Forsyth County Schools

A safe, connected, and thriving community for all

Denmark High School

2023-2024

School Improvement Plan

Principal: Kim Oliver

School Mission/Vision Statement(s):

Mission:

To ensure all students achieve academic success and personal growth required to be productive in a global society.

Vision:

Through schoolwide collaboration, Denmark High School will be the premier high school in our community, meeting the ever-changing needs of our diverse population.

School Belief Statements:

- We will work together - interdependently - in collaborative teams.
- We will demonstrate a personal commitment to the academic success and social/emotional well-being of each student.
- We will develop positive relationships with students and with each other that promote a positive learning environment and a strong Denmark Community.

Denmark High 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: Intentionally focus on the wellness of each of our students and staff.

Performance Measures:

- Increase in the percentage of students who feel connected to the school and to a trusted adult from 22 - 23 data (student survey given quarterly).
- Increase in the number of students who actively participate in Dane Time
- Examine club minutes to determine percentage of students involved in clubs.
- Observational data for Dane Times.
- Observational data for teachers attending extracurriculars and special events.
- Teacher retention at end of the year.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Continue to utilize Dane Time and Wellness to concentrate on connectedness and wellness of students. • Create and deliver lessons for students to connect with teachers through "homeroom /advisor" groups. • Allow students choice at least two times a month for clubs and other wellness activities. • Develop and utilize lessons during Dane Time that focus on coping strategies and/or organizational/study strategies at least one time a month so that students obtain skills to be successful in high school and beyond. • Provide professional learning focused on achieving better teacher/student relationships. • New Student Ice Cream Social to introduce clubs/organizations for connection opportunities. • Student of the Month celebrations • Monthly staff appreciation events	• Continue to utilize Dane Time and Wellness to concentrate on connectedness and wellness of students. • Create and deliver lessons for students to connect with teachers through "homeroom /advisor" groups. • Allow students choice at least two times a month for clubs and other wellness activities. • Develop and utilize lessons during Dane Time that focus on coping strategies and/or organizational/study strategies at least one time a month so that students obtain skills to be successful in high school and beyond. • Provide professional learning focused on achieving better teacher/student relationships. • Student of the Month celebrations • Monthly staff appreciation events

Performance Measures: Year-End Results

2022-2023 (Baseline): Link to Connectedness Survey (2022 – 2023 results)

Data from 22 - 23

- 85% of students responded that they had a trusted adult in the building
- 91.4% of students responded that they had a trusted friend in the building
- 90.1% of students responded that adults at my school care about me
- 84.3% of students responded that they found a wellness session that they enjoyed attending and that allowed them to connect with students and adults with similar interests

- 90.7% of students responded that they used Dane Time to get extra help for their classes

2023-2024: Link to Connectedness Survey (2023 – 2024 Survey results)

Data from 23 - 24

- 87.5% of students responded that they had a trusted adult in the building
- 91.5% of students responded that they had a trusted friend in the building
- 92.5% of students responded that adults at my school care about me
- 85.3% of students responded that they found a wellness session that they enjoyed attending and that allowed them to connect with students and adults with similar interests
- 92.8% of students responded that they used Dane Time to get extra help for their classes

Reflection on Results:

Overall, we feel that we saw positive results in our efforts to focus on wellness for students. The majority of students found a wellness segment that they enjoyed attending, and the continuation of Flextime Manager allowed teachers and students choice for sessions in which they had an interest. Administration observed numerous instances where teachers and students were engaged in wellness sessions and were engaged with each other. Homeroom teachers and homeroom purposeful wellness activities allowed students an opportunity to connect with another adult on campus.

For teacher wellness and connection, we were satisfied with the number of events we offered for connections. We provided a mental health first aid kit for teachers, optional workplace wellness sessions, wellness Bingo, etc.

We also were purposeful in offering at least one meal and one treat trolley each month as well as recognitions, such as Teacher of the Month and other random door prizes.

We will continue to focus on this goal for next year because we want to increase the number of students who have a trusted adult in the building and also increase our teacher retention.

Denmark High School
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: Foster a more inclusive learning environment so that all students and staff feel connected.

Performance Measures:

- **Teacher Surveys**
- **Teacher and student attendance at International Night**
- **Various representation at International Night**

Action Steps

Action Steps	Semester #2 Action Steps
• Meet with Community Engagement Department to create a plan to educate staff on the various cultures represented within Demark High School. • Have the Community Engagement Director deliver professional learning to teachers in July and November to better understand the various cultures represented within Denmark High School. • Meet with Community Engagement Director to review survey data and plan November professional learning. • Create a student organization with various cultures represented that meets with teachers and administrators to plan educational opportunities for teachers to deepen their understanding of the various cultures on Denmark's campus. • Road to College Night in Spanish • FAFSA Workshop for Spanish Speaking Families • Ongoing communications with staff about cultural events and religious holidays. • Prayer room for students; Halal meals	• Collaborate with the Community Engagement Director to determine additional supports and needs for our teachers. • Host an International Night for the Denmark Community • Meet regularly with student organization to plan educational opportunities for teachers to deepen their understanding of the various cultures on Denmark's campus. • Parent/School Partnership 12 Week Program (Teaching Parents How to Navigate American Schools) • Ongoing communications with staff about cultural events and religious holidays. • Prayer room for students; Halal meals

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline): No baseline data – new goal for this year

2023-2024:

- Each month, religious holidays and information surrounding those holidays were shared with all teachers through professional learning and through the staff newsletter.
- Staff received formal training from district personnel two times this year to increase their knowledge of inclusive strategies for students.

- Student leaders created displays and interactive scavenger hunts to recognize and celebrate the various cultures found on the campus (Black History Month, Women's History Month, Diwali, Hanukkah, Hispanic Heritage Month).
- Class competitions increased school support for community initiatives, such as canned food drives, coat drives, calculator drives and school supply drives.
- Halal meals were offered to students.
- An increase was found in the number of students using the prayer room from the previous year.
- An alternate location was provided during lunch periods when students were fasting for religious purposes.
- Parent nights were held for our Spanish speaking families – all of the presentation was delivered in Spanish.

- We were unable to host an International Night this year because we wanted the night to be a student-driven event, and we really had issues determining the best plan of action. It is our goal to host this event this year.

Reflection on Results:

When this school year began, the Culture, Climate and Community goal was a little unclear to us. However, after we met with our district officials and began to brainstorm, we realized the importance of this goal in our diverse community. We feel that we made tremendous strides in this goal by having meaningful conversations with teachers and students about how to be more inclusive in our practices. Teachers who were surveyed reported that they had a better understanding of different religions because of the professional learning we offered.

We created a Student Leadership Council (SLC) where students from all backgrounds and ethnicities had a voice with administrators. We worked with this group to develop ideas to celebrate the different cultures in our building – this group decorated for different holidays and different monthly recognitions. They also created scavenger hunts where students could participate to learn more about key figures during recognition months.

We were unable to host our International Night because we did not have the capacity to create a meaningful event this year. We will revisit the idea next year.

Denmark High School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Full implementation of professional learning communities (PLCs).

Performance Measures:

- PLC notes, teacher surveys about the PLC process, and administration observations of PLCs
- Increase in summative assessment scores as compared to formative assessment scores within the units
- Increase in the number of students passing courses for initial credit.
- Increase in the number of teachers engaged in the PLC process (throughout year).
- Increase in the number of teachers involved in the review of student data (throughout year).
- Increase in the number of Dane Time sessions centered upon remediation and acceleration after analysis of data (throughout year).

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Create and share common PLC processes and documentation expectations and utilize training throughout the year to increase engagement within PLCs • Work with PLC leads to deepen the leaders' understanding of the PLC processes to lead teams • Work with teachers to recognize and lean on their collective efficacy to meet the needs of students • Develop remediation and acceleration based upon students' formative and summative data to be utilized both within Dane Time and within regular instructional minutes • Half day planning opportunities for content teams	• Create and share common PLC processes and documentation expectations and utilize training throughout the year to increase engagement within PLCs • Work with PLC leads to deepen the leaders' understanding of the PLC processes to lead teams • Work with teachers to recognize and lean on their collective efficacy to meet the needs of students • Develop remediation and acceleration based upon students' formative and summative data to be utilized both within Dane Time and within regular instructional minutes • Half day planning opportunities for all content teams

Performance Measures: Year-End Results

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

2022 – 2023 (Baseline):

- Students Who Did Not Receive Initial Credit for Courses- 223 students/365 courses
- 90.7% of students responded that they used Dane Time to get extra help for their classes

2023-2024:

- Students Who Did Not Receive Initial Credit for courses- 197 students/296 courses (decrease of 26 students and 69 courses)
- 70% of teachers participated in at least one-half day power planning PLC
- 100% of teachers participated in deep dive of school data for CCRPI with Mrs. Oliver and Mr. Coffield
- 92.8% of students responded that they used Dane Time to get extra help for their classes (indicating that we had an increase in Dane Time sessions centered around remediation)
- 100% percent of our EOC course teachers offered some type of EOC review through Dane Time in 23 - 24
- 70% of teachers completed PLC documentation forms to indicated that they met regularly with their PLC teams

Reflection on Results:

Overall, we find our data to be positive, especially with the decrease in courses failed by students. We also feel that allowing teachers autonomy to create their own PLC documentation forms created more buy-in with the PLC process. We will allow for adjustments and repeat this same process in 24 – 25. We were also pleased with the survey results from students indicating that they were utilizing Dane Time for remediation purposes. Teachers appreciated and engaged in the professional learning offered, the CCRPI session, the Lunch and Learn sessions, and the half day power planning opportunities. Many teams asked for full day sessions during second semester – which we granted.

An area of focus for 24 – 25 will be to continue to develop PLC leads through targeted training and to continue work with PLCs that are not highly functioning.

Denmark High School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth through the use of research based instructional strategies with the goal of enhancing the learner experience specifically within the 90 minute block period.

Performance Measures:

- Increase in the number of students who pass courses for initial credit (data examined each 9 weeks)
- Increase in EOC scores for American Literature, Biology, and US History in overall student population as well as in subgroups.
- Increase in the number of students interacting with content within the classroom setting (data throughout the year/observational data).
- Increase in the number of students who are provided opportunities within the classroom setting to apply concepts (data throughout year/observational data).
- Increase in the number of students engaged in remediation and extension based upon data (throughout year/data from Flextime offerings).

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps

• Design professional learning centered around research based instructional strategies.
• Professional Learning for goal 4 in staff newsletter each week.
• Optional lunch and learn sessions for teachers for research based instructional strategies and for using AI.
• EdCamp on school DCD days for research based instructional strategies.
• Work with teachers through on-going professional learning for the following:
  ○ interaction opportunities for students
  ○ lesson planning for the block period, including an opening, targeted instruction, meaningful practice with feedback, and a closing
	• Design professional learning centered around research based instructional strategies.
	• Professional Learning for goal 4 in staff newsletter each week.
	• Optional lunch and learn sessions for teachers for research based instructional strategies and for using AI.
	• EdCamp on school DCD days for research based instructional strategies.
	• Work with teachers through on-going professional learning for the following:
	  ○ interaction opportunities for students
	  ○ lesson planning for the block period, including an opening, targeted instruction, meaningful practice with feedback, and a closing

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

- Students Who Did Not Receive Initial Course Credit - 223 students/365 courses
- EOC scores from 22 – 23 (See Attachment in email)

2023-2024:

- Students Who Did Not Receive Initial Course Credit - 197 students/296 courses (decrease of 26 students and 69 courses)
- EOC scores improved in US History and American Literature. Biology scores decreased (See Attachment in email)
- Subgroup data greatly improved from 22 – 23 (See Attachment in email)

Reflection on Results:

Based on preliminary reports, our students made gains in almost all areas of EOCs and CCRPI data.

- Increase in students passing courses for initial credit
- Increase in EOC scores overall and with subgroups
- Increase in AP credit earned – scores of 3 or higher by 2%
- Any students who started with us in 9th grade and remained with us all four years, graduated – 100%

We believe that the instruction that occurred in conjunction with the professional learning that was provided positively impacted student learning. We have growth goals for next year, but we are excited about our accomplishments for this year. We are working on a plan to help students who come to us from other countries and are credit deficient.

One of our goals for 23 – 24 was to allow PLC teams to have time to meet during professional learning to plan how they could use a strategy/strategies from the professional learning we had provided. Last year, we made sure that we provided time for teams to plan implementation of PL strategies during professional learning sessions, and we feel that this time allowed more incorporation of strategies into classroom practices.

The following performance measures were very difficult for us to actually measure on a consistent basis, so our reflection does not address these goals. We offered numerous trainings to meet these goals; however, we are unsure if the professional learning translated into all classrooms.

- Increase in the number of students interacting with content within the classroom setting (data throughout the year/observational data).
- Increase in the number of students who are provided opportunities within the classroom setting to apply concepts (data throughout year/observational data).
- Increase in the number of students engaged in remediation and extension based upon data (throughout year/data from Flextime offerings).