Forsyth County Schools

A safe, connected, and thriving community for all

DeSana Middle School
2023-2024
School Improvement Plan

Principal: Keith Sargent

School Mission/Vision Statement(s):
Mission: To deliver an unparalleled education for all students to succeed.
Vision: To foster a safe, connected, and thriving learning community.

School Belief Statements:
We expect all students and staff to collaborate, create, innovate, persevere, and inspire.

DeSana Middle 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: Foster a safe, connected, and thriving learning community that promotes opportunities for connection for students and staff.

Performance Measures:

- Student Connection Inventory
- Staff Connection Inventory
- Connect & Thrive Data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Connect and Thrive Time for students where they learn to exhibit strong personal qualities and make connections with adults and peers in the building. • Administer Student Connection Inventory quarterly. • Administer Staff Connection Inventory quarterly. • Protected staff collaboration days. • Vertical team meeting time for teachers. • Continue to build the capacity of collaborative teams.	• Continue to monitor and respond to student connection data. • Continue to monitor and respond to staff connection data. • Continue to monitor and respond to family connection data. • Continue to implement Connect & Thrive time. • Continue to collect data on family participation rates during connection events/activities. • Continue to build the capacity of collaborative teams.

Performance Measures: Year-End Results

2022-2023 (Baseline):
Student Connection Survey Data
School Connection: 3.66
Adult Connection: 3.64
Peer Connection: 3.53

2023-2024:

1. Survey Results
    a. Principal Survey results indicated that 84.15% of them reported that DeSana Middle School was a place that they wanted to be.
    b. Georgia Student Health Survey results indicated that 88.9% of 6th graders, 87.1% of 7th graders, and 89.1% of 8th graders reported that they feel connected to others at school.
2. Compare student connection from 22 to 23
    a. School Connection: 3.71 (+.05)
    b. Adult Connection: 3.77 (+0.13)
    c. Peer Connection: 3.64 (+0.11)
3. Vertical Team feedback
    a. 100% of teachers participated in their vertical team collaboration that included setting a vertical team goal and monitoring progress toward that goal throughout the school year. Teachers and department chairs reported that they would like to continue this work next year.
4. Collaborative Team Data
    a. Collaborative teams met weekly on Tuesdays to engage in the four critical questions of a PLC.
    b. Guiding Coalition, made up of one facilitator from each collaborative team, met monthly to engage in professional learning and self-assess progress using a PLC rubric.

Reflection on Results:

Overall, our data indicate that students and staff feel safe, connected, and thriving with a strong sense of belonging at DeSana Middle School. Throughout the year, the administrative team was intentional about creating opportunities for staff to connect and collaborate, such as faculty meetings, grade level meetings, collaborative team meetings, and vertical team collaboration time during the school day. Teachers and staff increased and diversified club and activity offerings during Connect and Thrive, providing more opportunities for students to engage in activities of interest and connect with one another. We were unable to collect data about family engagement and participation rates and need to seek ways to gather this information next year.

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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 opportunities for connection across the Denmark Community of Schools.

Performance Measures:

- Family Connect Inventory
- Family newsletter views
- Participation rates during connection events
- PTO memberships
- Culture and Heritage awareness activities

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Establish baseline participation rates for DeSana Family Connect Activities including Curriculum Night, Hispanic Parent Nights, Canvas Training BINGO, PTO Memberships, and volunteer opportunities. • Administer Family Connection Survey quarterly. • Continue to highlight and celebrate various cultures in our community. • Host quarterly family focus groups meetings to collect feedback regarding school improvement.	• Continue to establish baseline participation rates for DeSana Family Connection Events. • Review feedback and respond to feedback as needed from family connect surveys. • Increase parent participation in our Denmark Community Spring Fling • Continue to highlight and celebrate various cultures in our community. • Continue to host quarterly family focus groups meetings to collect feedback regarding school improvement.

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

1,000 participants in our Denmark Community Spring Fling event

May 2022 Family Communication Survey (process)

*Families requested that we use Smore or similar newsletter that is easier to view on their phone.

*Families requested to have specific grade level newsletters sent to them.

2023-2024:

1. Over 1,000 participants attended the Demark Community Spring Fling event.
2. DeSana Family Focus Groups
    a. Offered quarterly to families with full sign-ups each time
3. Dragon Digest
    a. Our family newsletter accumulated over 9,000 views this year.
4. Cybersecurity Night
    a. Offered to all families in our cluster
5. Celebrating Cultures in our Community
    a. Diwali Bash
    b. Foods Around the World
    c. Features of various cultures through our MLC and daily announcements

Reflection on Results:

DeSana Middle School continues to celebrate and recognize the diverse cultures and create a strong sense of belonging across our vertical community. Moving forward, we need a clear process on how to measure family participation in various events and activities.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Continue to build capacity of collaborative teams that engage in recurring cycles of collective inquiry and action research along with embedded professional learning to positively impact teacher collective efficacy.

Performance Measures:

- **Georgia Milestones**
- **Beacon**
- **Fastbridge & Progress Monitoring**
- **Collaborative team data**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Collaborative Teams will increase proficiency on analyzing student data and responding to the data in real time. • Review ELA and Math EOG Data to place students below grade level in targeted/focused reading and math intervention classes. • Increase access to reading interventions for students who score below the twenty-fifth percentile on Fastbridge. • Prioritize students at or below grade level in Math and ELA during Thrive Time. • Analyze Beacon data along with members of ELA and Math Collaborative teams to drive instruction and build common formative assessments. • During vertical planning time, teams (ELA, Math, Social Studies, and Science) will review Milestone domain performance to determine the relative strengths and areas of need.	• Collaborative teams will continue to analyze student data and respond to the data in real time. • Focus on the products/data from collaborative teams. • Continue to progress monitor students in targeted/focused reading and math intervention classes. • Continue to progress monitor students at or below the 25th percentile in reading. • Administer the Beacon assessment and analyze progress from semester one to semester two. • Vertical teams will continue to align priority standards to address gaps in student achievement data. • Continue to build the capacity of collaborative teams.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

ELA EOG combined % proficient & distinguished: 62.85%

Math EOG combined % proficient & distinguished: 61.57%

Student Subgroup Performance Data

ELA EOG	Math EOG
Students with Disabilities: 25.45%	Students with Disabilities: 14.42%
English Learners: 31.26%	English Learners: 34.80%
Economically Disadvantaged: 25.45%	Economically Disadvantaged: 19.82%
Black Students: 40%	Black Students: 35.4%
Hispanic Students: 32.61%	Hispanic: 29.87%

2023-2024:

ELA EOG combined % proficient & distinguished: 65.97% (+3.12%)

ELA EOG

Students with Disabilities: 14.76 (-10.69%)

English Learners: 46.06% (+14.80%)

Economically Disadvantaged: TBD

Black Students: 43.5% (+3.5%)

Hispanic Students: 31.53% (-.63)

*Math EOG scores: TBD (not yet reported from the state)

Reflection on Results:

This year, all students completed the ELA and Math BEACON assessment (full battery) once. Five teachers delivered ELA and Math interventions to our Tier 2 and Tier 3 students throughout the school year, utilizing Reading Plus and ST Math. They also utilized FastBridge

as an ongoing progress monitoring tool. Vertical teams met monthly to collaborate on their shared departmental goal, and collaborative teams met weekly to review assessment data and plan for instruction.

DeSana Middle School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Implement targeted reading interventions across grade levels based on 2022 Literacy Scores to increase Lexile levels for all students.

Performance Measures:

- GA Milestones
- Beacon
- Fastbridge

Action Steps

Semester #1 Action Steps

- Providing targeted reading support to all students based on their individual needs.
- Formatively assess students' literacy performance using Beacon.
- Utilize Fastbridge assessment to identify students scoring at or below the 25th percentile in reading to determine tier 2 & tier 3 interventions.

Semester #2 Action Steps

- Continue providing targeted reading support to all students based on their individual needs.
- Formatively assess students' literacy performance using Beacon and compare results from Semester 1 & Semester 2.
- Continue to progress monitor reading using Fastbridge for Tier 2 & Tier 3 interventions.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

% of DeSana Students scoring at Lexile Mid-Point & Above

Grade Level	6th Grade	7th Grade	8th Grade	DeSana Avg.
	67%	82%	74%	74.33%

% of Sub-Groups at Lexile Mid-Point & Above

Sub Group	6th	7th	8th	Avg.
SWD	17%	30%	32%	26%
EL	7%	30%	16%	18%
ED	20%	52%	38%	37%
Black	48%	65%	62%	58%
Hispanic	26%	53%	39%	39%

2023-2024:

1. % of DeSana Students scoring at Lexile Mid-Point & Above
   a. 6th Grade: 80.21% (+13.21)
   b. 7th Grade: 82.82% (+0.82)
   c. 8th Grade: 83.72% (+9.72)
   d. Overall Average: 82.25% (+7.92)

Reflection on Results:

We are in the 2nd year of having a Reading class as our 5th academic course in 6th and 7th grades. Looking at our school wide data, we saw significant increases in student performance for those scoring at or above the midpoint for their grade level Lexile score.