Forsyth County Schools

A safe, connected, and thriving community for all

Sawnee Elementary School

2023-2024

School Improvement Plan

Principal: Kimberly Davis

School Mission/Vision Statement(s):

The Sawnee Family...Empowering all to be their best.

School Belief Statements:

Fostering trusting relations between home, school, and community.
Providing equitable opportunities for all.
Building a school community of lifelong learners.
Serving with purpose on purpose.

Sawnee 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: Nurture and grow an authentic sense of community and belonging among all students and staff through age-appropriate resources, professional learning for teachers and counselors, and purposeful leadership opportunities.

Performance Measures:

- Teacher perception data on student behavior
- Discipline referrals
- Integrate Sawnee Way (PBIS)
- Align Specials with Making Connections

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Integrate and monitor classroom implementation of class meetings • Integrate and monitor classroom implementation of Sawnee Way (PBIS) • Provide feedback to staff and students on implementation of PBIS • Observe classrooms where teachers are trained in Mindfulness • Implement Check In/Check Out system	• Monitor Making Connections Special • Solicit feedback from students and staff regarding the implementation of Sawnee Way • Observe classrooms where teachers are trained in Mindfulness • Add Mindfulness breathing to the morning news

Performance Measures: Year-End Results

2022-2023 (Baseline):

4 staff members trained in Mindfulness

Discipline Referrals: 70 (51 restraints from SBA classes)

2023-2024:

15 Staff members trained in Mindfulness this year.

Discipline Referrals: 59 (24 restraints from SBA classes)

Added Student Leadership Team, Mass Communications, who appeared on the morning news show every Monday for Mindful Breathing Moment.

Implemented Check In/Check Out System: 32 students; 10 graduated; 14 still active; 2 withdrew from Sawnee during the year; 3 qualified for Tier 3 support

PBIS Staff Survey Results:

73% of staff responded In Place for Behavior Definitions (clear expectations); 26% Partial In Place; 1% Not In Place

77% of staff responded In Place for Feedback and Acknowledgement; 21% Partial In Place; 3% Not In Place

67% of staff responded IN Place for Behavior Data Systems; 28% Partial In Place; 5% Not In Place

Reflection on Results:

After each staff member was trained in Mindfulness, the request for more staff to be trained increased. The positive feedback from those who participated encouraged others and impacted the classroom management. This tied in with the Mass Communications student leadership team.

Graduating any students who participated in the Check In/Check Out System reflects the positive environment and accountability for the students. The staff also learned lessons, such as the best candidates, the right fit for adults, and timing of the system.

Regarding PBIS, although the percentages were high for those responding to the behaviors to be in place in the classroom and school, improvement can be made to move the partial to full.

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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 stakeholders at Sawnee Elementary.
Performance Measures:

- Feedback from Connect Team Advisory Board
- Monthly celebrations of students and staff
- Connect Team implemented monthly events to connect staff and students
- Implement Sawnee school-wide events
- Increase number of families attending school events
- Provide opportunities for families to connect with one another

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement House system to create vertical teams • Chief Leader Nights once a month with an emphasis on Sawnee Way (PBIS) • Create and publish calendar of important Sawnee events based on the work of the Connect Leadership Team • Establish Sawnee Leadership Program for students in Fourth and Fifth grades • Host first International Night • Provide staff relationship building experiences through social and service opportunities	• Chief Leader Nights once a month with an emphasis on Sawnee Way (PBIS) • Highlight different cultures on the news show • Provide staff relationship building experiences through social and service opportunities • Provide professional development on different temperaments and how to interact with one another most effectively as a team

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):
Baseline not established; goal was originally a West Cluster goal

2023-2024:
Implemented House Teams using CHIEFS for the framework
Chief Leader Nights incorporated 7 Mindsets terminology this year combined with CHIEFS acronym
Established 5 student Sawnee Leadership Teams with Fourth and Fifth Grade students: Mass Communications, Safety Patrol, Read to Succeed, We are Connected, and Car Rider Ambassadors
Hosted first International Night in conjunction with Chorus Concert
Professional Development for Leadership Teams in July of Temperaments. Expanded it to whole staff in December.

Reflection on Results:

After soliciting feedback from staff, parents, and students, Sawnee began this year pulling away from the 7 Mindsets verbiage and incorporate CHIEFS, which stands for Courage, Honesty, Integrity, Excellence, Focus, and Service. Each

Chief Leader Night recognized two students from each homeroom who represented these traits. We used both terms for the 2023-2024 school year, 7 Mindsets and CHIEFS.

Students expressed a deep appreciation for the Leadership Teams and felt more connected to Sawnee. They were eager to get involved and demonstrated positive relationships with one another. The Read to Succeed team went to Kindergarten to read with students. Teachers were also on board to allow the time for them to participate. Most teams had events that occurred before the school day so as not to interrupt their academics.

Sawnee hosted the first International Night in conjunction with the annual Sawnee Singers chorus concert. Families volunteered to create boards highlighting their different countries and cultures. We had 16 families participate.

Sawnee Leadership Teams participated in professional learning regarding Temperaments at the Leadership Retreat in July. This was designed to help them be more effective leaders with the understanding of how they deliver information. Based on the training, the leaders asked to provide this for the entire staff. They help lead the training for the staff in December. The Temperaments colors were then used by the staff for the remainder of the year at the beginning of team meetings.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Increase student achievement by focusing on the FCS Instructional Framework and Professional Learning Communities.

Performance Measures:

- Align Professional Learning Cycle goals across the grade levels
- Student achievement levels from ELA & Math as reported in the Achievement Levels in CCRPI
- Universal screening and diagnostic assessments

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Assess current knowledge regarding the FCS Instructional Framework • Train and monitor implementation of UFLI in K-2 • Monitor implementation of Heggerty • Train and monitor implementation of Eureka • Share, calibrate, and reflect on effective strategies for instruction through weekly and extended collaborative planning • Professional development in interventions for Tiers 2 & 3	• Monitor implementation of UFLI in K-2 • Monitor implementation of Eureka • Share, calibrate, and reflect on effective strategies for instruction through weekly and extended collaborative planning • Monitor implementation of Heggerty

Performance Measures: Year-End Results

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

2021-2022 Results (Reported at time of SIP in September 2023)

ELA – Levels 3 & 4	Math
All Students: 54.1%	65.95%
Asian/Pacific Islander: 72.95%	86.17%
Black: 43.34%	53.33%
Hispanic: 34.92	57.69%
Multi-Racial: 61.54%	57.69%
White: 52.87%	65.09%
Economically Disadvantaged: 20.17%	37.81%
English Learners: 36.89%	49.18%
Students with Disability: 45.93%	36.11%

2022-2023 (Baseline for 2023):

ELA – Levels 3 & 4	Math
All Students: 55.11%	68.27%
Asian/Pacific Islander: 76.27%	87.55%
Black: 31.42%	51.42%
Hispanic: 37.6%	51.29%
Multi-Racial: 54.17%	62.5%
White: 48.27%	62.14%
Economically Disadvantaged: 20.63%	37.3%
English Learners: 43.95%	59.23%
Students with Disability: 26.73%	38.79%

2023-2024:
TBD

Reflection on Results:

To strengthen the implementation of UFLI, we trained our instructional aids (paraprofessionals) in this program. They would continue the lessons when covering classes for Collaboration (PLC Cycle time). In addition, upper grades teachers were trained in UFLI to pull small groups during WIN Time (MTSS Time).

For Collaboration (PLC Cycle time), we were more intentional with our scheduling. In years past, this would be a time that was canceled. This year, we not only kept the extended 90-minutes throughout the course of the year, but also gave the expectation of regular planning time to be focused on continuing the conversations from extended. This became just the way we conduct business to support our students.

The other piece we did with Collaboration was to ensure our IRR teachers were given the time to be included during Extended Collaboration. We did this to support their learning and the collaboration amongst the teams.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth by focusing on feedback and creating and analyzing formative assessments.
Performance Measures:

- Student growth percentiles from ELA & math as reported in the Progress Component of CCRPI
- English Language proficiency growth as reported in the Progress Component of CCRPI

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Assess current knowledge and understanding of the Assessment Guidelines • Train and monitor implementation of UFLI in K-2 • Train and monitor implementation of Eureka • Share, calibrate, and reflect on effective strategies for assessment of foundational literacy skills • Share, calibrate, and reflect on effective strategies for assessment of foundational literacy skills • Utilize Beacon and School Pace data to determine need and practices • Implement WIN time (MTSS) for interventions	• Monitor implementation of UFLI in K-2 • Monitor implementation of Eureka • Share, calibrate, and reflect on effective strategies for assessment of foundational literacy skills • Share, calibrate, and reflect on effective strategies for assessment of foundational literacy skills

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
Growth percentiles not available yet
ACCESS Performance Bands:

- No Movement: 16.08%
- Moved Less Than One Band: 10.49%
- Moved One Band: 16.08%
- Moved More Than One Band: 57.34%

ELP Average Score Waiting on Results

2023-2024:
ELP Average Score By Domain

	2022-2023	2023-2024
Overall	3.5	3.5
Writing	3.2	3.2
Reading	3.6	3.6
Speaking	3.6	3.3
Listening	4.9	5
Comprehension	4.1	4.2
Oral Language	4.2	4
Literacy	3.3	3.3

*According to School City Reports

ELP Averages by Performance Level

	2022-2023	2023-2024
Total Number of Students	226	211
Entering	30 - 13.3%	6 - 2.8%
Emerging	27 - 11.9%	32 - 15.2%
Developing	87 - 38.5%	59 - 28%
Expanding	62 - 27.4%	72 - 34.1%
Bridging	18 - 8%	37 - 17.5%
Reaching	2 - 0.9%	4 - 1.9%

*According to School City Reports

Reflection on Results:

This year we re-vamped our MTSS structure and named it WIN (What I Need) Time. During this time, students were pulled for additional ESOL support as well as EIP. Students not served int these programs were divided amongst the grade level based on School Pace data and formative assessments. UFLI groups were implemented during this time for students in grades 3-5. Collaboration Time (PLC Cycles) were focused on instructional strategies and developing a common understanding of literacy skills. With grade 4 and 5, we unpacked the Assessment Principles and began discussions regarding our philosophical beliefs around grading. More work is needed.