

**FORSYTH 7 – 12
SCHOOL IMPROVEMENT PLAN
2016/2017**

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

(School Improvement Committee, Accreditation Committee, & Faculty)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. The Principal will gather data from the Smarter Balanced, CRT Science & ACT Aspire tests administered in 2016 to be placed in a spreadsheet to use for comparisons and goal setting.</p>	<p>To be completed by Shelly Weight by December 2016.</p>	<p>All Spreadsheets were completed by May 2016. The ACT Aspire and Smarter Balanced data was compiled in September 2016. This was used for the PIR day held 9/30/2016. Teachers went over the data for each class and set a goal for the year. The CRT Science data was not compiled until May 2016.</p>
<p>B. Forsyth High School will increase the number of students that are considered ready or proficient in math by 5%. Utilizing the baseline data from the ACT and ACT Aspire tests, currently 26% of the high school population is considered ready or on track for college-level math. The goal is to increase this to 31% of the high school population.</p> <p style="color: red;">At the conclusion of testing in the spring of 2017, the percentages of readiness in math were as follows:</p>	<ol style="list-style-type: none"> 1. Students who tested “In Need of Support” will be placed in Academic Assistance during the 2016/2017 school year if enrolled in a math course. 2. Free tutoring will be available before and after school through the math teachers and the After School program. This will be attended by 50% of the students who tested “In Need of Support” or “Close” as evidenced by sign-in sheets kept by each teacher. 3. The IXL math program will be purchased for students to use during Academic Assistance or the After School program to close gaps in knowledge and to practice basic math skills. 	<p>Sixteen seniors, 10 juniors, 6 sophomores and 5 freshmen tested “In Need of Support” per the ACT and ACT Aspire data for math. Of these, 23 students were enrolled in math core. Nineteen, or 83%, were enrolled in Academic Assistance or Special Education Assistance for the 2016/2017 school year.</p> <p>Tutoring was available from the math teachers before and after school, during the After School program or utilizing the “math night” option at the library. There were 51 high school students that tested “Close” or “In Need of Support” per the ACT Aspire testing that were enrolled in core math courses. Of those students, 34, or 67%, of them used the tutoring services available.</p> <p>The IXL math program was purchased the second semester of the 2016/2017 academic year and required of ALL students enrolled in Academic Assistance to use for 10 minutes of instruction each day.</p>

<p>Freshmen (2020) 49% Sophomores (2019) 30% Juniors (2018) 15% Seniors (2017) 15%</p> <p>The average is 27.25% for the high school increasing the readiness by 1%. An increase, but not the goal of 31%</p>	<ol style="list-style-type: none"> 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” will be advised to repeat Algebra in high school. Those at the junior or senior level who test well-below average in math will be advised to take an online math ACT Prep class, pass/fail to get their skills up-to-date and the holes in their background filled before taking the next level of math. 	<p>No students completing Algebra as 8th graders tested “In Need of Support” on the ACT Aspire. All tested ready. Two students were given the option of repeat who had difficulties, only one chose to repeat.</p> <p>One junior was advised to complete the ACT Prep course for Algebra II, while two seniors added the course the second semester to better prepare for College level math and the placement test there.</p> <p>Three freshmen who failed Algebra first semester were placed in a math lab the second semester.</p>
<p>C. Forsyth 7-8 will increase the number of students that are considered ready or proficient in math by 5%. Utilizing the baseline data from the ACT Aspire tests, currently 35% of the junior high population is considered ready or on track for advanced math. The goal is to increase this to 40% of the junior high school population.</p> <p>At the conclusion of testing in the spring of 2017, the percentages of readiness in math according to the ACT Aspire and Smarter Balanced were as follows: 7th Grade (2022) ACT Aspire 49% 7th Grade (2022) Smarter Bal 42% 8th Grade (2021) ACT Aspire 70% 8th Grade (2021) Smarter Bal 48% The average is 50.75% for the junior high school students increasing the readiness by 15.75%. The goal of a 5% increase was surpassed.</p>	<ol style="list-style-type: none"> Students who tested “In Need of Support” on the ACT Aspire and Smarter Balanced tests will be placed in Title during the 2016/2017 school year for math. Free tutoring will be available before and after school through the math teachers and the After School program. This will be attended by 50% of the students who tested “In Need of Support” or “Close” as evidenced by sign-in sheets kept by each teacher. Students in the 8th grade have the option to advance to Algebra or complete Pre-Algebra. Scoring from the ACT Aspire test, Smarter Balanced test, along with teacher recommendations will be used to determine the math placement for 8th grade students. Seventh grade math students will be placed in their classes based on background knowledge as evidenced in the ACT Aspire and Smarter Balanced tests. This will put like groups together to provide the pacing and review of basic math concepts needed to make the students successful. 	<p>Of the 12 junior high students that tested “Below Standard” on the Smarter Balanced or “In Need of Support” on the ACT Aspire, 6 were enrolled in Special Education for assistance and 3 were placed in Title. Three of the students chose not to be in Title.</p> <p>There were 22 junior high students who tested “In Need of Support/Below Standard” or “Close” with their math scores. Of these 22 students, 19, or 86% of the students, took advantage of the free tutoring available at the library, or before or after school each day.</p> <p>Utilizing the ACT Aspire test scores for math and the Smarter Balanced test scores, as well as weighing the teacher recommendation, 14 of 30 students were identified as ready to take Algebra during their 8th grade year.</p> <p>Utilizing the testing scores in the ACT Aspire and Smarter Balanced prior to the start of the school year. The 7th grade classes were grouped to allow the more advanced students to proceed faster if necessary to prepare them for Algebra readiness. This practice will be revisited prior to the start of the next school year to see if it was beneficial or not beneficial to the students.</p>

<p>D. Forsyth High School will increase the number of students that are considered ready or proficient in reading by 5%. Utilizing the data from the ACT and ACT Aspire tests, currently 38% of the high school population is considered ready or on track for college-level reading. The goal is to increase this to 43% of the high school population.</p> <p>At the conclusion of ACT Aspire and ACT testing in the spring of 2017, the percentages of readiness in reading were as follows:</p> <table data-bbox="88 779 571 941"> <tr> <td>Freshmen (2020)</td> <td>30%</td> </tr> <tr> <td>Sophomores (2019)</td> <td>41%</td> </tr> <tr> <td>Juniors (2018)</td> <td>22%</td> </tr> <tr> <td>Seniors (2017)</td> <td>37%</td> </tr> </table> <p>The average for students ready or on track to read at the college level is 32.5% for the high school, which is a decrease in readiness by 5.5%. The goal was not met and ground was lost.</p>	Freshmen (2020)	30%	Sophomores (2019)	41%	Juniors (2018)	22%	Seniors (2017)	37%	<ol style="list-style-type: none"> 1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests will be enrolled in Academic Assistance to work on reading comprehension skills and strategies for technical reading. 2. A common reading strategy will be implemented across the curriculum whereby students utilize common symbols and key words to quickly read technical material for analysis. 3. A common writing rubric will continue to be utilized across the curriculum so that the requirements for student composition are the same in every class. 4. The Word of the Week will continue to be used to assure all students are getting the appropriate vocabulary to be successful in taking the ACT, ACT Aspire and Smarter Balanced tests. The School Improvement Committee will use the ACT and SAT vocabulary words to choose the words. The word of the month will be issued by the Principal along with definitions and the requirement that every teacher in the building use the word on a least two occasions. 	<p>There were 13 seniors, 12 juniors, 11 sophomores, and 6 freshmen that tested “In Need of Support” on the ACT or ACT Aspire. Of these 42 students, 22 were enrolled in Academic Assistance and 8 were Special Education students. Only 9 did not receive additional assistance.</p> <p>A common reading strategy was created by the School Improvement Committee and introduced to the faculty for use in March 2017. Students will highlight or underline with pencil and circle key ideas.</p> <p>The common writing rubric is placed on the website under Staff Resources for use by all teachers. They were encouraged to use it during the opening meetings in August 2016.</p> <p>The Words or the Week which were announced in the mornings, posted around the school and used in classrooms included:</p> <p>September: Empathy & Exemplary October: Resilient, Tenacious, Scrutinize, & Prudent November: Tactful, Integrity, Disdain, & Hypothesis December: Compromise, Impetuous & Jubilation January: Convergence, Divergent, Reverence & Mundane February: Camaraderie, Compassion, Transient, & Wary March: Incompatible, Digression, Inconsequential, & Reconciliation April: Superficial, Clairvoyant, Discredit & Prosperity May: Vindicate and Precocious</p>
Freshmen (2020)	30%									
Sophomores (2019)	41%									
Juniors (2018)	22%									
Seniors (2017)	37%									

	<ol style="list-style-type: none"> 5. The faculty will implement a strategy whereby students quickly peruse an article or textbook assignment and take a pre-quiz on what they have read. The teacher will then go over the assignment more in-depth and the students will be retested for comprehension. This will better prepare the students for the timed expectations of the examination, which may contribute to the student stress levels and lower test scores. Each teacher will implement this strategy twice a month as identified in their lesson plans. 6. All students will be required to write at least one paragraph or complete an essay question on each assessment in every class. This will be measured by random checks of tests in each class during teacher observations and evaluations. 	<p>These were not noted in several teacher's lesson plans. Next year, data from these assignments will be collected to ensure the teachers follow-through consistently. The requirement will change to one collection per month.</p> <p>During random checks, most teachers required a written paragraph. However, many students were not answering in complete sentences.</p>
<p>E. Forsyth 7-8 will increase the number of students that are considered ready or proficient in reading by 5%. Utilizing the baseline data from the ACT Aspire tests, currently 34% of the junior high school population is considered ready or on track in reading. The goal is to increase this to 39% of the population.</p> <p>When averaging the ACT Aspire English, writing and reading scores, an ELA composite score is created. This score was 51% in 2016. The Smarter Balanced ELA literacy rating was 48%. The</p>	<ol style="list-style-type: none"> 1. Students who tested "In Need of Support" on the ACT Aspire and "Below" on the Smarter Balanced tests will be enrolled in Title to work on reading comprehension skills and strategies for technical reading. 2. A common reading strategy will be implemented across the curriculum whereby students utilize common symbols and key words to quickly read technical material for analysis. 3. A common writing rubric will continue to be utilized across the curriculum so that the requirements for student composition are the same in every class. 	<p>There were nine junior high students who tested below standard on both tests. Of these nine students, three were enrolled in Special Education and five were enrolled in Title. The one student missed will be in the 8th grade next year and is flagged for Title services.</p> <p>A common reading strategy was created by the School Improvement Committee and introduced to the faculty for use in March 2017. Students will highlight or underline with pencil and circle key ideas. All junior high core teachers have implemented this strategy.</p> <p>The common writing rubric is shown to teachers during their August in-service and used in some form during the year.</p>

<p>combined average of 50% will increase by 3% during the 2017 testing cycle for junior high students.</p> <p>At the conclusion of testing in the spring of 2017, the percentages of readiness in reading according to the ACT Aspire were as follows:</p> <p>7th Grade (2022) 32% 8th Grade (2021) 63%</p> <p>The average for the junior high in reading readiness was 47.5%, which far surpassed the goal of 39%! There was a 13.5% increase.</p> <p>When comparing the ELA scores from the ACT Aspire test and the Smarter Balanced tests, the following percentages were considered ready or advanced:</p> <p>7th Grade (2022) ACT Aspire 50% 7th Grade (2022) Smarter Bal 32% 8th Grade (2021) ACT Aspire 72% 8th Grade (2021) Smarter Bal 48%</p> <p>The average is 50.5% for the junior high school students ready in all ELA subjects, English, reading and writing. This is an increase of 0.5%. The goal of a 3% increase was not met, but there was an increase.</p>	<p>4. The Word of the Week will continue to be used to assure all students are getting the appropriate vocabulary to be successful in taking the ACT, ACT Aspire and Smarter Balanced tests. The School Improvement Committee will use the ACT and SAT vocabulary words to determine the words that every teacher in the building use the word on a least two occasions.</p> <p>5. All students will be required to write at least one paragraph or complete an essay question on each assessment in every class. This will be measured by random checks of tests in each class during teacher observations.</p> <p>6. The faculty will implement a strategy whereby students quickly peruse an article or textbook assignment and take a pre-quiz on what they have read. The teacher will then go over the assignment more in-depth and the students will be retested for comprehension. This will better prepare the students for the timed expectations of the examination, which may contribute to the student stress levels and lower test scores. Each teacher will implement this strategy twice a month as identified in their lesson plans.</p>	<p>The Words or the Week which were announced in the mornings, posted around the school and used in classrooms included:</p> <p>September: Empathy & Exemplary October: Resilient, Tenacious, Scrutinize, & Prudent November: Tactful, Integrity, Disdain, & Hypothesis December: Compromise, Impetuous & Jubilation January: Convergence, Divergent, Reverence & Mundane February: Camaraderie, Compassion, Transient, & Wary March: Incompatible, Digression, Inconsequential, & Reconciliation April: Superficial, Clairvoyant, Discredit & Prosperity May: Vindicate and Precocious</p> <p>Most classes required students to write at least one paragraph on each assessment.</p> <p>These were not noted in several teacher’s lesson plans. Next year, data from these assignments will be collected monthly to ensure the teachers follow-through consistently. The requirement will change to one collection per month.</p>
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<p>F. Utilizing the CRT Science Data, ACT Aspire and ACT testing data, Forsyth High School students will increase readiness levels by 5% to move from 32% ready in science at the college level to 37%.</p> <p>Utilizing the testing data from the spring of 2017, the following percentages outline the students that are considered proficient, ready, or advanced in science on the following tests:</p> <p>Frosh (2020) ACT Aspire 30% Soph. (2019) ACT Aspire 38% CRT (State) 42% Juniors (2018) ACT 33% Seniors (2017) ACT 15%</p> <p>The average readiness level for the high school would then be 32%. This is the same percentage as the year before, so no growth was shown in science and the interpreting of data or understanding experiment theory.</p>	<ol style="list-style-type: none"> 1. The faculty will evaluate the science tests and scores to determine a strategy for improvement. 2. All classes will implement the reading and interpreting of charts and graphs into their weekly lessons. This will help improve the science testing scores. 3. Curriculum changes will continue to be implemented whereby Earth Science, Life Science and Physical Science will all be covered in Junior High. Biology and Earth Science will be required as freshman and sophomore classes with Chemistry, Physics, Advanced Biology and Environment Science listed as the upper-level electives. 	<p>The faculty evaluated the ACT Aspire, ACT and Smarter Balanced science test scores during their September 30, 2016 PIR day. During this review it was determined all classes needed to implement the and interpreting of charts and graphs. CRT data was not compiled until May 2017.</p> <p>The science, math and history instructors specifically instituted charts and graphs into their lessons as demonstrated during walk-throughs in their classrooms.</p> <p>Four sections of Physical Science were instituted this year for the 8th grade and the 9th grade students during this curriculum implementation process. Next year, during 2017-2018 school year, will be the first time Biology will be offered to freshmen. The sophomores will conclude the old science sequence.</p>
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		<p>The high school Professional Development Committee met with the Elementary Professional Development Committee and a representative of the Board of Trustees on May 15, 2017 to determine options for PIR days during the 2017/2018 school year.</p> <p>The following PIR Day suggestions were presented to the Superintendent in May 2017.</p> <p>August 22nd PIR – Meetings & orientation. September 25th PIR – Professional Learning Communities (PLC's) ½ day training and discussion ½ day planning driving questions for the year, determining team leaders, and report requirements. January 22nd PIR – Project-Based Learning March 12th PIR – Google Classroom</p>
<p>B. The mentoring program for new teachers will be implemented and revised as needed during the 2016-2017 academic year.</p>	<p>The mentoring committee will meet monthly to discuss the goals of the program and make revisions as needed.</p>	<p>The mentoring committee met monthly to review the plan and remind staff members of their responsibilities or discussions to have with them. One revision was made to the plan. A week was added in January, prior to the new semester to discuss classroom management strategies and the use of incentives.</p> <p>Surveys of mentees were taken in May and the program was well-received and appreciated.</p>

Goal 3: Forsyth Schools will sustain **formal intervention and student inclusion plans** and **identify areas of improvement** in the curriculum to increase the graduation rate and move more students to the proficient or advanced levels in all subject areas.
 (Connections Committee, School Improvement, Mentoring Committee and Curriculum Committees)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. The Connections Committee will create a program that allows students to form a connection with peers, adult mentors and the community in which they live.</p>	<p>The Connections Committee will complete an activity calendar for the weekly Connections meeting dates and one Connections Competition per month during the 2016/2017 academic year.</p>	<p>Rather than design an activity each week, while certain classes were in Guidance, it was determined that teachers would play strategy games with their students. It would allow them to connect on a different level. The Competitions that earn points for the Connections Cup included:</p> <p>September: Creativity -- Trash Bag Fashion Show October: Teamwork – Cup Stack November: Gratefulness Thank You and Gifts December: Creativity – Lip Sync Contest January: Teamwork/Communication – Model Build from Memory & Description February/March: Creativity – Improv Skit April: Community Service – Highway Cleanup May: Teamwork – Scavenger Hunt Forsyth proper</p>
<p>B. The Connections Committee will determine a way to quantify the success of the program to create or foster adult, peer, and community relationships for all students.</p>	<p>From the survey results in the spring of 2016, the Connections Committee will develop activities and goals that will improve the Connections experience during the 2016/2017 academic year.</p>	<p>The activity days, which were added to allow for the Guidance Curriculum to have a specific time for completion, give an opportunity for the adult mentors to connect with the students and the students to better connect with each other on a weekly basis. Students didn't like the fact they lost their morning break.</p>
<p>C. The Junior High students who fail core classes each semester will be required to attend the After School Program rather than Summer School. The Principal will gather data on the success of this program and the success rate of the students who were enrolled.</p>	<p>The success of the After School Program data will be compiled by the Principal in June of 2017 to be reviewed in the fall of 2018 by the School Improvement Committee.</p>	<p>Three (3) students were required to attend the After School program fall semester, due to failing a core class the prior spring. Five (5) additional students were enrolled at their parent's request. ALL eight (8) students received passing grades in their core classes the following semester, proving the After School program beneficial.</p> <p>The second semester of 2016/2017 there were six (6) new junior high students who were enrolled due to failing one or two core classes in the fall. All of these were 7th grade students new to the junior high system. In addition, three</p>

		<p>(3) of the students continued at their parent's request. Of the 6 students required to attend the program, 2 passed all classes second semester, 2 moved from failing two core classes to one core class, and 2 showed no improvement or performed worse. Therefore, 67% showed improvement with the After School Program. Of the three students that were enrolled at their parent's request, only one failed a core class, the other two passed all core classes. It should be noted that the students who did not improve had a very poor attitude toward the After School program and were not putting forth effort. Two of them received disciplinary actions for skipping it on several occasions.</p>
<p>D. The Accreditation Committee will complete a Parent, Student, and Staff survey and create one goal of improvement from each.</p>	<p>The surveys will be completed by January 2017 and the goals will be implemented during the second semester of the 2016/2017 academic year.</p>	<p>The Staff Survey was completed in October 2016. From this survey, the committee determined a focus area for improvement would be creating Professional Learning Communities whereby different groups of educators could meet regularly to share expertise and work collaboratively to improve teaching skills, create cross-curricular lessons, and discuss ways to increase the academic performance of students. This goal was based on low scores in formal processes that promote discussion about student learning through action research, reflections, study teams and peer coaching. The PLC's will consist of four randomly paired educators who will meet a <u>minimum</u> of two times second semester to share expertise and work collaboratively to improve teaching skills and create cross-curricular lessons. A copy of these lessons can be found in the Principal's office. The hope is to expand the meeting time and goal next year.</p> <p>The Student Survey was completed in November 2016. Consistently low scoring questions in that survey included students being treated with respect, students treating adults with respect, students respecting the property of others, and students helping each other even if they are not friends. Due to this, the committee</p>

		<p>determined that teaching respect of each other and teachers would be the goal. At this time the committee, with input from faculty and students is still working on a “Student Code” that includes respect. Discussion of what respect looks like and practice through game-like scenarios will take place during Connections activities in 2017/2018.</p> <p>The Parent Survey was opened in December and a letter was sent home asking parents to login and participate. In addition, texts were sent through the Remind App with a link to the survey, an article was written in the paper about School Improvement and the ability to participate in the survey. A link to the survey was placed on the website as well. There was a 17% return for high school parents. When you include the responses, we got from parents with 6th – 8th grade students, we had a 22% return compared to the number of high school students enrolled.</p> <p>A meeting was held on May 16th with the community to review the results and set a goal for next year. Minutes of this meeting are included on the website. Through this discussion, it was determined that the goal for the following year would be to improve communication. Suggestions to do this included the use of Facebook, more extensive use of the Remind app, utilizing the radio more effectively with calendar of events, and adding a school improvement spotlight in the basketball programs. The possibility of adding the ICU program for continual grade and assignment updates through text communication was also discussed. The Remind App could be used for this as well.</p>
<p>E. A Care Intervention Team will be developed to discuss at-risk students and to develop plans of action to make them successful academically and to find the help they may need socially and emotionally.</p>	<p>The Care Intervention team will meet monthly to discuss students who are struggling and develop a plan of action for each.</p>	<p>The Care Intervention team met monthly during the 2016/2017 school year to discuss At-Risk students. On average 12 students were discussed each month and action items were set to help them be successful or contacts to be made with parents.</p>

F. The Science curriculum committee will meet to evaluate test scores and write the objectives for the new science standards and review textbooks for adoption.	Completed before May 2017 to be sent to the Board of Trustees for adoption and to allow the new textbooks to be purchased for the next academic year.	The Science Curriculum based on the Next Generation National Science standards as adopted by the state of Montana will be presented to the Board of Trustees along with a textbook order request at the July 2017 meeting.
G. The Art curriculum committee will meet to determine how the curriculum can be revised to meet the new state standards and improve test scores.	Completed before May 2017 to be sent to the Board of Trustees for adoption.	The Art Curriculum will be presented to the Board of Trustees at the August 2017 meeting.
H. The Counseling/Guidance curriculum committee will meet to determine how the curriculum can be revised to improve test scores.	Completed before May 2017 to be sent to the Board of Trustees for adoption.	The new Counseling/Guidance curriculum was adopted by the Board of Trustees at their April 2017 meeting upon second reading. During this school year 20 minutes per week was set aside for this curriculum to be presented in part to the students in grades 7 – 12. This was not enough time, so the schedule is being reviewed for additional time to be added next year.

Goal 4: Forsyth Schools will review the **formal technology acquisition and use plan** to move more students to the proficient or advanced levels in all subject areas.
(Accreditation/Technology Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
A. The Accreditation Committee will review the technology plan and update as needed, as well as add year-end purchasing strategies.	Completed by the Accreditation Committee by May of 2017.	Due to working with the survey goals and other accreditation activities this year, the Technology plan was not updated nor were the year-end purchasing strategies completed.
B. The faculty will put in technology requests for the next academic year.	Completed by March 1, 2017 for purchasing decisions by the District Technology Committee.	The faculty put in technology repair requests in May at check-out. No new technology acquisitions were requested in March. Due to a hit by ransom-ware in that same month the faculty would prefer technology funds be paid to recover files that were encrypted and lost during this hit. Teaching files for many years were lost.

