Forsyth County Schools

A safe, connected, and thriving community for all

Kelly Mill Elementary School

2023-2024

School Improvement Plan

Principal: Tracey Smith

School Mission/Vision Statement(s):

Be The Light- Be The Good

School Belief Statements:

Colts CARE (Connected, Accountable, Respectful, Engaged)

Kelly Mill 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 by developing a school wide positive behavior support team that will implement professional learning for effective classroom management.

Performance Measures:

- Positive behavior reinforcement
- Improved classroom management

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Utilize the behavior coach • Creation of the Positive Learning Environment Leadership team. • Implementation of the 7 Mindsets • Year one PBIS training • Implementation of Morning Meetings built into master schedule	• Utilize the behavior coach • Creation of the Positive Learning Environment Leadership team. • Implementation of the 7 Mindsets • Year one PBIS training • Implementation of Morning Meetings built into master schedule

Performance Measures: Year-End Results

2022-2023 (Baseline): Creation of behavior bunch team, COLTS Care Rubric

2023-2024:

- Creation of positive behavior reinforcement
- Improved classroom management
- Improved school culture (student and staff recognition)

Reflection on Results:

As we reflect on our progress toward our established goals, it is evident that our efforts have led to significant strides in enhancing the educational environment for both students and staff. Each initiative has contributed uniquely to fostering a more positive and supportive school culture.

Utilize the Behavior Coach: Our behavior coach has been instrumental in addressing and managing student behaviors. By working closely with teachers, the behavior coach has provided strategies and interventions tailored to individual student needs. This collaboration has resulted in a noticeable reduction in behavioral incidents and an increase in positive student interactions. Additionally, professional development sessions led by the behavior coach have equipped staff with effective classroom management techniques, promoting a more conducive learning environment.

Creation of the Positive Learning Environment Leadership Team: The establishment of the Positive Learning Environment Leadership team has been a pivotal step in driving our school culture initiatives. This team, composed of dedicated staff members, meets regularly to assess the current climate and develop action plans. Their collective efforts have led to the implementation of various programs and activities that promote positivity and inclusivity. The team's commitment has ensured that every stakeholder's voice is heard, fostering a sense of ownership and collaboration across the school community.

Implementation of the 7 Mindsets: The integration of the 7 Mindsets curriculum has profoundly impacted both students and staff. By focusing on social-emotional learning, this program has empowered students to develop a growth mindset, resilience, and empathy. Classroom activities centered around the 7 Mindsets have encouraged students to set goals, embrace challenges, and support one another. Teachers have reported an increase in student engagement and a stronger sense of community within their classrooms. This shift towards a mindset-oriented approach has laid a solid foundation for lifelong personal and academic success.

Year One PBIS Training: Our first year of Positive Behavioral Interventions and Supports (PBIS) training has set the stage for a comprehensive, school-wide approach to behavior management. Staff members have embraced the PBIS framework, understanding its importance in creating consistent expectations and reinforcing positive behaviors. As a result, we have observed a more cohesive approach to discipline, with a focus on positive reinforcement and proactive interventions.

Implementation of Morning Meetings Built into the Master Schedule: Incorporating Morning Meetings into the master schedule has been a transformative initiative. These meetings serve as a daily opportunity for students and teachers to connect, share, and set the tone for the day. The consistent practice of Morning Meetings has strengthened relationships within the classroom, promoting a sense of belonging and trust. Students start their day with a positive mindset, which has led to improved academic performance and reduced anxiety. Teachers have also noted that these meetings provide a platform for addressing any concerns or celebrations, fostering a supportive and cohesive classroom community.

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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: Create an authentic sense of community among all families/stakeholders at KME and within the WEST community.

Performance Measures:

- Increase participation at school and community events
- Perception data about Kelly Mill from students, staff and families
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Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Partner with PTO – family engagement opportunities • ESOL family game night • Utilization of mentors/volunteers • WEST Collaborative	• **Continued partnership with PTO (Family Tile Night, Family Cook Out)** •

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

2023-2024:

Increased participation in school and community events

Continue to utilize perception data from students, staff and families (Georgia Health Survey)

Reflection on Results:

Reflecting on our progress towards increasing participation in school and community events and utilizing perception data from the Georgia Health Survey, we can see the meaningful strides we've made. These efforts have significantly contributed to strengthening the connection between our school, students, families, and the broader community, fostering a more inclusive and supportive educational environment.

Increased Participation in School and Community Events: Our concerted efforts to boost participation in school and community events have yielded impressive results. By organizing a variety of engaging activities and programs, we have successfully drawn in more students, families, and community members. We did find that scheduling events in the spring was tough for families, and we have adjusted the schedule for next year's events based on feedback from our families.

Utilization of Perception Data from the Georgia Health Survey: The Georgia Health Survey has been a valuable tool in gathering perception data from students, staff, and families, providing insights into the school climate and areas for improvement. Our strategic use of this data has informed our actions and decisions in how we meet the needs of our students. It is evident from the data that our students feel safe at school, our students like school and our teachers care about our students.

Kelly Mill Elementary School
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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Teachers will participate in professional learning opportunities, instructional coaching, and curriculum implementation in order to improve student achievement in math and literacy.

Performance Measures:

- Implementation of Eureka Math, UFLI, and Heggerty with fidelity
- Milestone Achievement scores
- IRLA growth
- Universal screening and diagnostic assessments

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Engagement Team (Tier 1 Strategies/Leadership Team) • Extended PLC's • Math & Literacy Coach Utilization • Train all K-2nd grade in UFLI • Implementing Eureka Math with fidelity • Analyzing data to make instructional decisions	• Engagement Team (Tier 1 Strategies/Leadership Team) • Extended PLC's • Math & Literacy Coach Utilization • Train all K-2nd grade in UFLI • Implementing Eureka Math with fidelity • Analyzing data to make instructional decisions

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

2023-2024:

Implementation of Eureka Math, UFLI, and Heggerty with fidelity
Milestone Achievement scores
IRLA growth
Universal screening and diagnostic assessments

Reflection on Results:

Engagement Team (Tier 1 Strategies/Leadership Team): The formation of the Engagement Team has been a key step in promoting Tier 1 strategies. This leadership team has actively collaborated to develop and implement school-wide practices aimed at enhancing student engagement and academic achievement. Their efforts have resulted in more consistent and effective classroom management techniques and instructional strategies, fostering a positive learning environment for all students.

Extended PLCs: The extension of Professional Learning Communities (PLCs) has provided teachers with additional time for collaborative planning, data analysis, and professional development. These extended sessions have enabled more in-depth discussions and reflections on instructional practices, leading to improved alignment of teaching strategies and curriculum standards. The enhanced PLCs have also fostered a stronger sense of teamwork and shared responsibility among staff members.

Math & Literacy Coach Utilization: Our math and literacy coaches have been vital resources in supporting teachers and improving instructional practices. They have conducted targeted professional development sessions, modeled effective teaching strategies, and provided one-on-one coaching. Their expertise has helped teachers to better understand and implement best practices in math and literacy instruction.

Train all K-2nd Grade in UFLI: Training all K-2nd grade teachers in the University of Florida Literacy Institute (UFLI) program has been a significant focus. This training has equipped our teachers with research-based strategies for teaching foundational reading skills. Early feedback indicates that students are benefiting from more structured and effective reading instruction.

Implementing Eureka Math with Fidelity: The implementation of Eureka Math with fidelity has been a major priority. Regular observations and feedback sessions have ensured that the program is being executed consistently across classrooms. This fidelity in implementation has led to a more coherent and rigorous math instruction.

Conclusion: In conclusion, our progress towards these goals highlights our commitment to enhancing the educational experience for our students through strategic initiatives and focused professional development. The engagement team, extended PLCs, utilization of math and literacy coaches, UFLI training, and implementation of Eureka Math are collectively contributing to a more effective and supportive learning environment.

Kelly Mill Elementary School
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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth by utilizing the MTSS framework to match instructional support to specific students and increasing the use of effective instructional strategies for interventions and enrichment.

Performance Measures:

- **Classroom observations**
- **MTSS groups**
- **PLC Minutes**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Engagement Team (Tier 1 Strategies/Leadership Team) • Extended PLC's • Math & Literacy Coach Utilization • Conduct Kid Talks • EduClimber training	• Engagement Team (Tier 1 Strategies/Leadership Team) • Extended PLC's • Math & Literacy Coach Utilization • Conduct Kid Talks • EduClimber training

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

2023-2024:
Universal Screening Data
Progress Monitoring Data
MTSS Data

Reflection on Results:

Engagement Team (Tier 1 Strategies/Leadership Team): The Engagement Team has successfully implemented Tier 1 strategies, creating a strong foundation for school-wide practices that enhance student engagement and academic success. The leadership team meets regularly to review and refine these strategies, resulting in a cohesive approach that supports effective instruction across all classrooms. This collaborative effort has led to a noticeable improvement in the school climate and student participation.

Extended PLCs: The extension of Professional Learning Communities (PLCs) has been a significant advancement, providing teachers with additional time for collaborative planning, professional development, and data analysis. These extended PLC sessions have fostered deeper discussions on instructional practices and curriculum alignment, enhancing the overall quality of teaching. Teachers have reported feeling more supported and better prepared to meet the diverse needs of their students.

Math & Literacy Coach Utilization: The math and literacy coaches have been instrumental in supporting teachers through targeted professional development, classroom observations, and one-on-one coaching. Their expertise has helped teachers implement best practices in instruction, leading to improved student outcomes in both math and literacy. Coaches have also facilitated workshops and model lessons, providing practical examples of effective teaching strategies.

Conduct Kid Talks: The implementation of Kid Talks has been a valuable addition to our support system for students. These discussions allow teachers and staff to collaboratively review individual student progress, identify specific needs, and develop targeted intervention plans. Kid Talks have promoted a more personalized approach to student support, ensuring that each child receives the attention and resources necessary for their academic and social-emotional growth.

EduClimber Training: EduClimber training has empowered our staff with the skills to effectively use data to drive instructional decisions. This training has enhanced our ability to collect, analyze, and interpret student data, allowing for more informed and timely interventions. Staff members are now more proficient in using EduClimber to track student progress, monitor the effectiveness of interventions, and adjust instructional strategies accordingly.

Conclusion: In summary, our progress towards these goals reflects our commitment to continuous improvement and effective support for both students and staff. The establishment of the Engagement Team, the extension of PLCs, the utilization of math and literacy coaches, the implementation of Kid Talks, and the EduClimber training have collectively strengthened our instructional practices and student support systems.