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

East Forsyth High School
2023-2024
School Improvement Plan

Principal: Kacey Martin

School Mission/Vision Statement(s):

The vision of East Forsyth High School is to provide a connected, collaborative and caring culture for the students, staff and community of East Forsyth.

The mission of East Forsyth High School is to provide quality and well-rounded educational experiences to promote personal growth, positive connections, and academic success.

School Belief Statements:

At East Forsyth High School, we can have high expectations for our students if we:

1. **Keep relationships first**
2. **Treat others with respect**
3. **Find the backstory**
4. **Are good teammates**

East Forsyth 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: Establish a safe and supportive learning environment where students and staff will continuously strive for personal growth, positive connections, and academic success.

Performance Measures:

- Annual climate and culture survey results from the spring administration will show an increase in positive survey responses relating to respect and recognition of positive behaviors
- Student behavior will improve by fewer discipline referrals measured every nine weeks.
- EFHS will increase the teacher retention rate.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Restructured Bronco Block to include both Academic and Wellness opportunities inside of the school day, daily. • Restructured our Flex Time to provide students multiple opportunities to connect with clubs and organizations of their interest and passions. • Creating a mindfulness space as a part of our Community School Center to be utilized by our students and staff. • Continue developing the relationships and partnerships with our Community School Center Anchor Organizations: Mentor Me of North Georgia, The Place of Forsyth, Family Ties and Corner Farms. • Sending six (6) teachers to mindfulness training. • Established a Principal's Student Advisory Board to meet with our administration and provide feedback on culture, climate and student engagement at East Forsyth. • Established an acknowledgement program to celebrate: students, teachers and staff members of the month. • Work with PTO on monthly staff celebrations • Student mentoring through Bronco Buddies and 9th Grade Homeroom Ambassadors • New Bronco Induction Program – welcoming new students to EFHS	• Monitor and data collection from the action steps from Semester #1

• NEO Induction for new teachers, including 1st and 2nd year teachers	

Performance Measures: Year-End Results

2022-2023 (Baseline):
Office Referrals: 873
DFCS referrals – 11
Suicidal Idealization - 40
Threat Assessment's - 5
Teacher retention – 11 teachers left EFHS for other opportunities.
Mindfulness training – sent 0 teachers to training.

2023-2024:
Office Referrals: 979 (11% increase from 22-23).
DFCS referrals – 5
Suicidal Idealization - 24
Threat Assessment's - 10
Teacher retention – 9 teachers left EFHS for other opportunities.
Mindfulness training – sent 12 teachers to training.

Reflection on Results:

Our office referrals went up 11% this year. DFCS referrals have been cut in half this year compared to last year. Suicidal ideations have gone from 40 last year to 24 this year. We have seen an increase in student participation in athletics, clubs and organizations within our school and in school spirit and pride. We have seen an increase in teacher retention rate from the 22-23 school year compared to the 23-24 school year. Our Community School pillar teams have been established and data has been collected with fidelity compared to the 2022-2023 school year where the pillars were only implemented in March 2023. Our Community School partners have continued with an increase participation from Mentor Me of North Georgia, The Place of Forsyth, Family Ties and Corner Family. There was an increase in positive survey responses relating to respect and recognition of positive behaviors at East Forsyth High School.

East Forsyth High School
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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: East Forsyth High School will continue to cultivate and develop our vision to **Connect, Collaborate and Care** throughout our school community to ensure that our students and staff feel seen, heard and valued.

Performance Measures:

- Principal Perception Survey
- Student attendance at the Homecoming Dance and Prom will increase.
- Staff attendance at community events will increase.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Allowing our staff and students to collaboratively develop the mission of our school. • Established a Principal's Student Advisory Board to meet with our administration and provide feedback on culture, climate and student engagement at East Forsyth. • Intentionally used teacher feedback to align our vision, mission, beliefs and commitments for the 2023-2024 school year. • Spring 2023 teacher feedback indicated a need to refocus on communication, accountability and school spirit. In response to this call to action, we have intentionally established: weekly staff communication plan, monthly community communication plan, student lead school spirit initiatives (mentoring, pep rallies, etc) staff recognitions and a restructure of attendance, grading and assessment policies and expectations. • Student mentoring through Bronco Buddies and 9th Grade Homeroom Ambassadors • New Bronco Induction Program – welcoming new students to EFHS • Increase staff and student access to community resources. • Staff Cookbook (Christmas gift)	• Cultural "TED Talks" by students hosted by teachers in Bronco Block (NAACP, Latino's at East, GSA) • Cultural Awareness Week • Student Announcements • Staff Meal representing food from many different cultures

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

Fall Festival Trunks by One East Staff – 64
Homecoming attendance – 968
Prom attendance - 594

2023-2024:

Fall Festival Trunks by One East Staff - 87
We had a 99% participation rate in our principal perception survey. Attendance at our Fall and Spring One East festivals doubled in attendance.
54 staff members participated in our Taste of East Forsyth luncheon.
Homecoming attendance – 826
Prom attendance - 496

Reflection on Results:

In August, our staff and students collaboratively developed the mission statement for EFHS.

East Forsyth developed a C.A.R.E. team (Cultural Awareness & Recognition at East.) This team promoted cultural awareness, acceptance and appreciation through expanding the knowledge of our community, staff and students by sharing our cultures and backgrounds. This team, led by teachers and students, put together plans to celebrate the different cultural months throughout the school year.

The Principal's Student Advisory Board met quarterly to get student feedback and used it to restructure our pep rallies, create a student fan section for our athletic events, and they were also the final and deciding factor on our school's mission. We will continue with the principal's student advisory board.

This year, we held new student meetings (students who came to East after school started) quarterly to introduce them to our staff and each other. The students appreciated getting to meet everyone and being able to ask questions and learn about ways they can get connected at East.

East Forsyth High School
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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Increased student achievement through the use of high leverage instructional strategies.

Performance Measures:

- Increase in teacher use of instructional strategies as measured by administrative walkthroughs.
- Increase in standardized test scores – EOC, AP
- Increase in the graduation rate

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Increased number of opportunities provided to students for relearning and reassessment • One East Vertical Strategic Teams will create and implement strategies for growth • High Leverage Instructional Strategy Professional Learning during Pre-Planning to 100% of our faculty • Partnering with FCS ELL Instructional Coach to provide intentional training to a select group of EOC teachers • Continue to develop a professional learning plan that focuses on Tier 1 Instructional Strategies and High Leverage Practices • Identify students who have academic gaps as defined by Milestone Scores and assessments • Create relearning and reassessment sessions focused on identified areas of growth • Continue One East Vertical Strategic Teams collaboration and development	• Monitor and data collection from the action steps from Semester #1

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

Graduation Rate – 90.49%

EOC Scores

Algebra- proficient and distinguished- 26%

Biology- proficient and distinguished- 53%

US History- proficient and distinguished- 43%

American Literature- proficient and distinguished- 46%

2023-2024:

Graduation Rate-

EOC Scores

Algebra- proficient and distinguished-

Biology- proficient and distinguished- 51.9%

US History- proficient and distinguished- 42.8%

American Literature- proficient and distinguished- 57.8%

Reflection on Results:

Starting in 23-24, in collaboration with FCS district EL coach Michele Slaton, we created the "E" team to enhance our knowledge and use of engagement strategies. EFHS administration has seen an increase in high-leverage instructional strategies across all departments.

Through our unique schedule and use of Student Support Time/Bronco Block, we offer daily opportunities for students to attend relearning and reassessment opportunities.
Our proficient and distinguished American Lit EOC scores increased from 46% to 57.8%.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Collaborative Teams will focus on the implementation phase of the Instructional Framework by developing common formative and summative assessments and disaggregating the data from these assessments to inform instructional practices.

Performance Measures:

- Quarterly failure report starting at the 12-week point.
- Increased student achievement results from the 2022-2023 SY to the 2023-2024 SY: AP, EOC, GAA, ACCESS
- Students' summative assessment scores should reflect an increase from their formative assessment scores.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Utilize the FCS Instructional Framework to structure the collaborative team process and inform our professional learning • Create relearning and reassessment sessions focused on identified areas of growth • PLCs will create common formative and summative assessments • PLCs will use data from common assessments to inform instruction • Expanded opportunities for collaboration amongst teams and departments: common planning, PL based on 2022-2023 SWOT Analysis • Collaborative teams will use failure reports to target their instruction.	• Monitor and data collection from the action steps from Semester #1

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

EOC Scores

Algebra- proficient and distinguished- 26%
Biology- proficient and distinguished- 53%
US History- proficient and distinguished- 43%
American Literature- proficient and distinguished- 46%

AP Scores

2023-2024:

EOC Scores

Algebra- proficient and distinguished-
Biology- proficient and distinguished- 51.9%
US History- proficient and distinguished- 42.8%

American Literature- proficient and distinguished- 57.8%

AP Scores

Reflection on Results:

The master schedule was designed so that each content team had common collaborative time. Each content team met at least once a week during which they developed their formative and summative assessments collaboratively. Once summative assessments were given the collaborative team would review their data to drive instruction and target their instruction. Relearning and reassessment sessions were offered daily to students during Bronco Block.

Relearning and reassessment opportunities were offered by every content team. Students had opportunities during Bronco Block, before/after school and during Instructional Extension.