

FORSYTH 7 – 12
SCHOOL IMPROVEMENT PLAN
2019/2020

Goal 1: Forsyth Schools will utilize **assessment scores for data-driven decision making** to improve curriculum and instructional strategies.

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth High School will increase the average of students that are considered ready or proficient in MATH by 3%. Utilizing the ACT and ACT Aspire tests, currently the average of the high school population considered ready or on track for college-level math is 36%. The goal is to increase this to 39% of the high school population, which will exceed the state & national averages on the ACT by over 3% points.</p>	<ol style="list-style-type: none"> 1. Students enrolled in math courses who tested “In Need of Support” on the ACT Aspire test as well as have D’s and F’s in their math class will be given the opportunity to be placed in Academic Assistance during the 2019/2020 school year. 2. Incoming freshmen who had completed Algebra as 8th graders, but did not score well on the ACT Aspire test and showed “In Need of Support” or earned a C grade or lower will be advised to repeat Algebra in high school. 3. Free tutoring will be available before and after school by the math teacher. This will be attended by 50% of the students who tested “In Need of Support” or “Close” on the ACT Aspire District test as evidenced by sign-in sheets kept by the teacher. Lists of these students will be given to the teachers who will color code their names on the sign-in sheets. 	<ol style="list-style-type: none"> 1. There were 23 students enrolled in math who tested in Need of Support on the ACT Aspire test in grades 9-12. Of these, 15 were enrolled in Academic Assistance or 65%. The majority who did not enroll were seniors who did not score well on the ACT, but were in advanced math classes. 2. All students who completed Algebra as 8th graders were recommended for Geometry in high school and tested high enough to enter. 3. The math instructor arrived as early as 7 a.m. to assist students in the morning and was available after school. When the school had issues with their computers, the sign-in sheets were lost. However, on average there were 3 students who came in every morning and evening.

	<p>4. The Study.com math program and Google Classroom will be utilized by 50% of the students enrolled in the Academic Assistance or the After School program to close gaps in knowledge and to practice basic math skills. At the end of each semester, the record of usage and progress statistics will be pulled.</p> <p>5. Math teachers will implement a “Standards-based” approach to assessment. All students will take a standards-based quiz at the conclusion of each section as formative assessment. If they score well, students may choose to have this grade recorded. If they do not do well, they will review before taking the quiz a second time for an assessment score. In addition, students who score 80% or less on their summative assessments in math may retest on the sections where they did not do well following remediation with the teacher.</p> <p>6. The math department will continue to focus on “modeling” in all lessons by creating word problems with multiple steps. Students will be required to analyze the answers and justify how they got the answer through written and/or verbal explanations. The goal is to increase from 39% of the students showing proficiency in the modeling questions on the ACT Aspire test to 45%.</p> <p>7. The math department will also focus on algebraic concepts by a continual, spiraling review of these concepts during each unit. There will be one algebraic question on each test which will be entered as a separate grade for tracking purposes. The goal is to increase the proficiency levels in algebra from 33% to 37% of all high school students proficient.</p>	<p>4. There were 21 high school students enrolled in Academic Assistance or After School Program during the 2019-2020 school year. Of those, 13 completed modules in either study.com or Khan academy to help close the gaps in their skill levels. This is 62% which surpassed the goal. On average, the students completed 6 modules before the Covid shut-down in March.</p> <p>5. This was implemented and used by the majority of the students.</p> <p>6. Modeling was emphasized during the 2019-2020 school year. We were unable to measure if proficiency scores changed in the spring of 2020. With Covid hitting in mid-March and students moving to online learning, no state or district standardized tests were given in the spring.</p> <p>7. Reviews of algebraic concepts were done throughout the 2019-2020 school year. We were unable to measure if proficiency levels increased in Algebraic concepts on standardized tests with Covid hitting in mid-March and students moving to online learning. No state or district standardized tests were given in the spring.</p>
--	---	---

<p>B. Forsyth 7-8 will increase the number of students that are considered ready or proficient in MATH by 3%. Utilizing data from the ACT Aspire and Smarter Balanced tests, 53% of the junior high population was considered ready or on track in math. The goal is to increase this to 56% of the junior high school population, which will continue to keep us well above the national and state proficiency averages of 43%.</p>	<ol style="list-style-type: none"> 1. Students who tested “In Need of Support” on the ACT Aspire and Smarter Balanced tests and are struggling in the math classroom will be placed in Title during the 2019/2020 school year for math. 2. Scoring from the ACT Aspire test and Smarter Balanced test, along with teacher recommendations will be used to determine the math placement for 8th grade students. Students in the 8th grade have the option to advance to Algebra or complete Pre-Algebra. 3. Free tutoring will be available before and after school through the math teachers and the After School program, as well as weekly during Connections. This will be attended by 60% of the students who tested “In Need of Support” or “Close” on the ACT Aspire District test as evidenced by sign-in sheets kept by each teacher. Lists of these students will be given to the teachers who will color code their names on the sign-in sheets. 4. Math teachers will implement a “Standards-based” approach to assessment. All students will take a standards-based quiz at the conclusion of each section as formative assessment. If they score well, students may choose to have this grade recorded. If they do not do well, they will review before taking the quiz a second time for an assessment score. In addition, students who score 80% or less on their summative assessments in math may retest on the sections where they did not do well following remediation with the teacher. 	<ol style="list-style-type: none"> 1. There were 4 students who tested in Need of Support on the ACT Aspire test in grades 7-8. Of these, all were enrolled in SPED Academic Assistance or Title for additional help. 2. There were 7 students who potentially scored high enough to be considered to take Algebra in the 8th grade. When coupled with teacher recommendation based on work ethic, 2 students were enrolled in Algebra. 3. The math instructor arrived as early as 7 a.m. to assist students in the morning when Drivers Education was not in session. When the school had issues with their computers, the sign-in sheets were lost. If the students did not voluntarily arrive for tutoring, Mrs. Grogan would pull them from their Connections activities once a week to give them math help as needed. 4. This was implemented and used by the majority of the students.
--	--	---

	<p>5. The math department will continue to focus on “modeling” in all lessons by creating word problems with multiple steps. Students will be required to analyze the answers and justify how they got the answer through written and/or verbal explanations. Utilizing this strategy, students jumped from 39% showing proficiency to 63%. The goal is to increase proficiency levels in the modeling questions on the ACT Aspire test to 65%.</p> <p>6. The junior high math students will review “ratios & proportions” throughout the year during warm ups and through a continual, spiral review on summative assessments. A separate column in the gradebook for each assessment question on ratios and proportions will be used for mastery tracking. The goal is to increase proficiency levels by 4% moving from an average of 45% of the students proficient to 49%.</p>	<p>5. Modeling was emphasized during the 2019-2020 school year. We were unable to measure if proficiency scores changed in the spring of 2020. With Covid hitting in mid-March and students moving to online learning, no state or district standardized tests were given in the spring.</p> <p>6. The junior high students consistently reviewed ratios and proportions throughout the year. However, we were unable to determine if proficiency levels increased on the ACT Aspire test in the spring of 2020 due to Covid. Students went completely online in mid-March of 2019 and no state or district standardized tests were given.</p>
<p>C. Forsyth High School will increase the number of students that are considered ready or proficient in READING by 3% on the ACT and ACT Aspire test. This will move the population considered ready or advanced in reading from 41% to 44%.</p>	<p>1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests in Reading and regularly have D’s or F’s in their coursework, will be given the option to enroll in Academic Assistance to give them more time and help with classes that have a lot of reading. When students do not have anything to work on they will choose a library book to read and complete a report for extra credit in English.</p> <p>2. The School Improvement Committee, Special Education dept. and Librarian will review several online programs that enhance reading to determine if there is one that can be purchased to assist struggling readers by May 2020.</p>	<p>1. There were 26 students in the high school who tested “In Need of Support” in reading. Ten of those students, or 38%, were enrolled in Academic Assistance or Special Education. Some who were asked did not want an Academic Assistance. A few seniors were unable to fit it in their schedule.</p> <p>2. The online programs that were reviewed included Read 180, Achieve 3000, Intelligent Tutoring for Structure Strategy (ITSS), Comprehension Circuit Training (CCT) and Newsela. After teacher reviews of price and product comparison to meet our needs, Newsela was purchased as a pilot in March of 2020. The program was successful, and purchased in Aug.</p>

	<p>3. Since note taking while reading helps with comprehension, the PLC teams will discuss note-taking strategies and common formats, as well as review note-taking skills taught in the elementary. From this research they will complete a note-taking guide and determine where the strategies will first be taught. Finally, they will determine how the use of notes will be incorporated into all classes, as well as how the use of notes by students will be encouraged, rewarded or scored.</p>	<p>3. During the PLC time on February 12, 2020, a group of teachers researched various note-taking strategies to determine what would work well. The strategies discussed to be used included:</p> <ul style="list-style-type: none"> **Summary per page or paragraph **Fill-in or close notes **Outlining in non-fiction **Cornell style notes **Mapping Method or Graphic Notes **Charting or Two Column <p>Note-taking guides were printed out from the Internet. The PLC teams did not meet again in the spring of 2020 to determine how to incorporate these strategies into all classes, as the school was closed in mid-March due to Covid.</p>
<p>D. Forsyth Junior High School will increase the number of students that are considered ready or proficient in READING by 3% on the ACT Aspire test. This will move the population considered ready or advanced in reading from 43% to 46%.</p>	<p>1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests in Reading and regularly have D’s or F’s in their coursework, will be provided Title pull-out services, where they will be introduced to various reading strategies.</p> <p>2. The School Improvement Committee, Special Education dept. and Librarian will take the reviews and scores of several online programs that enhance reading from the PLC groups or departments to determine if there is one that can be purchased to assist struggling readers for the 2020-2021 school year.</p>	<p>1. There were 9 students in the junior high school who tested “In Need of Support” in reading. Six of those students, or 67%, were enrolled in Academic Assistance or Special Education. Two of the students did not struggle with classes so did not qualify for Title.</p> <p>2. The online programs that were reviewed included Read 180, Achieve 3000, Intelligent Tutoring for Structure Strategy (ITSS), Comprehension Circuit Training (CCT) and Newsela. After teacher reviews of price and product comparison to meet our needs, Newsela was purchased as a pilot in March of 2020. The program was successful and purchased in August 2020 for use in the 20-21 school year.</p>

	<p>3. Since note taking while reading helps with comprehension, the PLC teams will discuss note-taking strategies and common formats, as well as review note-taking skills taught in the elementary. From this research they will complete a note-taking guide and determine where the strategies will first be taught. Finally, they will determine how the use of notes will be incorporated into all classes, as well as how the use of notes by students will be encouraged, rewarded or scored.</p>	<p>3. During the PLC time on February 12, 2020, a group of teachers researched various note-taking strategies to determine what would work well. The strategies discussed to be used included:</p> <ul style="list-style-type: none"> **Summary per page or paragraph **Fill-in or close notes **Outlining in non-fiction **Cornell style notes **Mapping Method or Graphic Notes **Charting or Two Column <p>Note-taking guides were printed out from the Internet. The PLC teams did not meet again in the spring of 2020 to determine how to incorporate these strategies into all classes, as the school was closed in mid-March due to Covid.</p>
<p>E. According to ACT and ACT Aspire data, in 2019 the average of the high school population considered ready or on track in ELA (English, Reading and Writing) was 35%. The goal is to increase this by 3 percentage points to 38%, which will meet the current state of Montana ELA benchmark.</p>	<p>1. A common writing rubric for paragraphs will continue to be utilized across the curriculum by all teachers so that the requirements for student composition are the same in every class. In addition, an essay rubric will be developed and aligned to the paragraph rubric using suggestions from PLC groups. These suggestions will be finalized by the School Improvement group and sent to all teachers.</p> <p>2. Students will be required to research, write, revise and/or give presentations in all classes at least once per quarter as evidenced on a shared Google doc where teachers in all departments list the title of the assignment, the type of assignment, and the grade level taught.</p>	<p>1. The essay rubric was closely matched to the paragraph rubric by the PLC teams. It was completed and uploaded 11/21/2019. Stamps with the grading areas were purchased for all teachers and in use by semester 2.</p> <p>2. As evidenced by teacher, self-reported, documentation, the following teachers completed research, writing, and presentations in their classes. Each teacher should have had students complete writing or presentations a minimum of 4 times during the year, which would be one of their class periods per quarter. The ideal would be in at least 2 classes, which would be 8 times during the year.</p> <p>Banks: 3 Buck: 15</p>

		<p> Cole: 6 Goyette: 0 Herndon: 6 Killebrew: 5 Knoche, Craig: 0 Knoche, Kim: 20 Lentsch: 0 Radue: 5 Russell: 0 (one semester of art) Schacht: 4 </p> <p>Utilizing this data, 7 of the 12 teachers met the goal or 58%. Two teachers, Mr. Buck and Mrs. Knoche exceeded expectations. All teachers must participate to help our students increase their writing and presenting skills, which are essential.</p>
<p>F. Utilizing the data from the ACT Aspire and Smarter Balanced tests, Forsyth 7-8 will increase the number of students that are considered ready or proficient in ELA (English, reading and writing) by 3%. In 2019, the average ELA scores on both tests was 43% of the population testing ready or proficient. The goal is to increase this to 46%.</p>	<ol style="list-style-type: none"> 1. A common writing rubric for paragraphs will continue to be utilized across the curriculum by all teachers so that the requirements for student composition are the same in every class. In addition, an essay rubric will be developed and aligned to the paragraph rubric using suggestions from PLC groups. These suggestions will be finalized by the School Improvement group and sent to all teachers. 2. Students will be required to research, write, revise and/or give presentations in all classes at least once per quarter as evidenced on a shared Google doc where teachers in all departments list the title of the assignment, the type of assignment, and the grade level taught. 	<ol style="list-style-type: none"> 1. The essay rubric was closely matched to the paragraph rubric by the PLC teams. It was completed and uploaded 11/21/2019. Stamps with the grading areas were purchased for all teachers and in use by semester 2. 2. As evidenced by teacher, self-reported documentation, the following teachers completed research, writing, and presentations in their classes. Each teacher should have had students complete these a minimum of 4 times during the year, which would be one of their class periods per quarter. For many of the teachers listed, they only have one junior high class during the day. Banks: 3 Goyette: 0

		<p>Grogan: 18 Herndon: 5 Knoche, Craig: 0 Knoche, Kim: 3 Lentsch: 0 Montgomery: 5 Radue: 3 Russell: 2 (one semester of art) Schacht: 0</p> <p>Utilizing this data, 3 of the 11 teachers met the goal or 27%. Mrs. Grogan exceeded expectations in helping our students progress in their writing and presenting skills.</p>
<p>G. Utilizing the CRT, ACT Aspire and ACT testing data, Forsyth High School students will increase their proficiency levels in SCIENCE by 3% to move from 34% ready for success at the college level to 37%. This will match the state and national averages of the CRT, ACT and ACT Aspire.</p>	<ol style="list-style-type: none"> 1. Students will complete one hands-on experiment or scientific investigation every 2 weeks where they are required to interpret or analyze data. This will be self-reported monthly in the Artifacts Google spreadsheet labeled labs. 2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be self-reported monthly on the Artifacts Google spreadsheet labeled labs. 3. All classes in all departments will implement the reading and interpreting of charts and graphs into their lessons weekly as evidenced by listing the chart/graph interpretation lesson and date on a shared Google document, as well as the grade level that completed it. 	<ol style="list-style-type: none"> 1. Per reporting from the science instructors, students completed one experiment of scientific investigation 1.1 times every month. Mr. Knoche 0.22 per month. Mr. Herndon 0.88 per month. This is well below the expected 10 times per month. 2. Per reporting from the science teachers on the shared Google document, students evaluated data from existing experiments .27 per week. Mr. Knoche 0.05 per week. Mr. Herndon .22 per week. This is well below the expected 36 times per week. 3. In all high school classes, the teachers had students read and interpret charts or graphs an average of .17 times per week in at least one class. Well below the required 12! Banks: 3 total Buck: 0 Cole: 5 total Goyette: 0

		<p>Herndon: 34 total Killebrew: 10 total Knoche, Craig: 4 total Knoche, Kim: 8 total Lentsch: 0 Radue: 9 total Russell: 0 (one semester of art) Schacht: 0</p>
<p>H. Utilizing the CRT and ACT Aspire testing data, Forsyth Junior High students will increase readiness levels in science by 3%, moving from 45% ready to 48%. This is still below the state and national average of 51% in these tests, but would be a marked improvement.</p>	<ol style="list-style-type: none"> 1. Students will complete one hands-on experiment or scientific investigation every 2 weeks where they are required to interpret or analyze data. This will be self-reported monthly in the Artifacts Google spreadsheet labeled labs. 2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be self-reported monthly on the Artifacts Google spreadsheet labeled labs. 3. All classes in all departments will implement the reading and interpreting of charts and graphs into their lessons weekly as evidenced by listing the chart/graph interpretation lesson and date on a shared Google document, as well as the grade level that completed it. 	<ol style="list-style-type: none"> 1. Per reporting from the science instructors, students completed one experiment or scientific investigation at least 0.78 times per month. Mr. Knoche .11 per month. Mr. Herndon .67 per month. This is well below the expected minimum of 18 times per month. 2. Per reporting from the science teachers on the shared Google document, students evaluated data from existing experiments 0.11 per week. Mr. Knoche 0 per week. Mr. Herndon .11 per week. This is well below the expected 36 times per week. 3. In all high school classes, the teachers had students read and interpret charts or graphs on average .11 per week. Well below the req. 11. Banks: 3 total Goyette: 0 Grogan: 1 total Herndon: 17 total Knoche, Craig: 2 total Knoche, Kim: 0 Lentsch: 0 Montgomery: 13 total Radue: 6 total Russell: 0 Schacht: 0

Goal 2: Forsyth Schools will develop **Professional Learning Communities** that include meaningful involvement of all staff to design and implement an ongoing process in which educators work collaboratively and collegially to improve learner performance, professional practice, and organizational effectiveness.

(PLC Guiding Coalition/Accreditation Committee, School Improvement/Professional Development Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth Schools will implement the Professional Learning Communities program during the 2019-2020 school year to focus on school improvement and collaboration.</p>	<ol style="list-style-type: none"> 1. Forsyth Schools will allow one hour per week during the regular school day for PLC meetings. 2. Forsyth Public Schools will send teachers and administrators to a Professional Learning Communities conference during the summer of 2020 to facilitate the school improvement process and assure our PLC program is functioning at a high enough level to make it meaningful and successful. 3. The Professional Learning Communities will continue to focus on writing across the curriculum to improve ELA scores. Monthly teachers will score student writing samples and place in the Google Artifact spreadsheet. They will then look at the writing average for each grade level and discuss intervention strategies. 4. Reading will become an area of focus. To increase students who are proficient in this area, the PLC committees will review and score several online reading programs to find one that will provide targeted support for struggling students at the high school level who are not part of the Special Education program. 	<ol style="list-style-type: none"> 1. PLC meetings were held weekly on Wednesdays during the 2019-2020 school year. 2. Due to the Covid19 pandemic, there was no PLC summer conference. During the PLC/Accreditation Committee meeting held March 4, prior to pandemic and closure of the school building, the committee set forth a list of names for personal invites to the conference. The invites were never issued, as the school was ordered closed March 15th. 3. This year a new way to determine the writing average was introduced. To compare apples to apples, all teachers gave the same writing prompt, which was scored by at least 2 teachers. The students were then given feedback and asked to rewrite. The rewrite was also scored to see if improvement was made. This process was completed once due to Covid to create a base-line writing average for the students to be used the following year. 4. The online programs that were reviewed included Read 180, Achieve 3000, Intelligent Tutoring for Structure Strategy (ITSS), Comprehension Circuit Training (CCT) and Newsela. After teacher reviews of price and product comparison to meet our needs, Newsela was purchased as a pilot in March of 2020. The program was successful, and purchased.

	<ol style="list-style-type: none"> 5. The PLC committees will start a book study of “Mindset” by Carol Dweck to work on mindset strategies for resilience in learning and success in teaching. 6. The English and Fine Arts curriculum will be reviewed and revised during PLC time in the 2019-2020 school year to be taken to the Board of Trustees for approval by June 2020. 7. The PLC teams will develop at least one cross-curricular collaborative project each semester. 	<ol style="list-style-type: none"> 5. After receiving a PIR training on how mindset works in education, a copy of the “Mindset” book was purchased for each employee in the District. The 7-12 teachers read and discussed a chapter a month second semester until March when all had to leave the building due to Covid. Chapters 1 - 2 were completed. 6. The English and Fine Arts curriculum was reviewed and revised during the second Wednesday of each month during PLC time. It was also worked on a couple hours during the PIR day in March. It was taken to the Board of Trustees for approval in July 2020. 7. The PLC teams created a cross-curricular collaborative project during their PLC meeting in January 2020.
<p>B. Professional Learning communities will review the grading scale and discuss the pros and cons of change.</p>	<ol style="list-style-type: none"> 1. The PLC teams will review and continue their discussions of grading scale changes from last year by December 2019. They will provide a list of pros and cons for change. 2. The pros and cons for changing the grading scale will be discussed at a faculty meeting by January 2020. 3. The Professional Learning Communities will discuss commonality in weight for assessments and assignments and determine what fits into each category by February 2020. 	<ol style="list-style-type: none"> 1. The PLC teams discussed the pros and cons for change in the spring of 2019. 2. At the faculty meeting on April 22, 2020, the faculty discussed the pros and cons for changing the grading scale. They also discussed the potential of changing the eligibility requirements if the grading scale changed. They then voted to change it to a 60 – 100 scale, keeping eligibility at a D for athletes to participate. 3. Through a survey of the faculty, it was determined that 6 teachers used a 50/50 split, 3 a 60/40 split, 3 a 70/30 split and 3 with various other scales. The PLC Guiding Committee suggested the following percentages for assessments and classwork per grade level:

	<p>4. Any suggested changes to the grading scale will be presented to the students and parents during two separate meetings by March 2020.</p> <p>5. If changes to the grading scale are to be made, they will be taken to the Board of Trustees by April 2020.</p>	<p>50/50 for Junior High 60/40 for 9th and 10th 70/30 for 11th and 12th</p> <p>After consideration and discussion with other faculty members, the Principal determined that the handbook language would require assessments and classwork be given a 50/50 weight at minimum. Individual teachers could require a heavier assessment percentage, but they could not do less.</p> <p>4. After the Elementary vetted the grading scale, the parents and students were given information on May 20th and 21st on the new grading scale through letters and face-to-face meetings with the students during check out. The students signed a document outlining whether they supported or rejected the new grade scale. There was a 100% approval rate. All parent responses were in favor of the change.</p> <p>5. The changes to the grading scale were taken to the Board of Trustees at the June 2020 meeting for first reading.</p>
<p>C. Cognia eProve surveys will be given to the faculty, staff, students and parents to determine if our goals are meeting the needed areas of focus per the stakeholder perceptions. Cognia is our national accrediting agency.</p>	<p>1. The Cognia eProve faculty and staff surveys will be completed by January 15, 2020.</p> <p>2. PLC groups will review the data from the staff surveys by February 14, 2020 to determine if (a) improvement has been made from the last survey in 2018, and (b) do the goals need adjusted to match a new area of focus.</p>	<p>1. The faculty survey was completed in February 2020. There was a 94% completion rate on the staff survey and an 88% completions rate on the teacher inventory.</p> <p>2. With moving the school to online in March, only the PLC Committee reviewed the survey data from the faculty surveys on May 6, 2020. The scores appear to have dropped from 2018 by .2 percentage points which is significant. Purpose and Direction with our mentoring program, review of our purpose, and monitoring</p>

	<ol style="list-style-type: none"> 3. The Cognia eProve student surveys will be completed by February 7, 2020. 4. PLC groups will review the data from the student surveys by March 13, 2020 to determine if (a) improvement has been made from the last survey in 2018, and (b) do the goals need adjusted to match a new area of focus for next year. 5. The Cognia eProve parent surveys will be completed by February 28, 2020. 6. A stakeholder/parent meeting will be held to review the data from the eProve parent surveys and to determine an area of focus for school improvement by March 30, 2020. 	<p>of data for school improvement received high marks. The lowest scoring items were in Teaching and Assessing for Learning. The fact that there is not a common grading and reporting policy across grade levels was the number one concern. That is why the weighted grading scale will be enacted for the 2020-2021 school year. This was discussed in April and May by the faculty via Zoom and taken to the Board of Trustees for approval in June and July.</p> <ol style="list-style-type: none"> 3. The student surveys were nearly completed in March 2020. However, with Covid shutting down the school on March 15th, there was only a 76% completion rate, or 102/135 students. The student inventory had a 64% completion rate. We are going to go with these statistics to develop goal objectives for 2020-2021. 4. Once again, only the PLC Committee reviewed the student data briefly on May 6, 2020. They suggested that all teachers should look at it in the fall of 2020 to discuss improvement strategies. 5. The Cognia eProve parent survey were not completed during the 2019/2020 school year. They are being pushed to the fall of 2020, when school is back in session live and Covid is no longer an issue. 6. The school was not open to the public in March. This meeting is being pushed to the 2020/2021 school year.
--	--	--

	<p>7. The PLC groups will review the data from the parent survey and meeting by April 15, 2020 to determine if (a) improvement has been made from the last survey in 2018, and (b) do the goals need adjusted to match a new area of focus for the next year.</p>	<p>7. The data from the parent surveys will be reviewed during the 2020/2021 academic year when everyone is back in school and we are again teaching face to face.</p>
--	---	--

Goal 3: Forsyth Schools will design and implement a **formalized program for tracking and advising every student in career/college readiness and planning** through the counseling center as outlined in the standards of the School Counseling and Guidance curriculum. (Counseling Center, CTE Department, Connections Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth 7-12 will continue to run a Connections program in conjunction with a Guidance period to allow time for the Counselor to meet with each class at least once per quarter.</p>	<p>1. The Principal will create a Connections calendar for the 2019/2020 school year outlining the classes that have Guidance versus those that attend Connections.</p> <p>2. In addition to Connections activities, which allow students to get to know teachers at a different level and to interact with students not usually in their classes, students will have opportunities for Academic Assistance during this time to get caught up with work. Teachers will use a Google document to list students who need the Academic Assistance.</p>	<p>1. The Connections/Guidance calendar for the year was created in August 2019 and given to the teachers at their orientation meeting the first day of school. A monthly Connections/Guidance schedule was also posted for students and teachers, outlining any changes to the original document.</p> <p>2. During the 2019-2020 school year, students were allowed or required to attend a Study Hall 13 times during the school year, prior to the shut-down of face-to-face instruction due to the Governor's mandate to go online in March. Once a month all students had a study hall. The rest of the time, they were only required to attend if they had missing work.</p>
<p>B. All students will create an account and portfolio using the Montana Career Inventory System.</p>	<p>1. The counselor will keep a spreadsheet of every student in the school and their account information on MCIS.</p> <p>2. The counselor will have all 7th grade students setup an account on MCIS by December 2019.</p>	<p>1. Student information was updated in MCIS on 11/15/2019.</p> <p>2. Accounts for 7th grade students were created on 1/29/2020.</p>

	<ol style="list-style-type: none"> 3. All students in the 9th grade will complete formal career exploration and complete a four-year plan of study based on their career goal in MCIS during their guidance classes. 4. All 11th grade students will continue to explore post-secondary options consistent with interests, achievement, aptitude, and abilities and on the MCIS system and modify their plan of study based on their career goal in MCIS during their guidance classes as evidenced by completed portfolios. 5. The counselor will give individual student information from the MCIS system to the Special Education teacher to be utilized to write all transition plans. This information will be cited in the narrative. 6. CTE classes will utilize the MCIS system or other online resources for career guidance and research. 	<ol style="list-style-type: none"> 3. Students in the 9th grade updated their career exploration and four-year plan of study on 10/16/2019. 4. Students in the 11th grade updated their plan of study on the MCIS system based on their career goal on 9/11/2019. 5. The Special Education teacher did not request information from the MCIS plan for any transition plans. This needs to be used in the future and the report uploaded in the IEP. 6. Students in the Family and Consumer Science Adult Living classes accessed their accounts in MCIS for career guidance and research during this unit.
<p>C. All students enrolled in Agriculture classes will complete career exploration and choose a career pathway in the Agriculture Education (AES) system.</p>	<ol style="list-style-type: none"> 1. The Agriculture teacher will have all students enrolled in Agriculture classes complete the portfolio section of the Agricultural Experience Tracker (AET) system and choose a career pathway that most closely fits their interests and aptitudes. 2. All students enrolled in agriculture classes with an identified Agriculture pathway will complete the classroom, professionalism and project portions of the Agricultural Experience Tracker (AET) program on a bi-weekly basis. 	<ol style="list-style-type: none"> 1. All Agriculture Education classes completed the portfolio section of the AET system at the beginning of each semester. The students review the portfolio the second semester to keep it up to date. 2. At the end of each unit in all agriculture classes, students update their AET with what they've done in the class and their outside supervised agricultural experience (SAE) hours. The Chromebook lab purchased for the Agriculture classroom has greatly facilitated this process.

Goal 4: Forsyth Schools will adapt and develop a robust strategy for integrating digital resources into teaching, learning and operations.

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Teachers will utilize the Google Classroom to upload syllabi, assignments, and homework information.</p>	<ol style="list-style-type: none"> 1. A majority, or 75% of the teachers, will post assignments and syllabi on their Google classroom during the 2019/2020 school year. 2. Shared drives will be setup and used by each PLC team and Connections study hall monitors for consistent use and sharing of minutes, ideas, and student needs throughout the 2019/2020 school year. 	<ol style="list-style-type: none"> 1. By the completion of the 2019/2020 school year, due to the Corona Virus school closure starting March 16, all teachers had a Google classroom setup and in use. This will continue into the 2020/2021 school year with the expectation that students continue to post to the Google Classroom, so they are prepared should we have to quarantine again. 2. A Google shared drive holding all School Improvement goals data collection spreadsheets was created for the 2019/2020 school year. Teachers posted to the spreadsheets during PLC time the third week of each month. In addition, the Connections spreadsheet was created whereby teachers could request that students be held from their Connections activities to complete missing work in their classes with the study hall monitors. On average there were 17 students pulled to complete work, with the majority of them being in Junior High.
<p>B. An online lesson plan template will be developed that includes a section for technology resources used. All teachers will use digital resources weekly in their classroom to allow students to interact with the content.</p>	<ol style="list-style-type: none"> 1. The Principal will add the technology and resources used column to the lesson plan template on the Google Shared drive by November 2019. 2. The School Improvement Committee will review the top three online lesson planning programs with built-in standards presented in 2018 for purchase. 	<ol style="list-style-type: none"> 1. The technology resources section was added to the lesson plan template and shared with staff via Google Drive and on the website on April 17, 2020. 2. The committee determined that PlanBoard will be the lesson plan program to pursue for the 2020/2021 school year. Because the cost is free to teachers, so should be small for Districts. Plus some teachers use it already and highly

	<p>3. Teachers will place technology in the hands of students, on average, at least once per week in each class. Statistically, with 13 classroom teachers in the 7-12 school meeting 6 periods a day, 5 days a week, this would mean a potential of 390 class meetings. 78 of those classes should have a technology component that week, or 20% of the lessons. This will be tracked through the technology resources used section of the lesson plan template.</p>	<p>recommend. Oncourse Lessonplanner was the second choice at a cost of around \$1000 per year.</p> <p>Shelly Weight completed a demo of the PlanBoard program on May 27, 2020 and determined the cost of ordering would be \$1,000 per year for a school and \$750 initial setup for Montana standards. If we downgrade after using the District version, all of the teacher's lesson plans will still be available to them.</p> <p>3. Since the technology used section of the lesson plan template was not created until April of 2020, the data could not be collected for the 2019-20 academic year using this device. In self reporting on the shared Google drive, six teachers or 43% of the staff consistently required their students to use technology weekly. These included Mrs. Grogan, Mrs. Goyette, Mrs. Banks, Mrs. Knoche, Mr. Herndon and Mrs. Montgomery.</p>
<p>C. All computer labs and desktop stations will be used every day by classes to complete research or learning projects.</p>	<p>1. The librarian will track mobile lab and laptop usage during the 2019-2020 school year and provide a report in May 2019. Laptop usage will equate to 50% of all library circulation and each laptop will be checked out at least four times daily.</p> <p>2. The librarian will track the teachers and classes that reserve and use the computer lab in the library and provide a report in May 2019. The</p>	<p>1. There were 9,823 laptops, chromebooks and desktops used during the school year. That equates to 81.03% of all library circulation. With 175 days in the school year, 46 of those were Covid days where 30 students checked out our laptops of Chromebooks for learning.</p> <p>2. The desktop computers in the library lab were used 1,881 times during the 129 days on campus. This equates to 14.6 computers a day.</p>

	<p>lab will be used at least two times a day for classes.</p> <p>3. The CTE, SPED and Academic Assistance classes will use their Chrome books or built-in computer labs on average 2 times a week in all classes to complete projects and research, as determined by a usage report on the shared Google Artifact spreadsheet.</p>	<p>There are 18 computers in the lab, so most were used daily.</p> <p>3. The Agriculture and Business departments used their labs on average 5 times a week in all classes. The FCS department used their lab on average 1 day per week per class. In Academic Assistance, the labs were used every period due to Montana Digital Academy and College Core classes. The SPED department did not give any data on this topic.</p>
<p>D. Teachers will use Family Link, the Remind app or e-mail to send personal notes about student progress to parents weekly.</p>	<p>1. All teachers will post a minimum of two grades per week in Family Link to chart student progress.</p> <p>2. Grades will be posted to eligibility Monday before noon for all students. Parents will be notified if their student has a D or F through e-mail first and letter secondly if an e-mail address has not been provided. Notes from the Principal may be included.</p>	<p>1. During the 2019-2020 school year, 7 of the 14 total teachers with Gradebooks, or 50% posted two grades or more each week. Jan Banks average 3.4 per week Andrew Buck average 2 per week Shane Cole average 3.2 per week Deani Goyette average 2 per week Steffani Grogan average 3.2 per week Eric Herndon average 1.6 per week Wendy Killebrew average 3.4 per week Craig Knoche average 1.2 per week Kim Knoche average 1.8 per week Dylan Lentsch average 1 per week Lynda Montgomery average 1.7 per week Matt Radue average 1.8 per week Tina Russell average 1.6 per week Andrea Schacht average 2.5 per week</p> <p>2. Each Monday parents were notified of students with D or F grades. Once the distance learning from home was started in March, parents were also notified of any missing assignments that students had outstanding. Notes as to what students needed to do to be successful were</p>

	<p>3. Teachers will send a mark note in Family Link or e-mail to parents monthly outlining student progress. This will be tracked during faculty meetings.</p>	<p>included by the Principal.</p> <p>3. This data was not tracked during faculty meetings. This needs to be added to the agenda or to the Google Sheet collecting School Improvement artifacts. The Google sheet was created, but Shelly withdrew it as a required report, which was a mistake on her part.</p>
<p>E. The Teachers, Principal, and Counselor will communicate information about the academics and activities at the school to the parents each month.</p>	<p>1. Teachers will take pictures of dynamic lessons in their classroom at least once per semester and send them to the Principal to post on Facebook to “tell our story”.</p> <p>2. The Principal or Counselor will post information on the high school Facebook page about classes or activities to “tell our story” at Forsyth High School twice a month.</p> <p>3. The Remind App will be used weekly to send out updates to activities schedules, bus schedules, and grading periods.</p> <p>4. The Technology Coordinator and Athletic Director will keep the calendar of events updated weekly on the website, as well as change the scrolling banners.</p> <p>5. The Office Manager will send the monthly activity calendar to the radio station and newspaper.</p>	<p>1. Thirteen posts about dynamic lessons were posted throughout the 2019-2020 school year. They came from 6 of the 14 classroom teachers. Thank you Mrs. Knoche, Mrs. Grogan, Mr. Herndon, Ms. Killebrew, Mrs. Goyette and Mr. Knoche for the pictures. That equated to 6.5 posts per semester, rather than 14, with a 43% participations rate.</p> <p>2. There were 165 posts to Facebook during the 19-20 school year, which averaged 15 per month to “tell our story” or provide information to our stakeholders.</p> <p>3. There were 195 Remind messages sent from the school giving updates and reminders during the 19-20 school year. This is an average of over 5 texts per week to parents and guardians, which far surpassed our goal.</p> <p>4. The website was kept up-to-date weekly with changing banners and information by Mrs. Grogan, Mr. Knoche and Mrs. Brown.</p> <p>5. Mrs. Brown sent the weekly bulletin, minus items not pertinent to our events schedule, to the KIKC radio station and the Forsyth Independent weekly.</p>

	<p>6. The Principal will assure a newspaper article about Forsyth schools will be sent to the local newspaper at least once a quarter.</p>	<p>6. There were 29 articles written or pictures submitted to the Forsyth Independent during the 2019-2020 school year in addition to sports articles that were not included in this count. This averaged a publicity rate of 3.2 articles per month which surpassed the goal of 1 per quarter. Of the 29 articles, Mrs. Weight submitted 3 of the articles.</p>
--	--	--