# Forsyth County Schools

***A safe, connected, and thriving community for all***

# Forsyth Central High School

## 2024-2025

## *School Improvement Plan*

**Principal: Tracey H. Winkler**

**School Mission/Vision Statement(s):**

**Mission:** The mission of Forsyth Central High School is to lead students to become healthy and productive Americans who will solve problems, communicate effectively, and serve selflessly.

**Vision:** Forsyth Central High School is the place where parents want to send their children, students feel connected to, and identify with their school, and teachers are empowered to lead.

**School Belief Statements:**

- Relationships come first.
- Get students connected.
- We are a collaborative team.

# Forsyth Central High 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:** FCHS will intentionally focus on wellness of all students and staff ensuring that all students and staff feel safe and are thriving through our Student Support Efforts/Services.

**Performance Measures:**

- Increase awareness and usage of Community School Supports (The Well, Central Place, Giving Center, College and Career Center)
- Increase PBIS recognition submissions by 5% through May of 2025.
- Collect baseline data on student participation in FCHS Wednesday Wellness Sessions
- Increase in retention of staff at the end of the year

## Action Steps

| Semester #1 Action Steps | Semester #2 Action Steps |
|---|---|
| **TEAMS:**<br>• Ensure that engagement opportunities exist for all families and staff within our community<br>• Continue to refine the FCHS Connectivity Team with a focus on increased student engagement<br>• Promoting and aligning our family connect nights in an effort for students to maintain balance by having time with their families<br>• Implement strategies for student voice in our PBIS recognition process<br>• Conduct stay and exit interviews with staff to refine strategies used by the Climate and Morale Team | **TEAMS:**<br>• Ensure that engagement opportunities exist for all families and staff within our community<br>• Continue to refine the FCHS Connectivity Team with a focus on increased student engagement<br>• Promoting and aligning our family connect nights in an effort for students to maintain balance by having time with their families<br>• Implement strategies for student voice in our PBIS recognition process<br>• Conduct stay and exit interviews with staff to refine strategies used by the Climate and Morale Team |

## Performance Measures: Year-End Results

**2023-2024 (Baseline):**

- Our PBIS submissions increased by 105% over the previous year. Our goal was to increase submissions by 5% over the previous year.
- Community School Support Data:
  -The Well (1994 visits by students and staff)
  -Giving Center (24 families supported through Boxes of Love program)
  -College and Career Center increased by 77% over the 22-23 school year
  -Helping Hands (1189 pounds of food collected to support local families)
- 80.8% staff retained from 22-23 school year to 23-24 school year

**2024-2025:**

## Reflection on Results:

2023-2024: The College and Career Center has been intentional with its communication this year in trying to make its resources available to all students. This has been done through Canvas, social media posts, and cafeteria announcements. Our PBIS Team implemented a new QR code system for students to easily nominate students. We additionally allowed students to nominate others tudents for the first time. We saw a large increase with this new system and feel it greatly benefited our Bulldog Best program.

# Forsyth Central High 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:** Promote a community at Forsyth Central HS where students, staff, and families feel seen, heard, valued, and connected.

**Performance Measures:**

- Data collected from both student and staff surveys.
- Consistently provide opportunities for student voice through student leadership groups (Principal Advisory, FCHS Ambassadors, LFH, etc)
- The school will host a minimum of ten parent and community events to engage and connect all stakeholders
- Increase community attendance at vertical-wide events
- Increase student attendance at school

## Action Steps

| Semester #1 Action Steps | Semester #2 Action Steps |
|---|---|
| **TEAMS:**<br>• Continue to implement efforts to develop student leaders<br>• School participation in our Treat Street Fall Festival, Winter Festival, and the Heart of Forsyth Festival to ensure student engagement is reflective of our school community<br>• Collaboration among cluster schools through inter-school visits/observations<br>• Increase focus to improve and enhance all areas of our Connectivity Team<br>• Implement Tardy Team to decrease student tardies to class<br>• Work through PBIS Team to celebrate students with perfect attendance | **TEAMS:**<br>• Continue to implement efforts to develop student leaders<br>• School participation in our Treat Street Fall Festival, Winter Festival, and the Heart of Forsyth Festival to ensure student engagement is reflective of our school community<br>• Collaboration among cluster schools through inter-school visits/observations<br>• Increase focus to improve and enhance all areas of our Connectivity Team<br>• Refine Tardy Team to decrease student tardies to class<br>• Work through PBIS Team to celebrate students with perfect attendance |

## Performance Measures: Year-End Results

*(Include sub-group data where applicable)*

**2023-2024 (Baseline):**

- Heart of Forsyth Events: Treat Street- 1300, Winterfest- 1200, Heart of Forsyth- 1000, Total attendance was 3500.
- We hosted over ten community events and/or informational nights
- We hosted Principal Advisory meetings every quarter with student leaders.
- Survey Data
  -Climate Survey
  -Community School Staff Survey
- Attendance Data
  - 62 ninth graders were absent 20 or more days in the 23-24 school year.
  - 96 tenth graders were absent 20 or more days in the 23-24 school year.
  - 117 eleventh graders were absent 20 or more days in the 23-24 school year.
  - 110 twelfth graders were absent 20 or more days in the 23-24 school year.

**2024-2025:**

## Reflection on Results:

2023-2024: We believe our efforts were much improved over last year. We had an increase of 173% over the previous year. Our vertical team was very intentional in planning strategies to improve communication this year by including messengers and social media graphics that were in both English and Spanish to reach a greater number of families in our community. We also devised plans to better count the number of attendees by using QR codes spread around the various entry points and gift basket raffles from those who had scanned. The Connectivity Team has continued its work to engage families and students. Our events have been well-attended and reflected our FCHS community.

# Forsyth Central High School
# 2024-2025 School Improvement Plan

**FCS Goal Area:** The Learner Experience

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

**Major Focus:** All FCHS teachers will collaboratively engage in their professional learning communities (Design Teams) to strengthen and use research based instructional practices to increase student achievement and growth.

**Performance Measures:**

- Increase standardized test scores (EOC, AP, COV, ACCESS) for subgroups
- Increase the number of students passing courses for initial credit
- Increase in teachers attending professional learning sessions
- Increase number of teachers actively participating in the PLC process
- Increase the number of Dawg Time sessions focused on remediation

## Action Steps

### Semester #1 Action Steps

**TEAMS:**

- All teachers will participate in professional learning workshops. PLC leads will receive additional training to lead their teams through all phases of the PLC cycle.
- All teachers will review learning targets and success criteria with students as a means of communicating expectations and demonstration of mastery of learning.
- All PLC teams will document meetings through the PLC meeting agenda. TKES admin will review PLC meeting agendas and attend PLC meetings.
- FCHS will continue our professional learning efforts to align with the FCS Instructional Framework.
- Participation of EOC Co-Teaching pairs (including Special Ed & ESOL) in Professional Learning Workshops (THRIVE, UNITE, Student Engagement Strategies)
- Scheduling of cohorted classes to provide instructional supports as part of the MTSS process
- Review of quarterly failure reports by team of counselors, grad coach, and admin
- Train teachers in use of Student Support Time app and expectations for Dawg Time sessions

### Semester #2 Action Steps

**TEAMS:**

- All teachers will participate in professional learning workshops. PLC leads will receive additional training to lead their teams through all phases of the PLC cycle.
- All teachers will review learning targets and success criteria with students as a means of communicating expectations and demonstration of mastery of learning.
- All PLC teams will document meetings through the PLC meeting agenda. TKES admin will review PLC meeting agendas and attend PLC meetings.
- FCHS will continue our professional learning efforts to align with the FCS Instructional Framework.
- Participation of EOC Co-Teaching pairs (including Special Ed & ESOL) in Professional Learning Workshops (THRIVE, UNITE, Student Engagement Strategies)
- EOC teams will conduct data digs from School City data for the previous year to determine test-prep and remediation strategies to implement before EOC testing begins.
- AP teams will review score reports from the previous year and use resources available in AP Classroom to review for AP exams.

## Performance Measures: Year-End Results

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

**2023-2024 (Baseline):**

- Our EOC data is still preliminary but showed an increase in proficiency for US History to 44.6% (from 41%), Biology showed a decrease to 49% for proficiency (from 58%), ELA showed an increase in proficiency to 59.35%. Algebra: Concepts and Connections scores will not count this year as this is the first year the course was implemented.

- Our EOPA data showed an increase in participation from 260 testers in 2023 to 332 testers in 2024 (27% increase). Our pass rate fell from 83% to 76% though.
- We had 912 students taking an AP course this year, a 7% increase over last year.
- Our CCRPI scores from 2023 show a content mastery score of 77.4, an increase of 2.7 over the previous year. Our graduation rate from 2023 was 91.45%. We are awaiting these numbers from 2024.
- 100% of teachers had learning targets and success criteria posted in classrooms and/or on Canvas.
- Our MTSS supports helped us decrease from a 30% failure rate for one or more classes for our ESOL students in 22-23 to 24% in 23-24.
- We scheduled 12 total classes of students who are scheduled for Thrive (181 total students) in an effort to support our struggling students who do not have an IEP or 504 plan.
- Professional Learning sessions were held with all teachers to target engagement strategies, assessment practices, and data driven instruction.
- Course failures by grade level
    - 239 courses failed by 9th graders
    - 146 courses failed by 10th graders
    - 145 courses failed by 11th graders
    - 43 courses failed by 12th graders

**2024-2025:**

## Reflection on Results:

2023-2024: Teachers continued to use learning targets and success criteria as a communication tool in their classrooms by posting these in the rooms and on Canvas. Design teams met regularly to collaborate as a PLC, looking at data to drive instruction and reflecting upon instructional practices. We made strides in our efforts to encourage CTAE pathway completion with an increase in the number of EOPA testers. While we did see a decrease in the pass rate, we believe we can make some improvements next year to bring the pass rate up. Our continued efforts to encourage students to increase the rigor in their schedules led to an increase in the number of AP enrollments. We made small improvements in ELA and US History but declined in our Biology EOCs. Our Biology design team already has plans in place for changes in instructional strategies and pacing for next year. We brought in several leaders from T&L this year to lead our PLC process in engagement strategies, assessment practices, and using data to drive instruction. We believe this helped with some of our increased scores. We plan to continue that for next year and use the data from this year to further hone our efforts. The continued efforts of our Thrive and UNITE teams have led to increased success for our students. The cohorting model used allows our students to feel more connected to our teachers and to each other. The small team of teachers who support these students meets frequently to discuss student progress and plan instructional and remediation strategies. The same barriers existed for us with attendance and gaps in student enrollment, but we have worked to increase our communication with families. Our intentional use of Dawg Time and Saturdays at the C-House has led to a decrease in seniors failing classes this year, and we expect that to have a positive impact on our graduation rate.

# Forsyth Central High School
# 2024-2025 School Improvement Plan

**FCS Goal Area:** The Learner Experience

**FCS Performance Objective D:** Develop and sustain consistent assessment practices

**Major Focus:** All FCHS teachers will collaboratively engage in their professional learning communities (Design Teams) to develop and sustain consistent formative assessment practices.

**Performance Measures:**

- Increase use of data analysis protocols in PLCs to drive instructional decision making
- Increase the number of students passing courses for initial credit

## Action Steps

| Semester #1 Action Steps | Semester #2 Action Steps |
|---|---|
| **TEAMS:**<br>• PLCs will develop and and use common assessments, common grading criteria, and common grading practices.<br>• PLCs will develop and use common remediation strategies and practices.<br>• PLCs will use data analysis protocols to review assessment data to plan remediation opportunities as needed.<br>• PLCs will receive training through professional learning on using data to drive instructional decision-making. | **TEAMS:**<br>• PLCs will develop and use common assessments, common grading criteria, and common grading practices.<br>• PLCs will develop and use common remediation strategies and practices.<br>• PLCs will use data analysis protocols to review assessment data to plan remediation opportunities as needed.<br>• PLCs will receive training through professional learning on using data to drive instructional decision-making. |

## Performance Measures: Year-End Results

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

**2024-2025 (Baseline):**

- FCS content specialists led professional learning sessions with teachers that focused on assessment strategies and shared data analysis protocols using a data dashboard. PLCs were inconsistent in implementation of these strategies.
- Course failures by grade level
  - 239 courses failed by 9th graders
  - 146 courses failed by 10th graders
  - 145 courses failed by 11th graders
  - 43 courses failed by 12th graders

## Reflection on Results: