Forsyth County Schools

A safe, connected, and thriving community for all

Settles Bridge Elementary School

2023-2024

School Improvement Plan

Principal: Amber Lamb

School Mission/Vision Statement(s):

A safe, connected, and thriving community for all

- To provide an unparalleled education for all to succeed

School Belief Statements:

- Respect and empathy are vital to building trust.
- All students and staff must be connected and supported.
- All students and staff must have a strong sense of purpose.
- All students and staff must be challenged to think critically and creatively.
- Family and community engagement are essential to continuous improvement.

Settles Bridge 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: Maintain a safe and supportive learning environment.

Performance Measures:

- Decrease Office Discipline Referrals
- % of students attending quarterly rewards
- 100% of staff will utilize PBIS resource folder with expectations, flow chart, etc. with fidelity
- Increase implementation of 7 Mindsets online platform
- Increase staff trained in Mindful Breathing

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Continue implementation of Tier I PBIS framework (yr 2) • Train new staff on PBIS framework and expectations during NEO • Review PBIS framework with all staff • Host PBIS Pep Rally collectively with Riverwatch Middle School • Provide clarity for the current behavior flow chart to align with new members of administration • Continue to create Beam Teams (cross-section of staff) to build relationships outside of grade level teams; changing quarterly to get to know more people. • Staff Shout-outs occur weekly to acknowledge one another • Promote positive thinking through "Wins-days" – communicated through the North Star (our daily communication of daily happenings and absences) • Send interested staff to FCS Mindful Breathing Training • Share mindful breathing strategies through the 2 staff members who are currently trained. • Morning Meetings occur daily and 7 Mindsets is embedded 1 x per week at a minimum • 5th graders are engaged in a Wellness Special to discuss balancing healthy habits such as technology. They are sharing what the learn with the community at large through the school-wide newsletter. • Administration is present on the news daily	• Continue Action Steps from Semester #1 (shout outs, "Wins-days", sending staff to mindful breathing, morning meetings, 5th graders attending the wellness special, administration present on news daily) • Host PBIS Pep Rally collectively with Lambert High School • Planning day for the PBIS team in collaboration with the district to create grade-level wide behavior communication tools to strengthen the home-school connection and create an action plan for the 24-25 school year. • Implemented a system (google form) at the mid-point of the quarter for students not on track to meet the quarterly reward so administrators could check in and ensure communication occurs with both students and families. • Analyze us of the 7 Mindsets program to see if we are maximizing this as a resource.

Performance Measures: Year-End Results

2022-2023 (Baseline):
Behavioral Referrals - 76
100% of Staff trained on PBIS expectations for common school areas and reward system (August)
100% of common areas and classrooms displayed SBE Expectations
1 staff member trained in Mindful Breathing

2023-2024:
Behavioral Referrals – 52
100% of Staff trained on PBIS expectations for common school areas and reward system (August)
100% of common areas and classrooms displayed SBE Expectations
12 staff members are trained in Mindful Breathing and 7 more are scheduled to be trained this summer

Reflection on Results:

We decreased behavior referrals from 22-23 to 23-24, however it's difficult to truly compare this data because two-thirds of the administrative team were new to Settles Bridge. Though the PBIS expectations were the same, we were constantly calibrating between the three of us regarding office referrals as to what we deemed necessary to be considered a major referral and the expectations required for students to attend school-wide celebrations. We changed recording procedures each quarter, so we didn't consistently account for the number of students attending celebrations this year, but we do have a system in place for the coming year to track this data more effectively. Next year, we will begin recording minors in Infinite Campus's Spotlight portal and be able to track this data as well. Our goal is to have real-time data so teachers and administrators can reflect on reflect on behavior trends throughout the year to become more proactive and engage both staff and students more efficiently in the PBIS framework. This will enable us to better match students to appropriate interventions, thus meeting the social and emotional needs of all students.

With the increased structure of the PBIS framework and a change in the school-wide schedule, staff usage of the 7 Mindsets curriculum declined this year. As a result, the leadership team decided to focus primarily on building staff knowledge of PBIS best practices through engaging in "PBIS in the classroom" training rather than continue 7 Mindsets for the 24-25 school year.

We increased the number of teachers trained in mindful breathing from one to twenty, which is 22% of our staff with a growing waitlist for the fall.

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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 a culture where all members feel connected, cared for, and celebrated.
Performance Measures:

- Increase attendance at Lambert Connected Parent University
- Establish baseline data for parent perspective and number of parents completing surveys
- Increase staff awareness of the cultures represented within our staff and student body
- Georgia Department of Education Climate Survey Data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Monthly, Lambert Connected principals will meet and share ideas on how we are promoting inclusivity, school pride, and belonging with one another to build connections vertically. • Host a Lambert Connected vertical LSC meeting. • Host Parent University. • Gather perspective from stakeholders on what being part of a team, family, and *the bridge* means to them at curriculum nights after sharing this year's theme. • Send a survey to families to gain perspective on their culture and celebrations. • Train staff on the temperaments to better know one another, build trust, and promote strong communication. • Capitalize on time in the morning meetings where students can share in similarities and embrace differences. • Continue to create events where families are included in the planning, such as fall festival. Send surveys after these events for what parents loved and what they wished to see more of in future events. • Use the staff and community newsletters to promote inclusivity, school pride, and belonging. • Focus on collective efficacy as a school and what it brings to student achievement.	• Continue actions steps from Semester #1 (monthly Lambert Connected principal meetings, host 2nd Parent University, staff and community newsletter) • Share Lambert Connected vertical LSC meeting with SBE LSC. • Conduct SWOT analysis with SBE LSC, similar to that conducted with Lambert Connected LSC to see the strengths, weaknesses, and opportunities that exist within our community. • Increase opportunities for students to showcase knowledge and celebrations on the morning news. • Create the family celebration quilt to be on display throughout January. • Host Lambert Connected Tea Party prior to high school drama performance. • Conduct 5th grade exit interviews as a class to collect perception data. • Create School Profile for staff and then each staff turn and create a classroom profile so students can share in their similarities and embrace their differences.

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

Parent University Attendance Fall – 150 / Spring – 300

2023-2024:

Parent University attendance Fall – 150 / Spring - 40

Reflection on Results:

As a Lambert Connected vertical team, we saw a drastic decrease in attendance from the fall Parent University to the Spring event as well as overall attendance from the previous year. We discussed whether this could be due to the sessions being recorded and posted online, deterring face-to-face attendance or the busyness of the season. Next year, we plan to move to one Parent University event in fall only and expand and build on our other community events.

This year, we asked families to share their holiday tradition by building a school paper quilt for display in the cafeteria during the months of November through January. The students enjoyed looking at the quilt as they entered the café daily. We also created a staff profile poster though an activity allowing us to share our heritage and culture with one another, then turned and completed the same activity with students within their classroom. Our goal is to continue to sharing in our similarities and embracing our differences in intentional ways each year. We surveyed parents about their cultural traditions this year and had 36 responses. Many shared the idea of an international/cultural/community event so we have a school committee planning an event for 24-25.

The Georgia Student Health Survey resumed this year for students in grades 3rd-5th. The percent of students answering often or always (rather than never or sometimes) to the following phrases are: "My school wants me to do well." (94%); "Teachers treat me with respect." (92%); "There is an adult at my school who will help me if I need it." (94%). From this data, students feel well supported by staff members. "Exit Interview or Conversations" were held with all 5th grade classes with the principal in May. Student feedback during these meetings was aligned with the results of this survey. Students provided valuable feedback to drive PTO initiatives and topics of discussion for staff to ponder and use to continue to make decisions to better Settles Bridge for both students and staff.

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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 (K-5), UFLI (K-2) & Heggerty (K-2) with fidelity
- Milestones achievement scores
- IRLA growth
- Universal screening & diagnostic assessments
- Data specific to the grade level (iReady, Beacon, Big 20 Assessments, GKIDS)

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Staff will be involved in Professional Learning Communities • Administration, Instructional Coach, and ETC will guide teachers on understanding data sources and the current status of their class/students served, including subgroups. • Attend district provided professional learning on the new math standards and curriculum, Eureka Math, as well as follow up coaching through the instructional coach, ETC, and EIP math teacher. • Fully implement UFLI and Heggerty in grades K-2. As well as assessing students through MTSS guidance for those 3-5 who might need similar intervention. • Use iReady diagnostic tool to identify specific areas of need. • Innovative use of staff to provide gifted segments.	• Continue action steps from Semester #1 (PLCs supported by Instructional Coach, ETC, and admin, attending and redelivering content from professional learning leaders, implementation of UFLI and Heggerty and following MTSS guidance using iReady, innovative use of staff for gifted segments)

Performance Measures: Year-End Results

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

2022-2023 (Baseline): Georgia Milestones

School-Wide Data		English / Language Arts				Math				Science			
		Beg	Dev	Prof	Dist	Beg	Dev	Prof	Dist	Beg	Dev	Prof	Dist
	2023	6%	19.80%	45.50%	28%	2%	17%	31%	50%	5%	11%	53%	31%
3rd		9.30%	16.60%	44.40%	29.80%	2%	15.90%	31.80%	50.30%				
4th		7.60%	23.30%	35.50%	33.70%	2.30%	16.30%	33.70%	47.7				
5th		3%	19%	55%	23%	2%	18%	29%	51%	5%	11%	53.50%	30.50%
SWD		17.9%	22.6%	44.3%	15.1%	7.5%	27.4%	33%	32.1%	10%	20%	60%	10%
ED		10.3%	34.5%	34.5%	20.7%	6.9%	37.9%	27.6%	27.6%	7.7%	30.8%	53.8%	7.7%
ELL		32.1%	32.1%	32.1%	3.6%	7.1%	35.7%	35.7%	21.4%	50%	25%	25%	0%
AI/AN			25%	50%	25%		25%	25%	50%			33.3%	66.7%
Asian		3.1%	13.3%	47.3%	36.4%	.7%	7.5%	27.6%	64.3%	2.5%	5.8%	53.3%	38.3%
Black		9.4%	37.5%	31.3%	21.9%	3.1%	28.1%	50%	18.8%		40%	50%	10%
Hispanic		11.5%	34.6%	30.8%	23.1%		42.3%	30.8%	26.9%	10%	40%	40%	10%
2+races		5.9%	41.2%	41.2%	11.8%	11.8%	35.3%	29.4%	23.5%			100%	
White		11.3%	23.3%	48%	17.3%	4%	26%	35.3%	34.7%	11.3%	31.2%	54.7%	20.8%

2023-2024:

School-Wide Data			English / Language Arts			
			Beg	Dev	Prof	Dist
	2024		9.20%	20.80%	39.20%	30.80%
	2023		6.30%	19.70%	45.40%	28.50%
By Grade						
3rd	2024		13.60%	26.50%	31.30%	28.60%
	2023		9.30%	16.60%	44.40%	29.80%
4th	2024		7.10%	24%	42.90%	26%
	2023		7.60%	23%	35.10%	34%
5th	2024		7.30%	13.40%	42.50%	36.90%
	2023		3.00%	19.00%	55.00%	23.00%
School-Wide Data						
SWD	2024		27.60%	27.60%	32.20%	12.60%
	2023		13.30%	21.70%	48.20%	16.90%
ELL	2024		28.30%	16.70%	36.70%	18%
	2023		12.00%	18.00%	40.00%	30%
AI/AN	2024		0%	100%	0%	0%
	2023			25%	50%	25%
Asian	2024		6.60%	15.90%	37.30%	40.20%
	2023		3.10%	12.80%	47.60%	36.60%
Black	2024		15.40%	30.80%	38.50%	15.40%
	2023		9.70%	38.70%	29.00%	22.60%
Hispanic	2024		22.70%	18.20%	36.40%	22.70%
	2023		11.50%	34.60%	30.80%	23.10%
2 + races	2024		12%	28%	28%	32%
	2023		6%	41%	41%	12%
White	2024		11.90%	26.60%	44.80%	16.80%
	2023		11.30%	23.30%	48.00%	17.30%

School-Wide Data			Science			
			Beg	Dev	Prof	Dist
	2024		10%	15.60%	45.30%	29.10%
	2023		5%	11%	53%	31%

Reflection on Results:

For the purpose or reflection, we pulled 2023 data from the same source we currently have access to for the 2024 school year (noted in the second chart) due to Math scores not coming in yet and CCRPI scores not yet calculated by the state due to this missing data.

This year, fourth and fifth grade implemented advanced math and majority of PLC time was heavily focused on the implementation of Eureka Math and increasing academic discourse among students during Math. Through district-led professional learning, teachers were able to delve deeply into grade level standards with job-alike teachers within our elementary group of school within the same vertically aligned cluster of schools.

Additionally, they were supported by the school's job-embedded instructional coach. As a staff, we plan to use our joint professional learning on the science of reading to focus on key components of literacy K-5 and deepen assessment knowledge and broaden the scope of the Georgia Milestones assessment to the primary teachers.

Settles Bridge Elementary School
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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth in reading and math through collaborative work to improve academic engagement, data-driven interventions through the MTSS framework, and instructional extension opportunities.

Performance Measures:

- PLC meeting minutes
- Utilize Educlimber to monitor growth
- Universal screening & diagnostic assessments
- Data specific to the grade level (iReady, Beacon, Big 20 Assessments, GKIDS)
- Formative assessment data analysis in PLCs.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Staff will discuss strategies and interventions to address academic and/or behavioral needs of specific students through a forum called Stargazing where our SPED team will act as an advisory board to intervene within the Tier 1 environment. • Provide time for teachers to analyze data on an ongoing basis to guide instruction and enrich and/or remediate. • Create our Oral Language Factory, provided through the FCS Education Foundation grant. • Two staff members are participating in the Dyslexia Endorsement and will disseminate information as appropriate. • Six staff members are participating in the ELA cohort facilitated by the district and disseminating information back to their teams. • Monthly, Professional Learning Leaders are meeting with PLC leaders to deepen understanding of the PLC process. • Schedule MTSS time for each grade level and insure students have access to all programs they qualify to receive. • Our ESOL teacher has set up ongoing coaching through our district-assigned coach. • Provide on-going, job-embedded professional learning through our instructional coach, ETC and EIP teachers. • Train teachers on Educlimber platform	• Continue action steps from Semester #1 (stargazing, data analysis, completion of Dyslexia endorsements and ELA cohort, PLL meetings with PLC leaders, MTSS time, ESOL mentoring • Implement use of the Oral Language Factory with Kindergarten and First Grades • Implement use of Educlimber platform.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

2023-2024:

School-Wide Data			English / Language Arts			
			Beg	Dev	Prof	Dist
	2024		9.20%	20.80%	39.20%	30.80%
	2023		6.30%	19.70%	45.40%	28.50%
By Grade						
3rd	2024		13.60%	26.50%	31.30%	28.60%
	2023		9.30%	16.60%	44.40%	29.80%
4th	2024		7.10%	24%	42.90%	26%
	2023		7.60%	23%	35.10%	34%
5th	2024		7.30%	13.40%	42.50%	36.90%
	2023		3.00%	19.00%	55.00%	23.00%
School-Wide Data						
SWD	2024		27.60%	27.60%	32.20%	12.60%
	2023		13.30%	21.70%	48.20%	16.90%
ELL	2024		28.30%	16.70%	36.70%	18%
	2023		12.00%	18.00%	40.00%	30%
AI/AN	2024		0%	100%	0%	0%
	2023			25%	50%	25%
Asian	2024		6.60%	15.90%	37.30%	40.20%
	2023		3.10%	12.80%	47.60%	36.60%
Black	2024		15.40%	30.80%	38.50%	15.40%
	2023		9.70%	38.70%	29.00%	22.60%
Hispanic	2024		22.70%	18.20%	36.40%	22.70%
	2023		11.50%	34.60%	30.80%	23.10%
2 + races	2024		12%	28%	28%	32%
	2023		6%	41%	41%	12%
White	2024		11.90%	26.60%	44.80%	16.80%
	2023		11.30%	23.30%	48.00%	17.30%

School-Wide Data			Science			
			Beg	Dev	Prof	Dist
	2024		10%	15.60%	45.30%	29.10%
	2023		5%	11%	53%	31%

Reflection on Results:

During PLCs this year, we focused on teacher-led discourse and provided professional learning to our Professional Learning Leaders to better analyze both Universal Screening and formative assessments to drive instruction. Instructional coaches and administrators created tools to focus conversations on student growth and best practices.

In literacy, when reflecting on the number of students scoring in either proficient or distinguished, our fifth graders grew more than our fourth graders. Additionally, our third graders performed lower overall than the previous year's third graders. The third and fourth graders were in primary grades during the pandemic and we will continue to address phonological deficits through the knowledge gained through engaging in the Georgia Literacy modules.