Forsyth County Schools

A safe, connected, and thriving community for all

West Forsyth High School

2023-2024

School Improvement Plan

Principal:

Dr. Aaron Archambeau

School Mission/Vision Statement(s):

Vision
Inspiring Innovative Leaders

Mission
Build a strong foundation of relationships in order to engage all students in rigorous and relevant learning

School Belief Statements:

Relationships
Create and maintain an environment where the West Family feels emotionally and physically safe, involved, and connected.

Rigor
Engage students in ways that promote higher order thinking skills, problem solving, and ownership.

Relevance
Offer a comprehensive experience that provides for career connections and prepares students to succeed.

West 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:
Increase student and staff connectedness at West through our ICON (Involved, Connected, Ownership, Noble) framework.

Performance Measures:
- ODR/SWIS Data from 21-22, 22-23, and 23-24 school years
- Wellness Survey Data from 21-22, 22-23, and 23-24 school years
- Empathy Interview Responses

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps

• Use ICON in-the-classroom training to begin implementation
  ○ Train staff on developing routines with students
  ○ Train staff on developing positive relationships with students
• Analyze and share Spotlight data monthly within departments
• Develop lessons/activities for teachers to redeliver based on areas of need identified through Spotlight data
• Focus wellness lessons/initiatives on the improvement of student/staff connectedness and acceptance of others
• Students, staff and community will take a Wellness Survey.
	• Conduct empathy interviews with students, staff, and community members
	• Staff will use self-assessment to determine areas of strength and areas of growth pertaining to PBIS in the classroom (routines & relationships)
	• Students, staff and community will take a Wellness Survey.

Performance Measures: Year-End Results

2022-2023 (Baseline):
Percentage of students who report being treated fairly by staff/peers
21/22 school year 28% increased to 32.5% in 22/23 school year

Percentage of staff who felt connected to others in the building
21/22 school year 32% increased to 37% in 22/23 school year

Number of Discipline Referrals
21/22 school year 522 decreased to 479 in 22/23 school year

2023-2024:
Percentage of students who report being treated fairly by staff/peers
22/23 school year 32.5% increased to 52.7% in 23/24 school year

Percentage of staff who felt connected to others in the building
22/23 school year 37% increased to 68% in 23/24 school year

Number of Discipline Referrals
22/23 school year 479 increased to 554 in 23/24 school year

Reflection on Results:

The percentage of students feeling that they are treated fairly by staff and peers increased more than we anticipated. This may have been a result of the professional development our teachers received on developing positive relationships with students and/or the lessons that were provided to our teachers that focused on fostering positive relationships with students.

For the 2023-2024 school year, we created a Culture Team composed of several administrators and a team of teachers. This team was responsible for creating activities throughout the year that brought the whole staff together with fun activities. These events occurred at least twice a month, but oftentimes more. We believe that the Culture Team combined with the planned activities are reflected in the significant increase in our teachers feeling connected to others in the building.

Unfortunately, our discipline referrals did not see the decrease that we would like to see. Part of this increase that we see could be the schedule adjustment made that provides two sessions that are an hour long on Wednesdays. This large time of non-academic work provided a larger opportunity for our students to skip. Moving forward we have adjusted the schedule to remove that large block of time.

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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 an authentic sense of community among all stakeholders in the West Community of Schools.

Increase the collaboration of schools within vertical communities.

Performance Measures:
- Number of attendees at 23/24 in-person events as compared to 22/23 in-person event
- Attendance at 23/24 Joint West LSC meetings as compared to 22/23 Joint West LSC meetings
- Student, staff and community members empathy interview responses
- Number of attendees at joint HS/MS transition event
- Increased number of in-person events, both locally at WFHS and community-wide.
- Feedback from staff members after attending professional learning

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Gather feedback from stakeholders at Joint West LSC meeting - September 2023 • Collaborative in-person event to solidify the belonging of all community members in the West Community of schools. • Establish "teams" within WFHS (Culture, Leadership Academy, Instructional, Operational) that allows all staff members to participate in decision making • Revise and implement a communication plan for each vertical team • Implement professional learning for staff at WFHS to increase engagement with the West Forsyth community	• Collaborative in-person event, "West Fest," to solidify the belonging of all community members in the West Community of schools. • Conduct empathy interviews with students, staff, and community members - locally at WFHS • Gather and review feedback from stakeholders at Joint West LSC meeting - May 2024

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):
Approximately 800 attendees at West Fest in March 2023
70% of LSC members from each school attended Joint West LSC meetings in 22/23 school year

2023-2024:
Attendance at in-person events:
- WFHS Community Events
  - Technology and Safety Night: 12 attendees
  - Guest Speaker John Trautwein: 7 attendees
  - Read to a Child Night (World Read Aloud Day): 31 attendees
  - Trunk or Treat: approximately 300 attendees
- WFHS Events
  - Pathways Night: approximately 500 attendees
  - Unity Night: 73 attendees
  - HS 101: 45 attendees

Joint West LSC meeting attendance remained around 70%

Feedback gathered from attendees after in-person events was minimal and did not provide us valid insight to the effectiveness of said events.

Reflection on Results:

The primary focus of the 2022 - 2023 school year was establishing a foundation of collaboration amongst all WFHS Community Schools to create a sense of belonging within the West Community. That work continued into the 2023 - 2024 school year but we aimed to expand our outreach in a variety of ways. In looking at our results during the 2023 - 2024 school year, we were able to make progress in some areas, both as a community and as a school. As a community, we hosted more collaborative events and each individual school hosted more local events. However, attendance at most of the events was lacking, except the Trunk or Treat and Pathways Night events.

In collecting feedback at the Joint LSC meeting in May, we aimed to gather ideas as to how we could increase attendance at our events and the type of events our community members want us to facilitate. We noticed a trend that community members wanted one singular place to gather information regarding events in the West Community. Therefore, in an effort to be more transparent and increase stakeholder participation, we have created West Community social media accounts (Facebook, Twitter, and Instagram) through which we will share information regarding all schools in the West Community. Additionally, the feedback indicated that we are providing the right type of events (technology, safety, unity, HS 101, etc.), so we feel the change in communication may lead to a higher attendance rate.

Empathy interviews conducted with students, parents, and staff members provided insight into how our stakeholders feel about our community and school. Community members are excited about the collaborative work being done amongst all 6 schools in the West Community. Feedback indicated stakeholders feel a sense of belonging and pride as a result of this work. Locally, community members requested that communication be more frequent and easier to find. Stakeholders are appreciative of everything we do, but are sometimes unaware of all that goes on.

West Forsyth High School
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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus:
Through the work of the professional learning communities at West, teachers will use common formative data and feedback to increase student achievement.

Performance Measures:
- 2023-2024 3% increase of the gap as measured by Content Mastery in CCRPI
- Percentage of staff members attending personalized PL sessions
- Formative assessment data input on each PLC's form - tracked throughout Semester 1 and Semester 2
- Responses from content teams on the PLC Form - tracked throughout Semester 1 and Semester 2
- Feedback from staff members after attending professional learning

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Professional learning differentiated for content team leads and content team members • Content team form designed to assist in analysis of formative data • Continuous review of content team forms • Midyear conferences with content team leads	• Professional learning differentiated for content team leads and content team members • Content team form designed to assist in analysis of formative data • Continuous review of content team forms • End of year conferences with content team leads

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
- 2022 - 2023 Content Mastery on CCRPI was 85.1
    - Red flags were earned in Algebra I and Biology content areas for "All Students"
    - Subgroup Data:
        - In American Literature, Hispanic, Multi-Racial, and SWD populations did not make progress and did not meet improvement target
        - In Algebra I, Black, Hispanic, White, Economically Disadvantaged, and SWD did not make progress and did not meet improvement target
        - In Biology, Black, Hispanic, White, Economically Disadvantaged, English Learners, and SWD did not make progress and did not meet improvement target
        - In US History, SWD made progress but did not meet improvement target
- Approximately 90% of staff attended Personalized PL Sessions
- No baseline for the PLC Form as this was newly implemented during the 23/24 school year
- No baseline for the Professional Learning feedback from staff as this was newly implemented during the 23/24 school year

2023-2024:
- 2023-2024 3% increase of the gap as measured by Content Mastery in CCRPI
    - Awaiting CCRPI report for the 23/24 school year
- Staff attendance at Personalized PL Sessions remained the same at 90%
- PLC Form
    - As the year progressed, use of the form became inconsistent amongst teams
    - Staff did not like the standardized form - they requested the ability to tailor the form
    - More oversight from administration if the form is going to continue to be used
- Staff feedback on Professional Learning:
    - More personalized options facilitated by other teachers
    - Department or Content Team focused and not always "whole school"
    - More hands-on PL rather than "whole group" or "lecture"

Reflection on Results:

We are awaiting the official CCRPI reports to determine if we made adequate progress in the Content Mastery area. However, we are hoping our intentional focus on the assessment process will provide positive results.

Throughout this school year, we implemented new strategies for our teachers to work through the assessment process and for the administrative team to monitor their work. As we knew that these strategies would cause a learning curve with our staff, we did not anticipate how steep the learning curve would be. At the outset of the 2023 - 2024 school year, almost all of our content teams utilized the PLC Form to analyze data and adjust instructional/assessment plans. As the year progressed, administration lacked the ability to attend content team meetings as regularly as they had at the beginning of the year. As a result, more and more content teams stopped using the PLC Form. Additionally, content teams expressed a desire to adjust the form to fit how their content team works and tracks data. This was valuable feedback and something we are going to allow content teams to do during the 2024 - 2025 school year. Our hope is that more flexibility will result in more content teams utilizing the PLC Form

In May, we met with department chairs to discuss the professional learning that was provided throughout the school year. Feedback indicated a desire to have more personalized PL options that are specific to departments or content teams, and for the PL to be more hands-on. This was great feedback for us as we develop our PL plans for next school year. PL that falls in line with this feedback could result in a higher participation rate at the PL and deeper understanding of what we want to do through the assessment process.

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FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus:
Increase student growth through the use of effective Tier 1 instructional strategies in the classrooms.

Performance Measures:
- 2023-2024 3% increase in the gap as measured by Progress in CCRPI
- Responses entered on the ELEOT tool (classroom observation tool) - Semester 1 compared to Semester 2
- Percentage of Content Team leads attending Professional Learning sessions
- Percentage of staff attending Professional Learning sessions facilitated by Instructional Coach
- Responses from content teams on the PLC Form - tracked throughout Semester 1 and Semester 2
- Feedback from staff members after attending professional learning

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Conduct interviews with students to gather feedback about instructional practices in the classroom • Conduct classroom observations utilizing the ELEOT tool • Content teams utilize form to reflect on and discuss effective teaching strategies. • Tier 1 content team lead training sessions • Professional learning on effective instructional strategies led by Instructional Coach • Focusing content team work on the driving questions for collaborative teams	• Conduct interviews with students to gather feedback about instructional practices in the classroom • Continue to conduct observations utilizing the ELEOT tool. • Review data from observations. • School based professional learning on Tier 1 instructional strategies. • Content teams utilize form to reflect on and discuss effective teaching strategies.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
- 2022 - 2023 Progress on CCRPI was 60.3
  - Subgroup Data:
    - In Mathematics, Black, Hispanic, White, Economically Disadvantaged, and SWD populations had more than 50% of its students at Level 1 or Level 2 growth
    - 49% of our English Learners moved at least one band of progress as measured by the ACCESS exam
- No baseline data for the remainder of the Performance Measures as these were newly evaluated performance measures during the 23/24 school year

2023-2024:
- 2023-2024 3% increase in the gap as measured by Progress in CCRPI
  - Awaiting CCRPI Report for the 23/24 school year
- Responses entered on the ELEOT tool (classroom observation tool) - Semester 1 compared to Semester 2
  - Less than 10% of observations were entered through the ELEOT Tool during Semester 1
  - Less than 5% of observations were entered through the ELEOT Tool during Semester 2
- Percentage of Content Team leads attending Professional Learning sessions
  - 100% of Content Team Leads attended Professional Learning sessions throughout the school year
- Percentage of staff attending Professional Learning sessions facilitated by Instructional Coach
  - Approximately 50% of staff attended the voluntary PL sessions
- Responses from content teams on the PLC Form - tracked throughout Semester 1 and Semester 2
  - At the outset of the school year, PLC Form was used consistently by approximately 90% of content teams. As the year progressed, less than 30% of our content teams were utilizing the PLC Form.

- Feedback from staff members after attending professional learning
    - Feedback indicated a desire for more hands-on and department/content team specific professional learning

Reflection on Results:

We are awaiting the official CCRPI reports to determine if we made adequate progress in the Progress area. However, we are hoping our intentional focus on the assessment process will provide positive results.

As we implemented several new strategies to evaluate our instructional practices, there was no baseline with which to compare. However, we did gather a good amount of feedback that has helped inform our planning for next school year.

The administrative team started strong with utilization of the ELEOT observation tool when conducting classroom observations. However, as the year progressed, the ELEOT tool was not utilized as often. This tool provides important feedback regarding student's engagement in the classroom so it is a tool we need to be using at a higher rate going into the 2024 - 2025 school year.

The voluntary PL sessions were not attended at a rate with which we were happy. In reflecting on the sessions that were provided, we realized that the sessions were not specific to any topic the staff asked for. The sessions were generated by the Instructional Coach and our administrative team. Moving into next school year, we are going to be more intentional about providing sessions facilitated by our Instructional Coach that align with what the staff is asking for.

The PLC Form was a talking point throughout this past year. Simply put, we are making adjustments to the style of the form and allowing content teams to tailor it to how they want to format it. We are taking more of a "as long as the data is in there" approach rather than standardizing how they collect the information.

Lastly, as stated above, PL was not interactive enough for our staff this year. We need to do a better job of providing interactive, hands-on professional learning experiences.