Forsyth County Schools

A safe, connected, and thriving community for all

Little Mill Middle School

2024-2025

School Improvement Plan

Principal: Molly Lavin

School Mission/Vision Statement(s):
Vision: Dream, Strive, Achieve, Celebrate
Mission: We must prepare students to aspire to greatness, never give up, grow continuously, and serve others.

School Belief Statements:

- Students, staff, and families should feel safe, respected, and connected to the LMMS community.
- All students and staff can learn and grow.
- Community is built through trusting relationships, kindness, and empathy.
- Everyone deserves to dream and be celebrated.

Little Mill Middle School
2024-2025 School Improvement Plan

FCS Goal Area: Social & Emotional Health

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

Major Focus: Strengthening the Little Mill Middle School safe, supportive, and connected environment for students and staff.

Performance Measures:

- Student GA Health Survey data - Increase in students who can identify a trusted adult at school and feel connected to the school
- Implementation of initial PBIS framework and matrix
- Reduce students who receive three or more referrals discipline referrals over the course of the next three years.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• All staff will be trained in the fundamentals of PBIS as school-approach to address school-wide behavior. • Creation of a PBIS team and behavior matrix; creation of classroom matrix • Increase number of teacher trained through the Mindfulness program • Increased community mentorship and involvement with targeted students. • Teacher training and implementation of engagement strategies including classroom management, de-escalation strategies, high-leveraged job embedded instructional strategies	• All staff will be trained in the fundamentals of PBIS as school-approach to address school-wide behavior. • Creation of a PBIS team and behavior matrix; creation of classroom matrix • Teacher training and implementation of engagement strategies including classroom management, de-escalation strategies, high-leveraged job embedded instructional strategies

Performance Measures: Year-End Results

2023-2024 (Baseline): Based on the student survey, in spring of 2023, 82% of students felt they had a trusted adult. In spring of 2024, the percentage was also 82%, so we did not meet our goal of increasing students who felt they had a trusted adult.

Based on the staff survey from spring of 2023, 82% of staff reported feeling supported by their administration. In the spring of 2024, 89% of staff reported feeling supported by their administration. We met this goal.

We did not include a separate question for students about feeling supported, just the trusted adult question. **This is the first year of PBIS as a school. We will not officially be recognized as a PBIS school until one full school year of implementation.**

2024-2025:

Reflection on Results:

Little Mill Middle School
2024-2025 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: Little Mill Middle School will continue to cultivate and develop our vision to Connect. Collaborate. Care. Throughout our school community to ensure that our students, staff, and community feel seen, heard, and valued.

Performance Measures:

- Increase opportunities for collaboration among One East stakeholders
- Collective commitments to best practices for collaborative teams
- Increase number of students reporting that they are involved in the school or community
- Increase in students who feel supported at LMMS

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• One East Fall Festival and events • Creation of LMMS Student Advisory • Inaugural Parenting the MS Child Curriculum night • Title One Family Engagement Events for LMMS • Creation of Leadership Team, PBIS sub-committee and climate subcommittee • Parent communication expectations/ newsletter	• One East Hey Day and vertical events • Title One Family Engagement Nights and Events • Continuation of Student Advisory • Family Communication expectations and newsletter •

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline): During the 2023 joint LSC meeting our team collected perception data from stakeholders about the One East events and ideas for creating an environment that communicates Connect, Collaborate, and Care. We received feedback from 7 groups with a variety of stakeholders in each group. Additionally, a spring 2024 Title One parent night revealed increased desire for intentional communication with LMMS stakeholders, as well as increased communication about data, school events, student progress, etc.

2024-2025:

Reflection on Results:

Little Mill Middle School
2024-2025 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objectives A & B: Increase student achievement and growth

Major Focus: Little Mill Middle School will work towards increased achievement and growth in mathematics and English/ Language Arts

Performance Measures:

- The percentage of students scoring at Proficient or Distinguished on the Mathematics Georgia Milestones Assessment will increase from 51% in 2023 to 54% in 2025
- The percentage of students scoring at proficient or distinguished on the ELA Georgia Milestones Assessment will increase from 42% in 2023 to 46% in 2025.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Targeted school wide and vertical professional learning for staff on implementation of Engagement strategies • Targeted school wide training on classroom management strategies to allow for structure, dialog, and engagement • Collaborative team level job embedded coaching on assessment and assignment alignment • Reduced class size model through Title One to increase teacher: student ratio • Participation in National Coach. Teach. Write ELA grant for 7th and 8th grade teachers. • Continued growth of Reading course for 6 and 7 grade. • School structure bell schedule change to allow students to have math, ELA and reading classes each day. • - Provide supplemental funding for the school's extended learning opportunities in math as the master schedule does not allow for additional segments of math support. Additionally, supplemental Title 1 funds will be used for small group tutoring after school and on for Saturday School	• Targeted school wide and vertical professional learning for staff on implementation of Engagement strategies • Targeted school wide training on classroom management strategies to allow for structure, dialog, and engagement • Collaborative team level job embedded coaching on assessment and assignment alignment • Participation in National Coach. Teach. Write ELA grant for 7th and 8th grade teachers. • Continued growth of Reading course for 6 and 7 grade. •

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

- The percent of students scoring Beginning and Developing on the Milestones in this content areas has increased
- A total of 17 students are receiving Tier 3 interventions, and 112 are receiving Tier 2 interventions. We have reorganized our fifth academic classes in 6th and 7th grade to offer reading classes to every student who does not receive a special service.
- Access students had significant growth in Access scores during the 23-24 school year. 65% of ESOL students showed growth in ACCESS scores based on CCRPI growth bands.
- Student grades in classes indicate a high level of mastery for most of our students, and in fact the overall course average for all students is above 90% for all but a small handful of classes. This does not correlate with Milestones performance, where only 7% of ELA students and 19% of math

students scored at a Level 4 proficiency schoolwide, and only 35% of ELA students and 32% of math students scored at a Level 3 proficiency. While more than half of Little Mill students are not proficient as measured by the Milestones, all but a few earn passing grades in their courses.

- 2023 Milestones scores in School City.
  - Nearly 60% of students scored Level 1 or 2 on the GMAS in ELA
  - Nearly 60% of students scored Level 1 or 2 on the GMAS in Math
  - Only 7% scored Level 4 in ELA, and only 14% scored Level 4 in Math Of 57 ELL students:
  - 26% of students scored a Level 1, and 32% scored a level 2 in ELA
  - 17% of students scored a Level 1 and 45% scored a level 2 in Math
- 2024 Milestones scores in school city:
  - 21% of students scored a Level 1, and 36% scored a level 2 in ELA
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2024-2025:

Reflection on Results:

Little Mill Middle School
2024-2025 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: Little Mill Middle School's Collaborative Teams will focus on introduction and implementation of developing structured and aligned curriculum that supports consistent and sustainable assessment practices.

Performance Measures:

- Increased training in leadership and assessment development for collaborative team leads
- Scope and sequence planning for formative and summative assessment alignment.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Monthly training sessions for CT leads on conflict management, communication, assessment development, and data analysis • Power planning days for appropriate team collaborative teams • Use of coaches to increase job embedded professional learning and county supported professional learning regarding assessment creation • Provide time for teams to calibrate a common understanding of assessment and assessment practices	• Monthly training sessions for CT leads on conflict management, communication, assessment development, and data analysis • Power planning days for appropriate team collaborative teams to develop balanced assessments that include formative and summative assessments • Use of coaches to increase job embedded professional learning and county supported professional learning regarding assessment creation and utilization.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

- SWD, ED, and ESL students struggling to master state standards. We are also seeing some large discrepancies between the grades that students are receiving and their performance on standardized tests. This likely indicates a lack of alignment, a lack of rigor, or both. We are experiencing additional challenges with attendance and behavior that are likely exacerbating low academic performance.
- Student grades in classes indicate a high level of mastery for most of our students, and in fact the overall course average for all students is above 90% for all but a small handful of classes. This does not correlate with Milestones performance, where only 7% of ELA students and 19% of math students scored at a Level 4 proficiency schoolwide, and only 35% of ELA students and 32% of math students scored at a Level 3 proficiency. While more than half of Little Mill students are not proficient as measured by the Milestones, all but a few earn passing grades in their courses.
- Inconsistent number of summatives delivered within content teams, and work is needed to establish baseline numbers moving forward. in 24-25 CT are working to develop calibrated and balanced assessments that allow teachers to utilize data from formative assessment to increase student learning in hopes that students will begin to invest in their learning and have responsibility in thier learning.

2024-2025:

Reflection on Results: