

**FORSYTH 7 – 12**  
**SCHOOL IMPROVEMENT PLAN**  
**2017/2018**

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

(School Improvement Committee, Accreditation Learning, Leadership and Resource Committees, & Faculty)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. The Principal will gather data from the ACT, Smarter Balanced, ACT Aspire &amp; CRT Science tests administered in 2017 to be placed in a spreadsheet to use for comparisons and goal setting.</p>	<p>To be completed by Shelly Weight by September 2017.</p>	<p>All Spreadsheets were completed by September 2017. The ACT Aspire and Smarter Balanced data was compiled and used to set goals by the English, Social Sciences, Science and Math departments starting at the PIR day in August and extending through September.</p> <ul style="list-style-type: none"> <li>• All teachers reviewed Smarter Balanced data 10/25/2017.</li> <li>• All teachers reviewed ACT data 11/8/2017.</li> </ul>
<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 27% of the high school population is considered ready or on track for college-level math. The goal is to increase this to 32% of the high school population.</p> <p style="color: purple;">At the conclusion of testing in the spring of 2018, the percentages of readiness in math were as follows:</p>	<ol style="list-style-type: none"> <li>1. Students enrolled in math courses who tested “In Need of Support” on the ACT Aspire test or have D’s and F’s in their math class will be given the opportunity to be placed in Academic Assistance during the 2017/2018 school year.</li> <li>2. Incoming freshmen who had completed Algebra as 8<sup>th</sup> 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.</li> <li>3. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Of the 32 high school students who tested “In Need of Support” on the ACT or ACT Aspire test, 12 were enrolled in an Academic Assistance period, and 10 were Special Education students. Therefore, 69% received assistance.</li> <li>2. One student was encouraged to repeat Algebra the second year, however, they had passed Algebra in junior high and tested “close” therefore they chose to move on in high school to Geometry. A second student that tested “ready” chose to repeat Algebra.</li> <li>3. Most of the math students went directly to the math teachers for assistance before or after school. The After School program was used primarily by the Junior High students. The average number of math students who received assistance weekly in the math department during the 2017/2018 school year was 15.</li> </ol>

Freshmen (2021) 52%  
Sophomores (2020) 30%  
Juniors (2019) 33%  
Seniors (2018) 18%

The average is 33.25% for the high school increasing the readiness by 6%. This surpassed the goal of 32% of the high school population testing ready or proficient.

4. The IXL math program will be utilized in the Academic Assistance or the After School program to close gaps in knowledge and to practice basic math skills. These scores will be recorded as “bonus” math grades for math students.

5. Teachers will implement a “Standards-based” approach to assessment. All students will take a standards-based quiz at the conclusion of each section. They may take the quiz two times without penalty, the second score will be recorded.

6. The math department will 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 46% of the students showing proficiency in the modeling questions on the ACT Aspire test to 51%.

7. Students who score 70% or less on their summative assessments may retest on the sections where they did not do well following remediation with the teacher before or after school.

4. There were 35 students enrolled in Academic Assistance that utilized the IXL program and received bonus math scores. This is 100% of all Academic Assistance students that were enrolled in math.

5. Student understanding and grades improved utilizing the standards-based assessment model during the 2017-2018 school year. This is noted in the improvement in most of the class scores.  
Class of 2020 – 49% to 30% readiness 19% drop  
Class of 2019 – 30% to 33% readiness 3% increase  
Class of 2018 – 15% to 18% readiness 3% increase

6. Testing data from 2018 showed that 33% of the 9<sup>th</sup> and 10<sup>th</sup> grade students were proficient in “modeling”. This is a decrease of 13%. Modeling will continue to be a focus next year.

7. All students that scored 70% or less on at least one test took the opportunity to retest after corrections.

<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 and Smarter Balanced tests, currently 51% of the junior high population is considered ready or on track in math. The goal is to increase this to 56% of the junior high school population.</p> <p>At the conclusion of testing in the spring of 2018, the percentages of readiness in math according to the ACT Aspire and Smarter Balanced were as follows:</p> <table data-bbox="88 812 569 1088"> <tr> <td>7<sup>th</sup> Grade (2023) ACT Aspire</td> <td>58%</td> </tr> <tr> <td>7<sup>th</sup> Grade (2023) Smarter Bal</td> <td>38%</td> </tr> <tr> <td>Class Average</td> <td>48%</td> </tr> <tr> <td>8<sup>th</sup> Grade (2022) ACT Aspire</td> <td>46%</td> </tr> <tr> <td>8<sup>th</sup> Grade (2022) Smarter Bal</td> <td>32%</td> </tr> <tr> <td>Class Average</td> <td>39%</td> </tr> </table> <p>The average is 43.5% for the junior high school students decreasing the readiness for the junior high by 7.5%. The goal of a 5% increase was not reached.</p>	7 <sup>th</sup> Grade (2023) ACT Aspire	58%	7 <sup>th</sup> Grade (2023) Smarter Bal	38%	Class Average	48%	8 <sup>th</sup> Grade (2022) ACT Aspire	46%	8 <sup>th</sup> Grade (2022) Smarter Bal	32%	Class Average	39%	<ol style="list-style-type: none"> <li>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 2017/2018 school year for math.</li> <li>2. 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.</li> <li>3. Scoring from the ACT Aspire test and Smarter Balanced test, along with teacher recommendations will be used to determine the math placement for 8<sup>th</sup> grade students. Students in the 8<sup>th</sup> grade have the option to advance to Algebra or complete Pre-Algebra.</li> <li>4. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seven students tested “In Need of Support” in math on the ACT Aspire test in the spring of 2017. Five of them were enrolled in Special Education and two in Title. Assistance was given to 100%.  These same seven students tested “Below” on the Smarter Balanced Math test, as well as nine additional students. Of the nine, one was enrolled in Special Education, five were enrolled in Title. This was 79% receiving assistance.</li> <li>2. Students were grouped based on Smarter Balanced and ACT Aspire scores on August 18, 2017.</li> <li>3. Students were recommended to be placed in either Pre-Algebra or Algebra from the scoring spreadsheet developed August 18, 2017. Parents and students were advised of the scores during scheduling of the students.</li> <li>4. There were 37 students who test “In Need of Support” or “Close” in either the ACT Aspire or Smarter Balanced tests for the classes of 2023 and 2022. Of those 37 students, 34 of them took advantage of the After School Program for at least three days or more. That is 92% of the students.</li> </ol>
7 <sup>th</sup> Grade (2023) ACT Aspire	58%													
7 <sup>th</sup> Grade (2023) Smarter Bal	38%													
Class Average	48%													
8 <sup>th</sup> Grade (2022) ACT Aspire	46%													
8 <sup>th</sup> Grade (2022) Smarter Bal	32%													
Class Average	39%													

<p>D. Forsyth High School will increase the number of students that are considered ready or proficient in ELA (English, Reading and Writing) by 4%. Utilizing the data from the ACT and ACT Aspire tests, currently 46% of the high school population is considered ready or on track for college-level work. The goal is to increase this to 50% of the high school population.</p> <p>Average reading score 33% Average writing score 52% Average English score 53%</p> <p>At the conclusion of ACT Aspire and ACT testing in the spring of 2018, the percentages of readiness in reading, writing &amp; English were as follows:</p> <p>Freshmen (2021) Reading 32% Writing (No Score ACTAspire) 77% English 77%</p> <p>Sophomores (2020) Reading 26% Writing (No Score ACTAspire) 60% English 60%</p> <p>Juniors (2019) Reading 50% Writing 42% English 38%</p>	<ol style="list-style-type: none"> <li>1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests will be given the option to enroll in Academic Assistance to give them more time and help with reading comprehension and technical reading.</li> <li>2. A common reading strategy whereby students highlight, underline or circle key ideas with pencil or place sticky notes in textbooks in lieu of highlighting will be implemented across the curriculum.</li> <li>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 for paragraphs or essays.</li> <li>4. The Word of the Week will continue to be derived from ACT vocabulary lists to assure all students are getting the appropriate vocabulary to be successful in taking their standardized tests. The word of the week 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 in classes.</li> <li>5. All teachers of the 9-12 English curriculum will have students, read, write and speak in equal amounts in their classrooms on a weekly basis as evidenced in lesson plans.</li> <li>6. Students will be required to research, write and/or give presentations in all classes at least once per month as evidenced in lesson plans.</li> <li>7. The Social Science department will focus on finding key ideas in reading passages weekly through formative assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Of the 33 high school students who tested “In Need of Support” on the ACT or ACT Aspire test, 15 were enrolled in an Academic Assistance period, and 10 were Special Education students. Therefore, 76% received assistance.</li> <li>2. Reading strategy was discussed with Social Sciences department for implementation in September 2017.</li> <li>3. Common writing rubric is found on the website for all teachers to utilize.</li> <li>4. Mrs. Weight issued a “Word of the Week” for all teachers to use on two occasions in all classes throughout the 2017-2018 school year. Many teachers incorporated these into their bell ringers or warm-up activities as evidenced in lesson plans.</li> <li>5. Lesson plans on file in the Principal’s office. Projects included memorization of pieces, reading several literature pieces, giving presentations and writing essays.</li> <li>6. Lesson plans on file outline the writing projects completed by all high school students.</li> <li>7. Weekly quizzes were given orally and corrected in class as formative assessments.</li> </ol>
---	--	---

<p>Seniors (2018)</p> <table border="0"> <tr> <td>Reading</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>39%</td> </tr> <tr> <td>English</td> <td>46%</td> </tr> </table> <p>The average for students ready or on track in ELA at the college level is 43.5% for the high school, which is a decrease in readiness by 2.5%. The goal was not met and ground was lost, partly because no writing scores were given in ACT Aspire this year.</p>	Reading	25%	Writing	39%	English	46%	<p>8. 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 ACT examination. Each teacher will implement this strategy at least once a month as identified in their lesson plans.</p>	<p>8. Not many teachers implemented this strategy during the 2017-2018 school year.</p>		
Reading	25%									
Writing	39%									
English	46%									
<p>E. Forsyth 7-8 will increase the number of students that are considered ready or proficient in ELA (English, reading and writing) by 4%. Utilizing the data from the ACT Aspire and Smarter Balanced tests, currently 51% of the junior high school population is considered ready or on track in reading, writing and English. The goal is to increase this to 55% of the population.</p> <p>Grade/Test ELA Scores</p> <table border="0"> <tr> <td>7<sup>th</sup> Grade (2022) ACT Aspire</td> <td>50%</td> </tr> <tr> <td>7<sup>th</sup> Grade (2022) Smarter Bal</td> <td>32%</td> </tr> <tr> <td>8<sup>th</sup> Grade (2021) ACT Aspire</td> <td>72%</td> </tr> <tr> <td>8<sup>th</sup> Grade (2021) Smarter Bal</td> <td>48%</td> </tr> </table>	7 <sup>th</sup> Grade (2022) ACT Aspire	50%	7 <sup>th</sup> Grade (2022) Smarter Bal	32%	8 <sup>th</sup> Grade (2021) ACT Aspire	72%	8 <sup>th</sup> Grade (2021) Smarter Bal	48%	<ol style="list-style-type: none"> <li>1. Students who tested “In Need of Support” on the ACT Aspire and Smarter Balanced tests will be given the option to enroll in Title anywhere from 2 – 5 days a week to give them more time and help with reading comprehension and technical reading.</li> <li>2. A common reading strategy whereby students highlight, underline or circle key ideas with pencil or place sticky notes in textbooks in lieu of highlighting will be implemented across the curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Twenty-six students tested “In Need of Support” in Reading on the ACT Aspire test in the spring of 2017. Seven of them were enrolled in Special Education and ten in Title. This is 65% receiving assistance with parent agreement.</li> <p>Twenty students tested “Below” on the Smarter Balanced ELA (English, Reading and Writing) test. Of the twenty, 8 were enrolled in Special Education, and 7 were enrolled in Title. Therefore, 75% received assistance.</p> <li>2. The reading strategy was used in the Social Sciences and Science department, where note-taking and reading skills using this strategy were emphasized.</li> </ol>
7 <sup>th</sup> Grade (2022) ACT Aspire	50%									
7 <sup>th</sup> Grade (2022) Smarter Bal	32%									
8 <sup>th</sup> Grade (2021) ACT Aspire	72%									
8 <sup>th</sup> Grade (2021) Smarter Bal	48%									

When comparing the ELA scores from the ACT Aspire test and the Smarter Balanced tests, the following percentages were considered ready or advanced:

7<sup>th</sup> Grade (2023) ACT Aspire 28%  
7<sup>th</sup> Grade (2023) Smarter Bal 35%  
8<sup>th</sup> Grade (2022) ACT Aspire 39%  
8<sup>th</sup> Grade (2022) Smarter Bal 41%

The average is 36% for the junior high school students ready in all ELA subjects, English, reading and writing. This is a decrease of 15%. The goal of a 4% increase was not met. This is the first time an ELA combined score was given by ACT Aspire, so the data points are a bit different.

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 for paragraphs or essays.
  4. The Word of the Week will continue to be derived from ACT vocabulary lists to assure all students are getting the appropriate vocabulary to be successful in taking their standardized tests. The word of the week 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 in classes.
  5. All teachers of the Jr. High English curriculum will have students, read, write and speak with the emphasis on writing, since this was the lowest category for both grade levels. This will be monitored through weekly lesson plans.
  6. Students will be required to research, write and/or give presentations in all classes at least once per month as evidenced in lesson plans.
  7. The Social Science department will focus on finding key ideas in reading passages weekly through formative assessments.
  8. Students will learn to thoroughly read the directions for assessments and assignments. To assure this, hidden answers or bonus points will be given in the directions. Teachers may explain or expound on the directions, but will purposefully not read these “extras” to make students learn to read and comprehend for themselves, rather than expect the teacher to feed them information.
3. Common writing rubric is found on the website for all teachers to utilize. Teachers used this for grading and had students use it to evaluate their own work.
  4. Mrs. Weight issued a “Word of the Week” for all teachers to use on two occasions in all classes throughout the 2017-2018 school year. Many teachers incorporated these into their bell ringers or warm-up activities as evidenced in lesson plans.
  5. Lesson plans on file in the Principal’s office. Projects included reading short novels and stories, giving presentations and writing essays.
  6. Lesson plans on file outline the writing projects completed by all junior high school students.
  7. Weekly quizzes were given orally and corrected in class as formative assessments. In addition, the teacher instituted a note-taking strategy where students wrote key ideas from reading passages.
  8. Several junior high teachers worked on direction reading in their classes using a variety of strategies.



<p>F. Utilizing the CRT Science Data, ACT Aspire and ACT testing data, Forsyth High School students will increase readiness levels in science by 3% to move from 32% ready at the college level to 35%.</p> <p>Utilizing the testing data from the spring of 2018, the following percentages outline the students that are considered proficient, ready, or advanced in science on the following tests:</p> <p>Frosh (2021) ACT Aspire 55%  Soph. (2020) ACT Aspire 35%  CRT (State) 26%  Juniors (2019) ACT 29%  Seniors (2018) ACT 32%</p> <p>The average readiness level for the high school would then be 35%. This is a 3% increase over the year prior, so the goal was met thanks to a strong Freshman class!</p>	<ol style="list-style-type: none"> <li>1. The faculty will evaluate the science tests and scores to determine a strategy for improvement.</li> <li>2. Students will complete one experiment or scientific investigation per week where they are required to interpret or analyze data.</li> <li>3. Students will evaluate data from existing experiments given in the textbook weekly to make inferences.</li> <li>4. All classes will implement the reading and interpreting of charts and graphs into their lessons once per month as evidenced by lesson plans and spot checks by the Principal.</li> </ol>	<ol style="list-style-type: none"> <li>1. At the science faculty meeting held in the fall of 2017, it was determined that students were still having issues interpreting charts and graphs and explaining scientific experiment data. From that goals were set for the year.</li> <li>2. In half of the science classes, experiments or scientific investigations were taking place weekly.</li> <li>3. From the lesson plans on file, it was impossible to determine if data from existing experiments were analyzed weekly.</li> <li>4. From spot checks with teachers, it was determined that students created, read and interpreted charts and graphs at least once per month.</li> </ol>
<p>G. Utilizing the CRT and ACT Aspire testing data, for grades 7 – 8, Forsyth Junior High students will increase readiness levels in science by 3%, moving from 55% ready to 58%.</p> <p>Utilizing the testing data from the spring of 2018, the following percentages outline the students that are considered proficient,</p>	<ol style="list-style-type: none"> <li>1. The faculty will evaluate the science tests and scores to determine a strategy for improvement.</li> <li>2. Students will complete one experiment or scientific investigation per week where they are required to interpret or analyze data.</li> </ol>	<ol style="list-style-type: none"> <li>1. At the science faculty meeting held in the fall of 2017, it was determined that students were still having issues interpreting charts and graphs and explaining scientific experiment data. From that goals were set for the year.</li> <li>2. The junior high science teachers worked very hard to incorporate one experiment or scientific investigation into their lessons each week.</li> </ol>

ready, or advanced in science on the following tests:

7th (2023) ACT Aspire 34%  
8th (2022) ACT Aspire 32%  
CRT (State) 61%

The average readiness level for the junior high school would then be 42%. This is a decrease of the last year by 13%. The goal of increasing was not met and ground lost.

3. Students will analyze experiment data from other students weekly to find comparisons among groups, and help those who may have faulty data to determine where they may have gone wrong in the experiment.

4. All classes will implement the reading and interpreting of charts and graphs into their lessons once per month as evidenced by lesson plans and spot checks by the Principal.

3. Student analysis of other student's data and work happened a few times in the second semester.

4. From spot checks with teachers, it was determined that students created, read and interpreted charts and graphs at least once per month.



**Goal 2:** Forsyth Schools will provide **directed professional development and improvement activities for all teachers** based upon the assessment scores and committee requests.

(School Improvement/Professional Development Committee and Mentoring Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Each committee will give input into the professional development activities throughout the year, based upon the improvement areas in which they are working.</p>	<p>August 22nd PIR – Meetings, orientation, curriculum review English, ACT Aspire data review by department.</p> <p>September 25<sup>th</sup> PIR – Project Based Learning</p> <p>January 22<sup>nd</sup> PIR – Google Classroom and Google School features for teachers.</p> <p>March 12<sup>th</sup> PIR -- Professional Learning Communities (PLC’s)            **School Improvement Goal from Teacher/Staff surveys taken in 2016/2017.                ½ day training and discussion                ½ day planning driving questions for the, year, determining team leaders, and report requirements if any.</p> <p>The Faculty will give suggestions for Professional Development to be held during the 2018/2019 School year by March 2018.</p>	<p><b>August 22, 2017</b> – Faculty meetings, orientation, and handbook reviews completed. Faculty were given their expectations for meeting schedules and hallway duty assignments.</p> <p><b>September 25, 2017</b> – Project Based Learning presentation by Dr. Dawn Saltzman of Oakland City University in Oakland City, IN.</p> <p><b>January 22, 2018</b> – Google Classroom and Google G-Suite Presentation by Jordan O’Donnell, Executive Director of PESA.</p> <p><b>March 12, 2018</b> – Professional Learning Communities (PLC) Basics presented by Shelli Strouf. At the conclusion of this presentation, the staff voted on whether or not they wanted to start PLC’s the following year, and if so what day of the week and time worked best for them. The staff chose to start PLC’s and Tuesday was the day chosen by the faculty.</p> <p><b>March 14, 2018</b> – Faculty is asked for Professional Development ideas based on the school initiatives and goals we are working on at this time. The Professional Development Committee prioritized the suggestions based on School Improvement Goals on <b>March 19, 2018</b>. The following were put forward to the Elementary:</p> <ol style="list-style-type: none"> <li>1. Strategies to Increase Student Motivation</li> <li>2. Standards Based Grading (modified plan)</li> <li>3. Questioning &amp; Discussion Techniques to Increase Engagement</li> <li>4. Trauma Informed Schools</li> </ol>

	<p>The Professional Development Committee will meet with the Elementary Committee to put forward Professional Development suggestions for the 2018/2019 school year to the Superintendent by May 2018.</p>	<p><b>April 24, 2018</b> – The two school compared their top four professional development topics and created the proposed 2018-2019 PIR days to go before the Superintendent and Board for approval:</p> <p><b><u>August 8, 2018:</u></b>  Google Classroom - Shelly Stanton  Staff attending this session would be excused from the March PIR. This early training would allow staff members to implement Google Classroom from the beginning of the year.</p> <p><b><u>August 21, 2018:</u></b>  Staff meetings and room preparation  FEA meeting – 1 hour</p> <p><b><u>September 24, 2018:</u></b>  First Aide/CPR Training – Keith Raymond</p> <p><b><u>October 18-19, 2018</u></b>  MEA Conference  Other Conferences – i.e. music, reading conference, local teacher trainings (MCC, DCC and Sidney)</p> <p><b><u>November 2, 2018</u></b>  Parent-Teacher Conferences</p> <p><b><u>January 21, 2019</u></b>  Techniques for dealing with verbal bullying among students/Trauma informed education – Beez and Sara Lucero for Trauma Informed.</p> <p><b><u>March 25, 2019</u></b>  Google Classroom (for any teachers who did not attend the training August 8<sup>th</sup>.)</p>
<p>B. The mentoring program for new teachers will be implemented and revised as needed during the 2017-2018 academic year.</p>	<p>The mentoring committee will meet monthly to discuss the goals of the program and make revisions as needed to help new faculty with their professional growth within the school system.</p> <p>Surveys of mentees will be completed and reviewed by May 2018 to determine if changes need to be made in the program.</p>	<p>The mentoring committee met seven times during the 2017-2018 school year as evidenced by the minutes stored in the Principal’s office. There were no changes made to the program during the year.</p> <p>Surveys from the prior year were reviewed at the August 2017 meeting. A goal was to try to match preps with the mentor/mentee. (Impossible). The mentees ranked the social gatherings as the best part of the program. Surveys for the 2017-2018 mentor year were sent out to all Mentees as a Survey Monkey with data to be reviewed in the fall.</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, Accreditation Committees, Care Intervention Team, & Student Council)**

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, the school and the community in which they live.</p>	<p>The Connections Committee will meet monthly to complete an activity calendar for the weekly Connections meeting dates and one Connections Competition per month during the 2017/2018 academic year.</p> <p>Students will be surveyed during the 2017/2018 school year to help develop activities and goals that will improve the Connections experience.</p>	<p>Per input from students and staff, Connections was run differently this year. Connections groups rotated from teacher to teacher trying a different activity or hobby with every teacher. The groups still came together for Connections Competitions or Activities once a month to score points towards the Connections Cup.</p> <ul style="list-style-type: none"> <li>• October – Egg Drop from a Height</li> <li>• November – Blindfolded Obstacle Course</li> <li>• December – Game Stations</li> <li>• January – Snow Sculptures</li> <li>• February – Reading to Elementary Students</li> <li>• March – Newspaper Towers</li> <li>• April – Community Cleanup</li> <li>• May – Draw &amp; Go Scavenger Hunt</li> </ul> <p>The Cow Tippers earned the Connections Cup this year.</p> <p>Students were surveyed in May 2018. They rated the new format of Connections with rotations to different teachers and if teamwork and collaboration improved as a result of the competitions. They were also asked to provide any suggestions they had for improvement of the program.</p>
<p>B. 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 (ASP) data will be compiled by the Principal in June of 2018 to be reviewed by administration and the Board of Trustees to determine if a paraprofessional should continue to be hired for this position.</p>	<p>Of the five students who failed core courses spring semester of 2017, all five of them also failed at least one course and had to be placed in the After School program second semester in 2018. However, in the second semester, there were three additional junior high students added to the ASP due to failing grades, and all were successful that semester. So there was an improvement by 38% of those enrolled. The program also helped with the eligibility of student athletes.</p>

<p>C. The Accreditation Committees will complete Parent, Student, and Staff surveys and inventories to create one goal for each group for school improvement.</p>	<p>The surveys will be completed by February 2018 to be used for the Accreditation Visit and for School Improvement goals during the 2018/2019 academic year.</p>	<p>The staff surveys were completed and compiled in January of 2018. The student and parent surveys were completed and compiled in February 2018. The faculty committees working on accreditation set the following School Improvement goals for 2018/2019 based on the data:</p> <p><b>FACULTY</b> – Establish Professional Learning Communities to facilitate team-building and eliminate islands. In addition, the PLC’s will facilitate goals set for student improvement and facilitate more commonality across the school in behavior and grading expectations.</p> <p><b>STUDENTS</b> – Review the grading scale to see if changes would offer a more even opportunity for scholarships and graduation.</p> <p><b>PARENTS</b> – The meeting with the parents was held in May 2018. The goal set was to continue working on better communication with parents and having them become an integral part of the system.</p>
<p>D. 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, or 9 times during the academic year. In that time, 48 students were discussed at least once, if not more, and plans of action were put into place to help them succeed and thrive.</p>
<p>E. The Student Council will create a “Student Code” to be vetted by the faculty.</p>	<p>The Student Council in conjunction with the faculty will create a code or expectation that teaches respect of each other and faculty by January 2018. This was the goal set from the student survey completed during the 2016/2017 school year.</p>	<p>The Student Council completed work on the “Dogie Way” on January 14, 2018. It was then taken to the School Improvement Committee on January 15, 2018 where they gave some suggested language. This went back to the Student Council for final approval at their January 25, 2018 meeting. Mrs. Weight will order signs to go around the school when extra money is found.</p>

**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 and **use technology to communicate** with parents.  
**(Technology/Safety Committee)**

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. The Technology/Safety Committee will complete the technology plan in the handbook.</p>	<p>The technology vision statement for 2025 will be completed by December 2017.</p> <p>The steps to request technology for the classroom and have it vetted through the District Technology Committee will be completed by January 2018.</p>	<p>The technology vision statement for the high school was completed October 24, 2107.</p> <p>The steps to request new technology was agreed upon by the Elementary and High School technology committees on November 16, 2017.</p>
<p>B. The faculty will put together technology requests for the next academic year to the Technology Committee by January 2018.</p>	<p>The high school Technology Committee will meet to prioritize the technology requests for the high school by February 15, 2018.</p> <p>The District Technology Committee will meet by February 28, 2018.</p>	<p>The Technology Committee prioritized the technology requests at their March 5, 2018 meeting. Only the library put forth requests. Polyvision needs throughout the school was also discussed, as they are going out of business. Surveys were sent to the faculty to rate their needs laptops, tablets or Polyvision upgrades.</p> <p>The District Technology met March 22, 2018 and it was determined that only the rotation schedule could be met with faculty machines. However, it should be noted that the Technology Coordinator also chose to order projectors to replace the Polyvision Boards.</p>
<p>C. The Principal will communicate information about the academics and activities at the school to the parents each month.</p>	<p>From the parent survey and meeting held in the spring of 2017, it was determined that better communication was needed from the school. The Principal will utilize:</p> <ul style="list-style-type: none"> <li>**Facebook</li> <li>**Remind App</li> <li>**Website</li> <li>**Radio Activity calendar</li> <li>**Newspaper Articles</li> <li>**School Improvement info on activity programs to better communicate the positive things happening at the school with parents.</li> </ul>	<p>The Facebook page was created during the summer of 2017 with the first posts in June. The Remind App was used throughout the year to notify of schedule changes, buses not running, and regular announcements.</p> <p>The Website was updated by the Activities Director and Office Manager regularly. The radio station was sent the Activity calendar through January 2018, and then the practice waned. There were 45 articles published in the Independent Press, 22 were about athletics while 23 were about other school activities and/or clubs. No school improvement info was printed on activity programs.</p>

