Forsyth County Schools

A safe, connected, and thriving community for all

Forsyth Central High School

2023-2024

School Improvement Plan

Principal: Josh Lowe

School Mission/Vision Statement(s):

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.

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.

School Belief Statements:

1. Relationships come first!

2. Remember why we open our doors every day...our students!

   - Get them connected!

3. We are a team!

Forsyth Central 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: FCHS will ensure that students feel safe, connected, and thriving through our efforts to become a certified Community School.

Performance Measures:

- Increase student usage of the College and Career Center by 5% through May of 2024
- Increase PBIS recognition submissions by 5% through May of 2024
- Consistently provide opportunities for student voice through the Principal Advisory groups by hosting quarterly meetings
- The school will host a minimum of five parent and community events to engage and connect all stakeholders

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Ensure integrated student supports are in place for students • Continue to refine the FCHS Connectivity Team with a focus on increased student engagement • Continue to implement efforts to develop student and teacher leaders • Ensure that family and student engagement opportunities exist for all families in our community • Implement strategies for student voice in our PBIS recognition process	• Conduct mid-year reviews of Student Support teams to refine second semester steps • Analyze mid-year data of student and family participation in events and organizations to refine engagement strategies • Conduct focus group interviews with stakeholders to refine engagement strategies

Performance Measures: Year-End Results

2022-2023 (Baseline):

1. College and Career Center use increased by over 300% during its second year of implementation. Our goal was a 5% increase over our previous year.
2. Our PBIS submissions did not improve by 5% as was our goal.
3. Hosted quarterly Principal Advisory meetings with student leaders.
4. Hosted over ten community events and/or informational sessions.

2023-2024:

1. College and Career Center use increased by 77% over the 22-23 school year. Our goal was to increase use by 5% over the previous year.
2. Our PBIS submissions increased by 105% over the previous year. Our goal was to increase submissions by 5% over the previous year.
3. We hosted Principal Advisory meetings every quarter with student leaders.
4. We hosted over ten community events and/or informational nights.

Reflection on Results:

2022-2023: Staffing the College and Career Center with a full-time professional allowed students with unlimited access to post-secondary resources. Continued Connectivity Team efforts proved successful in engaging and enhancing student voice. Community events were well-attended and reflective of the FCHS community. Due to a transitionary year with a new PBIS team in 22-23, PBIS submissions did not increase. We believe this is also in part to a significant increase in submissions in the 21-22 school year due to a new QR code for submissions and students returning to our building post-pandemic. Students will be allowed to submit PBIS submissions beginning this school year. We believe that this will increase buy-in to our Bulldog Best efforts while demonstrating an increase in submissions moving into next year.

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. The Connectivity Team has continued its work to engage families and students. Our events have been well-attended and reflected our FCHS community. Our PBIS Team implemented a new QR code system for students to easily nominate students. We additionally allowed students to nominate other students 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
2023-2024 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: All students and families at Forsyth Central HS will feel seen, heard, valued, and connected.

Performance Measures:

- Increase usage in communication tools from previous year
- Increase community attendance at cluster-wide events
- Increase the number of participants on community/Pillar Team surveys

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• 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 • Promoting and aligning our family connect nights in an effort for students to maintain balance by having time with their families • Collaboration among cluster schools through inter-school visits/observations • Increase focus to improve and enhance all areas of our Connectivity Team	• Conduct mid-year reviews of all applicable data sources to make improvements for second semester as determined necessary

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline): As the Central Vertical Team, we hosted three main events to promote inclusivity, school pride, and belonging.

Estimated family attendance is listed below:

1. Treat Street: 350
2. Winterfest: 500
3. Heart of Forsyth: 350
4. The total attendance was 1,280.

2023-2024:

1. Treat Street- 1300
2. Winterfest- 1200
3. Heart of Forsyth- 1000
4. Total attendance was 3500.

Reflection on Results:

2022-2023: We believe that this effort proved to be highly effective. The number of events and the attendance at the events demonstrated an increase from the previous year. We believe attendance at our events represented the student body in our community. In determining the representation of our student body in attendance, we found the layout of our campus at our community events to be less than conducive to getting complete data. Our vertical team leadership plans to adjust the layout of 23-24 community events to better ensure we have a more concise method for determining attendance data.

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.

Forsyth Central High School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: FCHS teachers will collaboratively engage in the ongoing process of working through our professional learning communities to strengthen our alignment with the FCS instructional framework.

Performance Measures:

- Data from standardized test scores
- Data from class failures at quarterly marks
- Attendance data from teacher professional learning sessions
- Data from Design Team meetings

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• All teachers will participate in professional learning workshops. Design Team 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. • FCHS will continue our professional learning efforts to align with the FCS Instructional Framework.	• 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. • The Professional Learning Team will survey the faculty to determine the effectiveness of first semester PL and determine what needs can be addressed second semester.

Performance Measures: Year-End Results

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

2022-2023 (Baseline): According to our data, 2022-2023 showed the following when compared to the 2021-2022 school year:

1. Our EOC Data showed that 58% of students who took the EOC for Biology were proficient and 53% of students who took the EOC for ELA were proficient. Scores for US History and Biology showed improvement in the Mean Average Score from the 21-22 school year. An area of improvement will be Algebra 1 performance as there was a decrease in proficiency. We intend to focus on this and improve our efforts to rectify this in the coming years.
2. Our EOPA data showed an increase of 5% participation and our pass rate increased by 3.5%.
3. 100% of our teachers had the learning target and success criteria posted in their classrooms.
4. We had 848 students attempt an AP course, which is the highest number attempted over the past six academic years.
5. We are still awaiting our CCRPI mastery score and our graduation rate to be finalized at this time.

2023-2024:

1. Our EOC data is still preliminary but showed a marginal increase in proficiency for US History to 42.2% (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.
2. 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.
3. 100% of teachers had learning targets and success criteria posted in classrooms and/or on Canvas.
4. We had 912 students taking an AP course this year, a 7% increase over last year.
5. 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.

Reflection on Results:

2022-2023: All FCHS teachers had their learning targets and success criteria posted in 22-23. This allowed students to have a better understanding of classroom expectations as well as demonstration of standards mastery. Design teams met weekly to collaborate on their PLC process. Our school saw an increase in the number of students taking the EOPA and completing a pathway over the 21-22 school year. Building on our school's long-standing efforts to encourage students to attempt an AP course, the number of students attempting a course in 22-23 was the highest our school had achieved in the past six academic years. Algebra Concepts & Connections will be a focus for improvement, even though it will not have an EOC that counts for grading in 23-24. Through our PL Team, we will be working with teachers to analyze data in School City and/or other platforms to determine areas of improvement regarding our instructional practices.

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 take 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.

Forsyth Central High School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: FCHS teachers will collaboratively engage in the ongoing process of working through our professional learning communities to strengthen our alignment with the FCS instructional framework.

Performance Measures:

- Opportunities for remediation determined by student needs based off their academic success
- Documentation in the TKES platform of the design team goals

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• 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 • Professional Learning efforts in alignment with the Instructional Framework and other district initiatives • Refined structure of student support to include the REP Team. Their work will implement processes/supports to retain and engage students in an effort to maximize their achievement to prevent them from not completing high school.	• Conduct mid-year review of applicable data sources to refine strategies used to improve student learning for specific sub-groups

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

1. As part of our MTSS supports, the number of ESOL students that failed one or more classes than the previous year was reduced by 54% for the 22-23 school year.
2. Scheduled 11 total classes that are cohorted for Thrive students with 175 students involved in an effort to make our large school feel small for struggling learners who do not have an IEP or 504.
3. Student Engagement workshops were held for CTAE, Fine Arts, and Health teachers with specific focus on Kagan strategies to support our ESOL learners.

2023-2024:

1. 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.
2. 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.
3. Professional Learning sessions were held with all teachers to target engagement strategies, assessment practices, and data driven instruction.
4. The REP Team was created in an effort to target student achievement for some of our subgroups that have struggled academically.

Reflection on Results:

2022-2023: We believe the cohorting efforts of both Thrive and UNITE proved to be successful with the students who were on campus. The school within a school model made our students feel more connected and have a better chance for academic success. The challenge came from poor student attendance and/or students who demonstrated gaps in consistent school enrollment. We will continue our efforts to create a school within a school feel with our students. We intend to have an increased focus on student/family connection regarding students who enroll throughout the school year. It is our hope that this effort will improve attendance and increase the students' chances of being successful at FCHS. We are implementing additional supports to retain, engage, and prevent students from not completing high school.

2023-2024: 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 through the REP Team. 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.