Forsyth County Schools
A safe, connected, and thriving community for all

Little Mill Middle School
2023-2024
School Improvement Plan

Principal: Connie McCrary

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

Performance Measures:

- Student survey data - Increase in students who can identify a trusted adult at school
- Student survey data - Increase in students who feel supported at LMMS
- Student survey data – Increase in positive student interactions
- Staff survey data - Increase in the percentage of staff who feel supported
- Maintain high rates of teacher retention

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Conduct student and staff Community Building Circles • Provide Restorative Practice strategies through professional learning • Embed student wellness practices into academic classrooms • Focus on building relationships and empathy between students and trusted adults • Focus on building empathy between students • Continue high level of support through our New Educator Orientation program	• Add staff community building circles to professional learning days • Continue referencing Restorative Practices during Kid Talks • Continue promoting student emotional regulation strategies / reset classroom kits / self-care challenge • Provide cultural information to our students in Explore & Discover

Performance Measures: Year-End Results

2022-2023 (Baseline):
An increase in students who feel they have a trusted adult.
An increase in students and staff who feel supported at school.
An increase in staff who feel supported.

2023-2024:
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.

Reflection on Results:

While the percentage of students who felt they had a trusted adult to promote a safe supportive, and connected environment, did not change, we will continue to use this data to plan for the upcoming school year as we implement other processes and structures to support this work.

We were pleased with the 7% increase in the percentage of staff who reported they felt supported by the administration. This year we had a change with our administrative team. We brought on board a new Assistant Principal and Assistant Administrator. The data show a clear increase in the percentage of staff who feel supported by the administration. Also, at the end of the 23-24 school year, the new team took time to review the teacher survey and discuss the results to determine the type of support that was important to the staff. For our staff, presence in the hallways and communication are important forms of support. We will continue to be aware of these critical needs so that we can appropriately value and support our staff.

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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: Little Mill Middle School will continue our vision of Dream. Strive. Achieve. Celebrate to ensure all students and staff feel safe, supported and connected.

Performance Measures:

- Increase awareness and positive perceptions of the One East Team
- 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
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Performance Measures: Year-End Results
(Include sub-group data where applicable)

2022-2023 (Baseline):

2023-2024:

- 2023-2024 Establish baseline using One East climate & perception survey data results
- 2023-2024 Show an increase in graduation rate data from EFHS (a measure of successful student outcomes)
- 2023-2024 Increase attendance at One East events 2023-2024 Establish baseline of students involved in extracurricular or co-curricular activities

2023-2024:

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.

Reflection on Results:

The overall feedback from the vertical LSC committee was very positive. Stakeholders reported they loved the One East Fall Festival and One East Family Field Day. Our 2023-2024 One East Fall Festival was very well attended with just over 3,500 people in attendance from our community. This year we continued the tradition of finding ways to Connect, Collaborate, and Care. These are the collective pillars of the One East schools. Additionally, during the vertical LSC meeting, stakeholders were able to provide other ideas for how the One East schools could continue to create an environment of Connect, Collaborate, and Care to increase student success and overall wellbeing.

At this time, we do not have current data regarding the graduation rate. We will look at the data for graduation rates once it becomes available early in the 2024-2025 school year. The school team created a survey and established a baseline for student connectedness to measure the extracurricular or co-curricular activities of our students. We found that 82% of our students participate in either an extracurricular or co-curricular activity. As a school and county, we recognize that student connectedness is important, and it is an important factor for student success. We will continue to refine the way we collect and utilize this data to help drive our work towards making sure students feel connected at school.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Strengthen the work of our staff to increase student performance level in writing.
Performance Measures:

- Increase all student achievement: Milestones (annually)
- Establish baseline data for students' ability to produce a grade-level appropriate constructed response as measured by a common rubric

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Provide support and training for teachers during collaborative teams and/or grade level meetings • Seek content support from district level for writing support within the content areas • Develop a plan that outlines grade level expectations for how writing will happen in every classroom • Foster conversations in department meetings to build expectations around writing • Provide professional learning time for teachers to calibrate their scoring of student writing • All science teachers will implement at least four claim/evidence/reasoning assignments during the 23-24 school year • Targeted collaboration between ESOL Coach and specific teachers	• Gather data from No Red Ink • Create a plan to ensure that before GA Milestones, every student must produce an essay (informational or argumentative) in a timed environment to mirror testing procedures.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

2023-2024:

Our original intention was to conduct a schoolwide pre-test (essay) in the fall and then conduct a post-test in the spring. Due to some miscommunication, we did not have consistent data from pre-writes from students. This is something that we will revisit when developing expectations around writing instruction for the 2024-2025 school year.

As part of the No Red Ink pilot for the district, all ELA teachers implemented lessons within the platform and administered a benchmark assessment targeting grammar skills on two separate occasions.

No Red Ink Benchmark Data

Grade	Fall	Spring	Increase/Decrease
6th	47%	59%	+11%
7th	69%	75%	+6%
8th	56%	62%	+6%

Georgia Milestone Writing Traits scores were analyzed to measure performance in writing achievement. Student groups were compared to their scores from the 2022-2023 school year.

Georgia Milestones Writing Trait #1

Grade	2022-2023	2023-2024	Increase/Decrease
6th	1.8	1.66	-0.14
7th	2.02	1.91	-0.11
8th	2	2.22	+.22

Georgia Milestones Writing Trait #2

Grade	2022-2023	2023-2024	Increase/Decrease
6th	1.7	1.65	-.05
7th	1.92	1.84	-.08
8th	1.83	2.12	+0.29

Reflection on Results:

The data show an overall decrease in the average of points received on the Writing Traits #1 & #2 on the Georgia ELA Milestones assessment in 6th and 7th grade, while showing an increase in 8th grade. We will continue to provide professional development in Collaborative Teams to support best practices in writing instruction in the upcoming school year.

We will continue to promote writing across all content areas through discussions of expectations in Collaborative Teams. The Science department will continue the use of CER (Claim, Evidence, Reason) writing assignments to partner with lab experiences. The Social Studies department will continue PL around the use of DQBs and will implement them. We will continue seeking support from the district level content specialists to provide professional development as well.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase the percentage of students reading at or above the mid-point of the grade level stretch band as measured by Lexile levels.

Performance Measures:

- Increase student growth in Reading Status as measured by the Georgia Milestones
- Increase student growth in Reading as measured by BEACON testing
- Increase targeted student performance as measured by Fast Bridge

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Add a reading class to all sixth and seventh grade students' schedules • Provide teachers with Tier I strategies during monthly Kid Talks • Data-informed scheduling practices to meet the needs of students with disabilities and ESOL • Increase the number of intervention focused classes • Provide co-teaching opportunities with our ESOL coach for classes with no support from local ESOL teacher • Focus Professional Learning Communities on the following: • All teachers will gain an understanding of Lexile levels and what it means Reading within the content area Data collection and utilization Having data and goal-setting conversations with students	•

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

2022-2023 Baseline Milestone data- 68% of students were within or above the Lexile stretch band.
2023-2024 Annual increase in all students and subgroups in Lexile level

2023-2024:

Students *Within or Above* Lexile Stretch Band as Measured Through Georgia Milestones

Grade	2022-2023	2023-2024	Increase/Decrease
6th	74%	70%	-4%
7th	66%	82%	+16%

8th	70%	64%	-6%

Beacon data indicates an improvement from fall to spring in sixth and eighth grades; however, seventh only showed slight improvement. Specifically, sixth grade Beacon ELA scores increased by 25 points from fall to spring. Seventh grade Beacon ELA scores only improved by two points; however, if you look at spring of 2022, the scores improved 90 points. In eighth grade, BEACON ELA scores improved 10 points from fall to spring.

Reflection on Results:

This year we added a Reading class for all 6th and 7th grade students. While our Reading and ELA teachers used Lexile levels to guide instruction and conducted conferences with students to help them understand their Lexile level and set goals for improvement, we feel there is room for growth in helping teachers to understand the meaning of Lexile levels and how to better use them.

Each grade level conducted monthly Kid Talk meetings with the Graduation Coach, School Counselor and grade level administrator to discuss strategies to improve Tier I instruction and any possible interventions that might need to be added to support struggling learners. We had 2 Reading and Math Intervention classes in 6th and 7th grade to support students through MTSS.

We utilized our ESOL staff and our SpEd staff to provide appropriate services to students with these needs. Michelle Slaton, our district ESOL Coach, worked with our collaborative teams and Instructional Coach to support students in classes that did not have an ESOL teacher pushing in to provide services.

Our collaborative teams focused on data collection and utilization this year along with effective formative assessment practices. Some teams were on target with this goal, while there is room for growth in other collaborative teams.

While 6th and 8th grade experienced a drop in performance as measured by the percentage of students in the On and Above Grade Level Lexile stretch bands, we will continue the Reading class as a 5th academic course for 6th and 7th graders to promote literacy instruction. We will continue to support teachers through data driven discussions and strengthen our collaborative teams with high level engagement strategies.