5 Math/Science Milestones (EOY), Big 10/20 Fall and Spring, Master Schedule and Professional Learning and Development Schedule

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Increase teacher capacity to improve student ARC On Target by Points and Eureka formative assessment data, implement professional development with on-site instructional coach. • Utilize instructional framework to improve instruction for all students. • Incorporate Science discourse and strategies to support standards-based instruction. • Provide opportunity for coaching (face to face) with content specialists for staff on improving reading and math literacy teaching effectiveness. • Schedule built to include uninterrupted instructional time for all academic areas.	• Continue to increase teacher capacity to improve student ARC On Target by Points and Eureka formative assessment data, implement professional development with on-site instructional coach. • Continue to utilize instructional framework to improve instruction for all students. • Continue to incorporate Science discourse and strategies to support standards-based instruction. • Continue to provide opportunity for coaching (face to face) with content specialists for staff on improving reading and math literacy teaching effectiveness. • Continue to schedule built to include uninterrupted instructional time for all academic areas.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

Q4 ARC on Target Points K 43%; 1st 36%; 2nd 47%; 3rd 11%; 4th 43%; 5th 55%

2023-2024:

Q4 ARC: Because of the changes with School Pace input requirements, end of year data is not a true reflection of student achievement

GKIDS: ELA % Demonstrating or Exceeding: 90%, Math % Demonstrating or Exceeding: 93%

Math/Science Milestones: Math-TBD Science-96% Developing or Above

Spring Big 10/20: (2 and above) 1st 96%, 2nd 97%, 3rd 92%, 4th 98%, 5th 98%

Reflection on Results:

PLCs that supported reading instruction were successful, including more subgroup data digs and support in looking at information received from formative assessments.

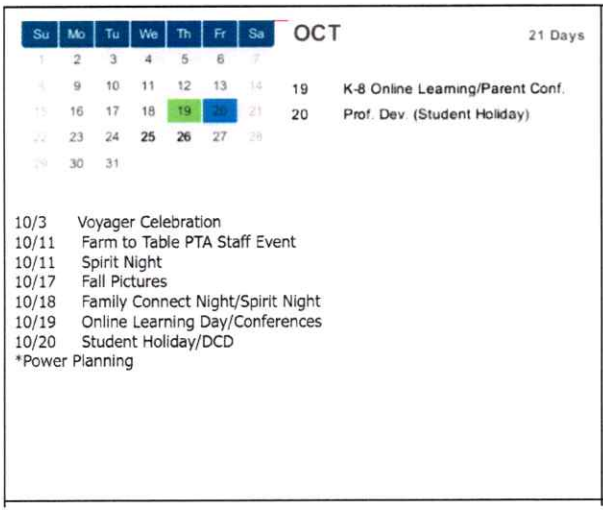
We plan to increase coaching support for subgroups during any ARC instructional level changes, add more support for teachers Q4. Refer to the instructional framework throughout the year and set foundational expectations.

For literacy, K-3 teachers attended a Literacy Cohort with Courtney Bean and redelivered to our staff. We also provided additional professional development from our Instructional Coach and ETC who facilitated knowledge of instructional strategies and delivery

of standards. For math, we created a math lead in each grade level who received additional professional development and coaching from our math coach. Lani Delallo helped support us this year in our Science initiatives by coming to provide PD and support to our staff for their Project Based Learning units.

Moving forward, leveling students will not be standard practice as we will be placing focus on mastery of literacy domains including comprehension, phonemic awareness, phonics, vocabulary, and fluency.

Master Schedule/Professional Learning Schedule sample:



Su	Mo	Tu	We	Th	Fr	Sa
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19		
	23	24	25	26	27	
	30	31				

OCT 21 Days

19 K-8 Online Learning/Parent Conf.
20 Prof. Dev. (Student Holiday)

10/3 Voyager Celebration
10/11 Farm to Table PTA Staff Event
10/11 Spirit Night
10/17 Fall Pictures
10/18 Family Connect Night/Spirit Night
10/19 Online Learning Day/Conferences
10/20 Student Holiday/DCD
*Power Planning

	Topic	Facilitator
***Tues 3rd-7am**	Leadership	Admin/Quick/Shadburn
Tues 3rd-planning	PLC	Quick/Shadburn
Wed 4th-planning	PD-STEM	Shadburn/Delallo
Tues 10th-planning	MTSS/PLC	Parsell/Quick
Wed 11th-planning	PD-Canvas-prep for 10/19	Shadburn/Parsell/Quick available
Tues 17th-3pm	K/2/4 Kid Talks	Parsell/Admin
Wed 18th-planning	PD-Canvas-prep for 10/19	Shadburn/Parsell/Quick available
Thurs 19th-8am??	1/3/5 Kid Talks	Parsell/Admin
Fri 20th-all day	District Math PL	
Tues 24th-7am	Faculty Mtg	Admin
Wed 25th	No PD	

Daves 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.

Performance Measures:

- 2022-2023 CCRPI; Universal Screening K-2 and Milestones for 3-5
- 2023-2024 CCRPI, Universal Screening K-5, Master Schedule and PL Calendar

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Utilize MTSS framework to specifically target student needs and provide support where appropriate (Tiers 1, 2, 3). • Increase teacher awareness, engage stakeholders in data-based problem solving, and communicate progress in PLCs. • Incorporate an MTSS block into the Master Schedule to support enrichment and intervention. • Utilize STEM notebooks and align to the recommended daily routine. • Inform teachers of High Leverage Strategies to enhance Tier 1 instruction; POD time to implement these strategies. • Support behavior intervention by utilizing district support. • Professional Learning Plan, PLC work, District Trainings	• Continue Semester #1 Action Steps • Dyslexia screening/identification roll out

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

CCRPI: Content Mastery-100 Progress-N/A Closing Gaps-N/A Readiness-93.3

Milestones 3-5: ELA-97.5 developing and above, Math-98.6 developing and above, Science-95.6 developing and above

2023-2024:

CCRPI: Content Mastery-100, Progress-97.8, Closing Gaps-100, Readiness-94.3

EOY Universal Screenings: students at or above the 30th percentile-K-83%, 1st-87%, 2nd-95%, 3rd-96%, 4th-94%, 5th-92%

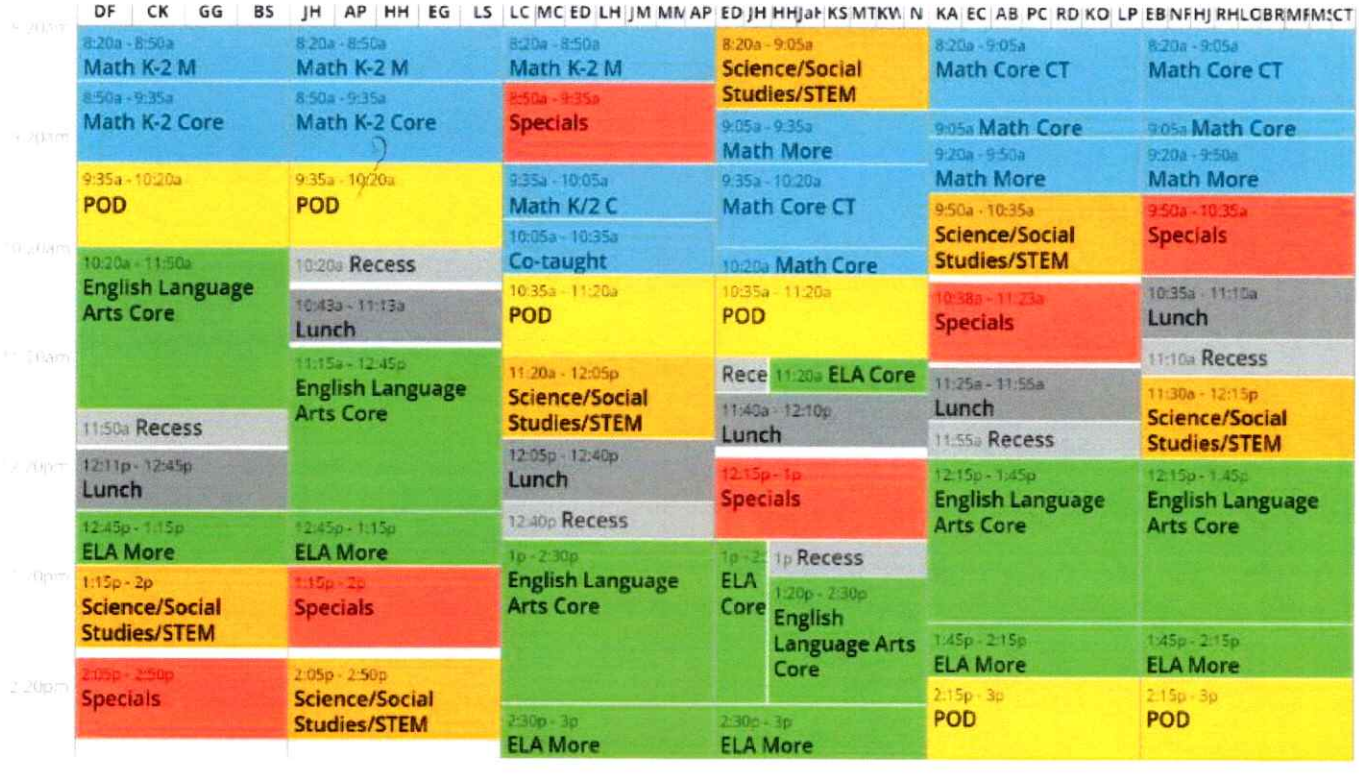
Reflection on Results:

Since we do not have complete data from the 2022-2023 school year, we will be reestablishing our baseline for CCRPI according to the 2023-2024 school year results.

We saw success in the areas of incorporating science/STEM into our PLCs. Incorporating an MTSS block was trial and error this school year.

We continued incorporating a solid foundation for MTSS time and increased teacher awareness through PLC data digs and MTSS discussion/learning with our Instructional Coach and MTSS coordinator. In monthly meetings, Mrs. Parsell shared topics including an overview of what MTSS is, behavioral and academic interventions for multiple tiers, and she created a PODcast to give additional professional develop in targeted topics/areas of need with district leader guests. We journeyed into the world of speech and how it connects directly with the MTSS process and highlighted the similarities and differences between speech and the classroom. Throughout the year, we consistently reviewed Universal Screening data to identify students in need of targeted interventions. This practice gave teachers needed support but also the opportunity to plan crucial Tier 1 instruction.

<u>Master Schedule to include POD (MTSS) time:</u>



Teachers who served on our POD committee helped facilitate data collection and analysis to group students based on needs. We asked that teachers keep students in groups for a minimum of 4 weeks and a maximum of 8 weeks in order to implement strategies and interventions with fidelity. Overall, POD time has been beneficial at targeting specific student needs in both enrichment and remediation.