

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Lee Anne Rice

Major Focus / Initiatives: Increase student achievement

Performance Measures:

- Establish baseline; 3% increase of the gap as measured by Content Mastery in CCRPI by content areas and student groups.

Action & Accountability Planning

Action Steps: First Half of Year

- Focus on foundational reading skills through implementation of Heggerty and UFLI in grades K-2 for phonemic awareness and phonics skills
- Collaborate with middle schools to provide a 5th academic reading class in 6th grade; offer foundational reading training to 6th grade teachers
- Implement new math curriculum to align with new math standards
- Provide job-embedded professional learning opportunities to teachers in all content areas
- Convene Professional Learning Leader teams; provide training and support to school teams
- Offer the Dyslexia Endorsement to one or more teachers at each elementary school
- Purchase additional math manipulatives for all K-5 classrooms
- Provide lab materials and experiences for K-12 science classrooms
- Provide Kide Science to kindergarten classrooms
- Work with schools' Professional Learning Communities to identify learning targets and success criteria and align assessments to those targets

Action Steps: Second Half of Year

- Continue implementation and support of phonics and phonemic awareness programs
- Review resources for K-3 reading for 24-25 that align with the Science of Reading as required by HB 588 Early Literacy Act
- Continue PL and support for new math standards and curriculum
- Collect video evidence of new math standards/curriculum implementation to build professional capacity of instructional coaches to further support teachers
- Design course expectations for curriculum, instruction, and assessment with advanced content courses in middle school
- Design and plan the Gifted Endorsement to be offered to teachers during 24-25
- Offer professional learning sessions across the district on the February 20 District Collaboration Day
- Review usage data and effectiveness of instructional resources toward improving student achievement; recommend keeping or replacing resources for the 24-25 school year
- Continue meeting with Professional Learning Leaders in January, February, and March to align professional learning, data analysis, and classroom assessments
- Continue differentiated support to school leaders in growing effective Professional Learning Communities
- Collect observational data to monitor district-wide implementation of Professional Learning Communities
- Plan for summer professional learning opportunities for teachers

Mid-Year Checkpoint

- Heggerty (K-1) and UFLI (K-2) are implemented in all elementary classrooms
- All schools have established Professional Learning Communities
- All MS offer a reading support class in 6th grade; teachers are attending foundational reading training
- All ES have at least one teacher participating in the Dyslexia Endorsement
- Science and mathematics resources have been provided
- Baseline for CCRPI Content Mastery has been established:

	Elementary	Middle	High
Overall	91.5	88.4	93.0
English Language Arts	85.04	85.77	88.71
Mathematics	99.94	96.30	89.72
Science	84.93	73.13	95.85
Social Studies	N/A	87.80	97.69

Year-End Results

Reflection on Results:

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Lee Anne Rice

Major Focus / Initiative #2: Increase student growth

Performance Measures:

- Establish baseline once growth data becomes available; 3% increase of the gap as measured by Progress in CCRPI by content areas and student groups.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Assign ESOL coaches to vertical teams; build relationships with teachers and leaders; provide job-embedded professional learning and support • Support each school’s immigrant population with our Newcomer Specialist • Provide professional learning to EIP/ESOL teachers • Purchase iReady Math and Reading for EIP students; train teachers to implement • Collaborate with Student Support and Special Education departments to provide MTSS support to schools • Provide professional learning to schools about data analysis for professional learning communities and MTSS supports and interventions 	<ul style="list-style-type: none"> • Continue vertical team and school support from ESOL instructional coaches and Newcomer Specialist • Continue professional learning and support for EIP and ESOL teachers • Meet with ES and MS school leadership teams to design master schedules that allow for intervention and enrichment • Meet with HS ESOL coordinators and teachers to plan instruction and services for ESOL students • Pilot options for dyslexia screeners; finalize selection of universal and dyslexia screeners that meet the requirements of HB 588 Early Literacy Act and SB 48 Dyslexia Act • Continue professional learning with schools about data analysis and interventions • Partner with Ola Language School to provide English classes to FCS parents • Host parent meetings for newcomer families beginning in February to connect families and provide a support system

Mid-Year Checkpoint

- 4 elementary schools are piloting dyslexia screeners and communication tools with parents
- ESOL coaches are working in classrooms supporting teachers with English Learners
- iReady Math and iReady Reading have been purchased and used in the EIP program to meet students’ individual needs
- Monthly meetings are held with staff from Teaching and Learning, Special Education, and Student Support to align resources and to provide coherence with guidance to schools
- Baseline for Progress has been established:

	Elementary	Middle	High
Overall	89.4	82.7	78.9
English Language Arts	82.75	80.84	N/A
Mathematics	93.67	89.78	81.26
English Language Proficiency	100.00+	58.86	57.45

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: The Learner Experience

Performance Objective B: Increase student engagement

Cabinet Leader: Lee Anne Rice

Major Focus/Initiative #1: Provide learning experiences that foster cognitive engagement

Performance Measures:

- Identify / develop an engagement assessment tool and establish a baseline; increase levels of cognitive engagement in each future year.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Collaborate with School Safety, Special Education, and Student Support to provide professional learning on behavior strategies and student engagement to school teams (Classroom Behavior Strategies Workshop)• Implement curriculum materials that promote active, hands-on, inquiry-based, interactive learning experiences (DBQs, Eureka Math Squared, common lab experiences, KideScience, SREB, Kagan strategies, S3 strategies, 5E Model, Building Thinking Classrooms, 360 Degree Math Framework)• Provide professional learning for teachers in effective instructional strategies that foster student interaction, critical and creative thinking, problem solving, real-world application, and student efficacy and ownership.• Collect classroom data on observable actions from teachers and students that promote student engagement	<ul style="list-style-type: none">• Piloting video coaching platform in an elementary school with focus on student discourse and engagement routines• Continue implementation of curriculum materials that promote hands-on, engaging, interactive learning experiences• Continue professional learning in effective instructional strategies that foster student interaction, critical and creative thinking, problem solving, real-world application, and student efficacy and ownership.• Evaluate effectiveness of current instructional resources as related to student engagement and recommend keeping or replacing them for 24-25 school year• Collect classroom data on observable actions from teachers and students that promote student engagement• Collaborate with School Safety to align PBIS and Assessment Principles• Identify the ways in which embedded formative assessment practices increase student engagement

Mid-Year Checkpoint

- Professional Learning Specialist is partnering with a school to utilize video coaching platform to capture student discourse and engagement routines; pilot for an engagement assessment tool is in progress
- We have established that the purpose of grades is to accurately report student proficiency on state standards. By removing student behaviors from the gradebook, we recognize the importance of establishing new systems of behavior management. Therefore, collaboration between T&L and School Safety is important
- Our work with the FCS Impact Team has shown a link between student ownership of learning and student engagement. This has led to the emergence of a new action step (identifying ways formative practices increase student engagement)

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Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Lee Anne Rice

Major Focus/Initiative #1: Establish consistent assessment practices across the district.

Performance Measures:

- Identify / develop a measurement tool and establish a baseline; increase levels of consistency.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Establish a new Assessment Team in the T&L department (Tallant, T. Keyser, Strang, Duncan, Zink) who will lead professional learning and data analysis support • Provide professional learning to leaders regarding assessment beliefs, principles, and strategies • Provide professional learning to teachers on assessment design • Establish a team of teacher leaders called the FCS Impact Team comprised of teachers modeling effective assessment and grading practices • Implement a pilot to investigate the use of Mastery Connect in conjunction with Canvas to provide classroom-based assessments in the LMS • Provide a bank of professional learning opportunities in the School Leaders course that can be customized for leadership teams or teachers • Work with schools' Professional Learning Leadership Teams throughout the year to help teams review school improvement goals, action steps, and data • Work with schools' Professional Learning Communities to identify learning targets and success criteria and align assessments to those targets 	<ul style="list-style-type: none"> • Create collaborative processes that establish consistency of message within all professional learning and data analysis support • Plan DCD session (February 20th) led by leaders on topic chosen by them • Identify areas of focus for school leaders within Assessment & Grading work for the 2024-2025 school year • Plan 2024-2025 DCD sessions for school leaders aligned to areas of focus • Plan Leadership Retreat session led by Assessment & Grading leaders • Plan sessions at an AP meeting, Leadership Retreat, and Summer PL Conference led by FCS Impact Team Members where they share their Impact Story using data collected throughout the year • Create goals and begin planning for the second year of the FCS Impact Team for those who wish to continue in this work • Organize nominations for the 2024-25 FCS Impact Team cohort • Reflect on pilot implementation and teacher/leader feedback • Restructure 2024-2025 pilot to include 2023-2024 FCS Impact Team members • Gather feedback from those that utilized the professional learning opportunities to adjust offerings and improve content.

Mid-Year Checkpoint

- The Assessment & Grading Leaders Team is composed of two APs per vertical team- one secondary AP and one elementary AP. After engaging in learning together, this team is working to identify weaknesses of our current assessment and grading practices. We will target these areas in upcoming professional learning which will be led by these school leaders.

- Feedback from the first two sessions with the FCS Impact Team shows that they feel validated for their current assessment practices and empowered to try new formative assessment strategies to activate students in their learning. We will culminate our sessions with members recording their impact stories which we will ask them to share in a variety of opportunities (district and school) to help encourage others to examine their impact on student learning.
- Mastery Connect Pilot teams created implementation plans and are currently in various phases of implementation. We continue to monitor implementation to understand the conditions for success in utilizing this assessment tool in the classroom and in collaborative content team meetings. At this point, we see some evidence that foundational formative assessment knowledge may be required prior to implementation of the tool. We are discussing new options such as including 2023-2024 FCS Impact Team members in the pilot and offering a whole-school pilot program where foundational knowledge is front loaded.

Year-End Results

Reflection on Results:

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Lee Anne Rice

Major Focus/Initiative #2: Implement consistent grading practices across the district.

Performance Measures:

- Establish baseline and targets via gradebook audit reports; increase levels of consistency

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Share FCS Assessment & Grading Foundations document (Learner) with schools• Establish common grading practices for 23-24:<ul style="list-style-type: none">○ Teachers will use “M” in Campus Portal to communicate that work is missing. The “M” will calculate as a 0 in the gradebook.○ Teachers will offer <u>an</u> opportunity to reassess essential knowledge and skills. Students will not have the ability to retest every assignment.• Work with principals to compare EOC/EOG scores to course grades in their schools; look for trends• Meet with HS LSCs to discuss EOC percentage weight; principals seek feedback from teachers and students; make determination of district’s EOC percentage weight for 2023-2024 school year• Continue research on assessment and grading practices	<ul style="list-style-type: none">• Share FCS Assessment & Grading Foundations document (Educator) with schools• Draft Grading Guidelines document that captures our 2027 goal for consistent assessment and grading practices. Work backwards to release portions that align to the present work.• Select assessment & grading conferences and invite Assessment & Grading Leaders to attend. Use this information in AP meetings, DCD leader sessions, and resources in Canvas.• Review format for the elementary report card• Recommend changes to the elementary report card that align with new standards for ELA and Math• Continue discussion on academic dishonesty and identify consistent consequences for students who submit assignments that do not reflect their own work• Continue collaboration with the Instructional Technology team on the appropriate use of AI tools

Mid-Year Checkpoint

- Provided professional learning to principals comparing Milestones results to course grades for the related courses; school leaders analyzed their school data to identify trends and areas on which to focus for alignment and consistency
- Associate Superintendent and Assessment Coordinator met with all HS Local School Councils for feedback on the EOC percentage weight toward a student’s course grade. Feedback and data analysis overwhelming supported a 10% weight
- The Assessment & Grading Leaders Team met during the fall to identify challenges with current grading practices