Forsyth County Schools

A safe, connected, and thriving community for all

Matt Elementary School

2023-2024

School Improvement Plan

Principal: June Tribble

School Mission/Vision Statement(s):
Mission: Doing what MATTers today to inspire success tomorrow!

Vision: Our vision is that all are inspired to embrace authentic learning, to excel, and to own their future.

School Belief Statements:
N/A

Matt 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 for all through the established PBIS Tier 1 framework and the implementation of PBIS Tier 2 protocols.

Performance Measures:

- PBIS Self-Assessment Survey results for School-Wide #14, Booster training activities for students are developed, modified, and conducted based on school data.
- PBIS Self- Assessment Survey results for Individual Student #1, Assessments are conducted regularly to identify students with chronic problem behaviors.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Intentional Tier 2 PBIS professional development with Tara Davis • Implementation of PBIS check-in and check-out: nomination form and teacher training • Monthly Heart and Soul leadership team meetings to focus on school culture and climate • Implementation of Second Step in all K-2 classrooms • PBIS Tier 1 booster training	

Performance Measures: Year-End Results

2022-2023 (Baseline):

- Question #14- 39% of staff responded it was partially or not in place and 50% responded it was a high or medium improvement priority.
- Question #1- 39% of staff responded it was partially or not in place and 69% responded it was a high or medium improvement priority.

2023-2024:

2023 PBIS Self-Assessment Survey results

Reflection on Results:

Based on our PBIS Self-Assessment Survey (SAS) results, we made progress regarding question #14 and Booster trainings. Our results showed that 81% of staff responded that we provide professional development on the four core Tier 1 PBIS practices. Throughout the 2023-2024 school year, we were intentional to provide trainings beginning pre-planning and once per quarter to ensure the staff fully understood and were able to implement the PBIS strategies. A vital part of this success was due to effective communication and consistency with the entire staff. Our PBIS team also attending all PBIS trainings with Tara Davis which was beneficial with the implementation and structure of PBIS.

Based on our PBIS Self-Assessment Survey (SAS) results, we did not make adequate progress regarding question #1 and student expectations. Our results showed that 63% of our staff felt that we did not use multiple sources of data to determine student expectations that addressed student behavior and the intense strategies needed to address student behavior in the classroom.

Overall, we will continue to be intentional with our PBIS Tier 1 and Tier 2 strategies to support student behaviors. An emphasis on student expectations will be a continued growth area for all teachers, k-5 to ensure adequate progress is being made to minimize student behavior. At Matt, we will continue to support all teachers, k-5 through professional development to ensure PBIS common language and expectations are being communicated with all students.

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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: Improve the connection with our staff and community through increased communication and involvement in school and North United events.

Performance Measures:

- Attendance counts from select school events

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Share monthly school community newsletter called The Mariner Connection • Include a section in our weekly internal staff newsletter to increase understanding of the many cultures represented at Matt • Participation in North United events • Collaborate with Amy Chang on ways to increase our parent engagement through school events • Increase communication about North United events via the North Forsyth United Facebook page • Monthly Heart and Soul leadership team meetings to focus on school culture and climate	• Participation in the North United Family Fun Fest

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

2023 Camp Read S'More attendance count- approximately 200 people were in attendance
2023 Science Night attendance count- 1,034 people were in attendance
2023 Parent and Student Empathy Interviews
2023 Staff Celebration attendance

2023-2024:

Community Involvement
2024 Science Night attendance count – 1,040 people were in attendance
Parent & Student Empathy Interview Results
2024 Mariner of the Month
2024 PBIS Student Team
2024 Mariner Connection
Staff Participation
2024 Staff Celebration: over 50% of staff were in attendance

Reflection on Results:

The attendance for Science Night increased slightly from 1,034 to 1,040, indicating a stable interest in the event. This small increase suggests that the event continues to be popular and well-attended. With over 50% of staff attending the 2024 celebration, it indicates a good level of staff engagement. However, without baseline data from

2022-2023, we cannot determine if this is an improvement or decline. The 2023 Parent and Student Empathy Interviews led to the implementation of two initiatives in the 2023-2024 school year: Mariner of the Month, the PBIS Student Team, and the Mariner Connection newsletter.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Increase student achievement in reading through targeted professional learning opportunities, including Professional Learning Communities, instructional coaching, professional development, and mentoring

Performance Measures:

- 2024 4th & 5th ELA Milestones scores; Compare Spring 2023 data to Spring 2024 data.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Intentional instructional coaching during designated time for weekly Professional Learning Communities • Provide intentional Professional Development for instructional leaders (Impact Team) • Provide PD on foundational literacy skills and assessment in district ELA cohort • Participate in ongoing district EL Push-In cohort with ESOL instructional coach • Strategies in Weekly Matters	• Dyslexia cohort – Reading Intervention Plans designed for students with characteristics of dyslexia • Sharing of strategies in Weekly Matters • Administration of BEACON to guide instruction • UFLI Phonics MTSS group in grades 3, 4, & 5

Performance Measures: Year-End Results

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

2023-2024:

2024 ELA Georgia Milestones

Grade Level/Sub-group	Beginning %		Developing %		Proficient %		Distinguished %	
	2023	2024	2023	2024	2023	2024	2023	2024
3rd Regular Program/Current 4th Regular Program	13	10	23	26	37	45	27	19
3rd Special Ed./Current 4th Special Ed.	33	32	43	26	24	34	0	8
4th Regular Program/Current 5th Regular Program	14	7	30	28	35	47	21	18
4th Special Ed./Current 5th Special Ed.	46	21	38	38	12	33	8	28

Reflection on Results:

We are proud that the percentage of students scoring in the Beginning performance band decreased except for our 3rd grade special education students who had a 3% increase. In contrast, our 5th grade special education students had a

20% decrease in the Beginning performance band. Additionally, we are pleased to see solid increases in the percentage of students scoring in the Proficient performance band.

During the 24-25 school year, we will work to increase the percentage of Gifted students scoring in the Distinguished performance band. We will be intentional in working with our Gifted teachers to ensure students receive rigorous, standards-based instruction.

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2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth in reading by implementing a grade-level, designated MTSS time called Learning Labs, for targeted interventions, remediation, and enrichment

Performance Measures:

- FastBridge Universal Screening Fall 2023 to Spring 2024

Action Steps

Semester #1 Action Step	Semester #2 Action Steps
• Analyze student data through Kid Talks • Create guidelines for daily MTSS time • Analyze weekly reflections of data during Professional Learning Communities • Implementation of Heggerty and UFLI in all Kindergarten, 1st Grade, and 2nd grade classrooms • Heggerty implementation in all 3rd grade classrooms	

Performance Measures: Year-End Results

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

Baseline Data:

- Fall 2023 FastBridge Universal Screening data
- Early Reading Composite K&1- 28% some or high risk
- aReading 2nd-5th - 28% some or high risk
- iReady Diagnostic Tool for 2nd & 3rd grades

2023-2024:

Some or High Risk by Grade Level-Fastbridge Fall 2023

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
20%	36%	35%	29%	18%	28%

3rd Grade i-Ready Overall Placement

	Mid or Above Grade-level	Early on Grade-level	One Grade-level Below	Two Grade-levels Below	3 or More Grade-Levels Below
Fall	46 Students- 24%	71 Students- 37%	31- Students- 16%	36- Students -19%	8- Students - 4%
Winter	79 Students- 42%	60 Students-32%	28 Students-15%	20 Students-11%	2 Students- 1%
Spring	98 Students- 51%	49 Students- 26%	27 Students- 14%	14 Students- 7%	4 Students- 2%

2nd Grade i-Ready Overall Placement (data will be added when diagnostic is completed)

	Mid or Above Grade-level	Early on Grade-level	One Grade-level Below	Two Grade-levels Below	3 or More Grade-Levels Below
Fall	32 Students-19%	33 Students- 20%	71 Students- 42%	33 Students-20%	None

Winter	66 Students-39%	35 Students-21%	53 Students-31%	15 Students-9%	None
Spring	91 Students- 54%	30 Students- 18%	34 Students- 20%	13 Students- 8%	None

Reflection on Results:

2nd Grade:

Based on the above data, the percentage of students who were 3 or more grade levels below decreased from 4% to 2%, the percentage of students who were 2 grade levels below decreased from 19% to 7%, the percentage of students who were on early grade level decreased from 37% to 26%, and finally, students who were mid or above grade increased from 24% to 51%.

3rd Grade:

Based on the above data, the percentage of students who were 2 grade levels below decreased from 20% to 8%, the percentage of students who were early on grade level decreased from 42% to 20%, and finally, students who were mid or above increased from 19% to 54%.