

West Forsyth High School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Increase student and staff connectedness at West through our ICON (Involved, Connected, Ownership, Noble) framework
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Create an authentic sense of community among all stakeholders in the West Community of Schools.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Through the work of the professional learning communities at West, teachers will use common formative data and feedback to increase student achievement.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth through the use of effective Tier 1 instructional strategies in the classrooms.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	<p>Our SMART Goals are all tied to the results of our Wellness survey that is given to the West students and staff. While we did not see the exponential growth we were hoping to see with our students, we did see a heavy growth amongst our staff. Our students feeling that they are treated fairly by adults in the building saw an increase from 28% to 32.5% which is 3% less than what we hoped for. Additionally, we expected a 10% increase for students “feeling like other students treat each other with respect and students showing others respect regardless of academic ability”. Instead of the 10% increase, we saw an 8% increase, which is still trending in the right direction. For our staff, we expected a 10% increase, from 32% to 42%, in the number of staff that felt connected to other teachers in the building. Instead, we saw that number change from 32% to 37%, which tells us that the focus on staff appreciation this year is moving us in the right direction. With an overwhelming number of teachers leaving the profession we were really trying to help curb that and will continue to make this a priority.</p> <p>Our behavior referral data indicated that we are making progress in decreasing the number of disciplinary referrals each school year.</p> <p>Previously, all work completed through the ICON Framework has been centered on things outside of the classroom. During the 2023 - 2024 school year, we will begin to implement facets of the ICON Framework within the classroom. Teachers will be provided training on Routines and Relationships, two facets of our ICON Framework, during Pre-Planning. This training will introduce teachers to the concepts embedded within Routines and Relationships and will provide our teachers with PBIS strategies to implement in congruence with their instructional strategies.</p>
#4 Climate, Culture, & Community	<p>The West Community of Schools came together for two joint Local School Council meetings as well as a large-scale community event, West Fest. Feedback from the LSC meetings was used to determine our community needs for branding the West Community. Committee members as well as from attendees of the West Fest provided positive and encouraging feedback to not only continue the West Fest event, but to also include a fall informational night around transitioning levels and academics for elementary, middle, and/or high school.</p>

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#5 The Learner Experience	<p>During the 2022 - 2023 school year, progress was made in the percentage of PLCs that were utilizing common formative assessments in each instructional unit. With assistance from our Instructional Coach, Kim Eversole, PLCs that were lacking in implementing common formative assessments received support/professional development. The focus of the support/PD centered on the purpose for common formative assessments and how the data obtained from the assessments can inform future instruction. At the end of the 2022 - 2023 school year, survey data from PLCs indicated that there is now a deeper understanding of the formative process and its benefits.</p> <p>What alterations/adjustments will be made to this initiative?</p> <p>Evidence from 2022 - 2023 school year indicated that the content log was not specific enough, thus, the work of the PLC was not targeted to the individual students that needed remediation. As a result, adjustments are being made to the content log that PLCs must complete at each meeting. The updated content log will ask for more specific information concerning proficiency toward mastery of standards.</p> <p>At this time, we cannot fully evaluate the impact that PLC work has had on achievement on EOC scores. We plan to look into this data and use the 2022 - 2023 data as a baseline moving forward.</p>
#5 The Learner Experience	<p>During the 2022 - 2023 school year, we gathered content team leads for professional learning on Tier 1 Instructional Strategies. Led by our Instructional Coach, Kim Eversole, and Graduation Coach, Kelley Morawsky, the PL sessions centered on the identification and implementation of effective Tier 1 Instructional Strategies. Additionally, content leads were provided training centered on working with teachers on their team who needed support in implementing effective Tier 1 Instructional Strategies. In January, content leads were selected to lead Professional Learning sessions for our teaching staff. While work will continue in this area during the 2023 - 2024 school year, survey data completed by teachers at West Forsyth HS indicated an increase in the frequency in which the Tier 1 Instructional Strategies shared by content leads were utilized in the classroom.</p> <p>What alterations/adjustments will be made to this initiative?</p> <p>We will continue working with content team leads on this initiative. But, we aim to incorporate leadership training for our content leads and provide opportunities for non-content leads to participate and lead PL. We may make further alterations once we are able to evaluate State Reporting data.</p>