Forsyth County Schools

A safe, connected, and thriving community for all

Shiloh Point Elementary School

2023-2024

School Improvement Plan

Principal: Ben Jones

School Vision Statement: Our vision is to create resilient and joyful learners who are self-motivated and empowered to succeed through and in whatever they encounter in life.

We will build capacity in our students to advocate for, monitor and challenge their own learning and emotional well-being in order to reach their highest potential.

School Agreements:

Relationship Building

- Students will have consistent opportunities for peer interaction through collaborative conversations.
- All stakeholders will create a positive learning environment through intentional actions such as, but not limited to, teachers greeting students at the door, students showing respect for all, parents being active participants in their child's education, and community member support.
- Every student will identify at least one trusted adult they have at Shiloh Point.

Student Ownership

- Students will participate in continuous positive academic and behavioral reflection.
- Students will consistently participate in academic conferences in which they set goals with their teacher and track their progress towards achievement of those goals.
- Students are able to advocate for themselves socially, emotionally, and academically.
- Students are able to co-create success criteria and use the language to self-assess their learning.

Social/Emotional Well-Being

- Students participate in class meetings at least once a day and may consist of, but are not limited to, Zones Check-in, 7 Mindset lessons, SPES Vision vocabulary, recognition of positive behavior (i.e. Principal Pal, Shark Shout), etc.
- Students will know and use Zones and 7 Mindsets vocabulary
- Students know and use Zones toolbox strategies specific to their needs.

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FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Consistent Class Meetings

Performance Measures:

- **100% of classrooms will have daily class meetings may consist of, but are not limited to, Zones of Regulation Check-in, 7 Mindset lessons, SPES Vision vocabulary, recognition of positive behavior.**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Teachers first PLC/Teaching Sprint will be focused on classroom culture • Teachers will collect data on how students feel connected in their class. • Growth areas based on this data will be the focus of the learning and actions. Each grade level will have their unique focus.	• Continued monitoring of class meetings • Continual support teachers with resources for effective class meetings

Performance Measures: Year-End Results

2023-2024: Gather baseline data through administration observation noting when class meetings are occurring consistent to when they are scheduled.

Reflection on Results:

Based on our observations, it is evident that class meetings occur about 90% of the time. During this time, students were engaged in positive peer relations consistent with our 7 Mindsets curriculum, Zones of Regulation, and more.

Our first Teaching Sprint of the year was focused on classroom culture and positively promoted class meetings throughout the year.

Teachers were continually supported with ideas for lessons and had opportunities to share the impact of class meetings on their students.

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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 more opportunities for community members to feel connected to Shiloh Point
Performance Measures:

- **Conduct Empathy Interviews with a cross section of our school community**
- **Create action steps based on data from interviews.**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Conduct Empathy Interviews with community members (parents and business partners)	• **Create action plan based on data from interviews**

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024: Collect Baseline Data this year to create an action plan based on empathy interviews

Reflection on Results:

As the new transition occurred, this step was put on hold. Courtney Beach conducted empathy interviews later in the year and will use this data.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Implementation of new Math curriculum (Eureka) and Literacy practice (Heggerty and UFLI)
Performance Measures:

- **100% of teachers will implement new math curriculum**
- **100% of teachers will implement Literacy resource with fidelity.**
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Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Use Collaborative Team Time to familiarize and implement math curriculum • Use Collaborative Team Time to explore Literacy practice (Heggerty and UFLI)	• **Continue to use Collaborative Team Time to familiarize and implement math curriculum** • **Continued refinement of literacy practice (Heggerty and UFLI)**

Performance Measures: Year-End Results

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

2023-2024: Observational data connected to scheduled times for implementation in the classroom.

Reflection on Results:

Teachers meet with built in collaborative team time in the schedule to focus on literacy instruction. Teachers continued to work on their skills in Heggerty and UFLI, especially when it comes to time management. Teachers struggled with how all the things with literacy and many conversations during CTT were centered on this.

Teachers also focused a lot of their attention on discussing and sharing Eureka practices and concerns. Students spent time looking ahead, preparing for materials, and understanding the curriculum choices in a longitudinal manner.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Continued implementation of Kid Talks
Performance Measures:

- **100% of teachers will participate in Kid Talks**
- **Students discussed in Kid Talks will make growth in their area of need**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Schedule Kid Talks for the year • Model Kid Talk process for and with teacher leaders	• **Teachers led Kid Talk process**

Performance Measures: Year-End Results

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

2023-2024: Observational data in which teachers take ownership over the Kid Talk process.

Students in Tier 2 and Tier 3 for academics show adequate growth in their area of need.

Reflection on Results:

Kid Talks were scheduled throughout the year. Teachers were given more and more autonomy and leadership opportunities throughout the year. We are looking for teachers to take this process on from start to finish in the future and need less guidance as we move into next year.