

FORSYTH 7 – 12
SCHOOL IMPROVEMENT PLAN
2018/2019

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

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

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth High School will increase the three-year average of students that are considered ready or proficient in math by 4%. Utilizing the ACT and ACT Aspire tests, currently the three-year average of the high school population considered ready or on track for college-level math is 33%. The goal is to increase this to 37% of the high school population, which will match the state average on the ACT.</p>	<ol style="list-style-type: none"> 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 2018/2019 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 through the math teachers and the After School program. This will be attended at least twice 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 each teacher. Lists of these students will be given to the teachers who will color code their names on the sign-in sheets. 	

4. The IXL math program will be utilized in the Academic Assistance or the After School program and in math classrooms to close gaps in knowledge and to practice basic math skills. These scores will be recorded as “bonus” math grades for math students. At the end of the year the record of usage and progress statistics will be pulled.
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. 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 47% of the students showing proficiency in the modeling questions on the ACT Aspire test to 50%.
7. 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>B. Forsyth 7-8 will increase the number of students that are considered ready or proficient in math by 4%. Utilizing data from the 2018 ACT Aspire and Smarter Balanced tests, 44% of the junior high population was considered ready or on track in math. The goal is to increase this to 48% of the junior high school population, which will continue to keep us above the national and state averages of 40%.</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 2018/2019 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. This will be attended at least twice 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 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. They may take the quiz two times without penalty; the second score will be recorded.5. 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 47% of the students showing proficiency in the modeling questions on the ACT Aspire test to 50%.	
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<p>C. Forsyth High School will increase the number of students that are considered ready or proficient in ELA (English, Reading and Writing) by 3%. Utilizing the ACT and ACT Aspire tests, currently the three-year average of the high school population considered ready or on track for college-level in ELA is 44%. The goal is to increase this to 47% of the high school population, which will surpass the state average.</p>	<ol style="list-style-type: none"> 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. 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 by all teachers. 3. A common writing rubric will continue to be utilized across the curriculum by all teachers so that the requirements for student composition are the same in every class for paragraphs or essays. 4. Teachers of the 9-12 English curriculum will have students, read, write and speak according to the curriculum plan for the year as evidenced in lesson plans. 5. Students will be required to research, write and/or give presentations in all classes at least once per month as evidenced in lesson plans and a shared Google doc where teachers in all departments list the title of the assignment and the domain where it fell. 6. All faculty will implement a strategy whereby students quickly peruse an article or textbook assignment and take a pre-quiz asking them to identify key ideas. The initial quiz will be timed, to prepare students for the timed expectations of the ACT examination. The teacher will then go over the assignment more in-depth and the students will be retested for comprehension. Each teacher will implement this strategy at least once a month as identified in their lesson plans 	
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	<p>and on a shared Google document where they list the article or textbook section students read, and the pre- and post-test scores.</p>	
<p>D. Forsyth 7-8 will increase the number of students that are considered ready or proficient in ELA (English, reading and writing) by 6%. Utilizing the data from the 2018 ACT Aspire and Smarter Balanced tests, 36% of the junior high school population was considered ready or on track in reading, writing and English. The goal is to increase this to 42% of the population, which is the lowest state average in ELA for a class cut score on the Smarter Balanced and ACT Aspire tests.</p>	<ol style="list-style-type: none"> 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. 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 by all teachers. 3. A common writing rubric will continue to be utilized across the curriculum by all teachers so that the requirements for student composition are the same in every class for paragraphs or essays. 4. Teachers of the Jr. High English curriculum will have students, read, write and speak as outlined in the curriculum and monitored through weekly lesson plans. 5. Students will be required to research, write and/or give presentations in all classes at least once per month as evidenced in lesson plans and a shared Google doc where teachers in all departments list the title of the assignment and the domain where it fell. 6. All faculty will implement a strategy whereby students are timed and quickly peruse an article or textbook assignment and take a pre-quiz on what they have read, asking them to identify key ideas. The teacher will then go over the assignment 	

	<p>more in-depth and the students will be retested for comprehension. Each teacher will implement this strategy at least once a month as identified in their lesson plans and on a shared Google document where they list the article or textbook section students read, and the pre- and post-test scores.</p>	
<p>E. Utilizing the CRT Science Data, ACT Aspire and ACT testing data, Forsyth High School students will increase their three-year readiness levels in science by 3% to move from 35% ready at the college level to 38%. 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 experiment or scientific investigation every 2 weeks where they are required to interpret or analyze data. This will be labeled “lab” in lesson plans. 2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be labeled “data” in lesson plans. 3. All classes in all departments will implement the reading and interpreting of charts and graphs into their lessons weekly as evidenced by lesson plans and by listing the chart/graph interpretation lesson and date on a shared Google document. 	
<p>F. Utilizing the CRT and ACT Aspire testing data for 2018, Forsyth Junior High students will increase readiness levels in science by 5%, moving from 42% ready to 47%. This is still below the national average of 50% in these tests, but would be a marked improvement.</p>	<ol style="list-style-type: none"> 1. Students will complete one experiment or scientific investigation every 2 weeks where they are required to interpret or analyze data. This will be labeled “lab” in lesson plans. 2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be labeled “data eval” in lesson plans. 3. All classes in all departments will implement the reading and interpreting of charts and graphs into their lessons weekly as evidenced by lesson plans and by listing the chart/graph interpretation lesson and date on a shared Google document. 	

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 and Mentoring Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth Schools will develop the Professional Learning Communities program during the 2018-2019 school year.</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 2018 to develop the PLC program. 3. The Professional Learning Communities Guiding Coalition will develop a plan of action and improvement focus for the 2018-2019 school year. 4. The Professional Learning Communities Guiding Coalition will develop a template for all PLC teams to use for record keeping during the school year and as evidence of student progress. 5. The PLC teams will develop at least one collaborative project between classes by May 2019. 	
<p>B. Forsyth Schools will determine the focus and split of the PLC teams for the 2019-2020 school year.</p>	<ol style="list-style-type: none"> 1. The PLC teams will discuss the improvement focus and goals for 2019-2020 by May 2019. 2. The PLC teams will determine the teams or group make-up for the 2019-2020 school year that would be most effective for improvement. 	

	<p>3. The Professional Learning Communities Guiding Coalition will develop a plan of action and weekly focus for the PLC's for the 2019-2010 school year by May 2019.</p>	
<p>C. Professional Learning communities will review the grading scale and discuss the pros and cons of change.</p>	<ol style="list-style-type: none"> 1. As requested by the students in the AdvancED Accreditation surveys, the Professional Learning Communities will discuss the pros and cons of changing the grading scale at Forsyth High School. 2. Parent input into whether or not the grading scale should be changed, and to what scale standard, will be gathered in a parent-stakeholder meeting by May 2019. 3. Student input on whether or not the grading scale should be changed and to what scale will be gathered through a survey by May 2019. 4. The faculty will determine if a request for a change to the grading scale will be brought before the Board of Trustees by May 2019. 5. The Professional Learning Communities will discuss portions of standards-based grading that could work effectively in a high school and beta test one strategy by May 2019. 	

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, Principal, Connections Committee, CARE Intervention Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. All students will create an account and portfolio using the Montana Career Inventory System.</p>	<ol style="list-style-type: none"> 1. The counselor will keep a spreadsheet of every student in the school and their account information on MCIS. 2. The counselor will have all 7th grade students setup an account on MCIS by May 2019. 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. 	
<p>B. All students will create an account and portfolio using the Career Technical Education (CTE) Management system.</p>	<ol style="list-style-type: none"> 1. The FCS and Business instructors will assure all 7th grade students create an account in the CTE Manager to be utilized throughout their junior high and high school careers by May 2019. 	

	<ol style="list-style-type: none"> 2. The Agriculture and Business instructors will assure all 8th grade students create an account in the CTE Manager to be utilized throughout their junior high and high school careers by May 2019. 3. The Business instructor will have all 9th grade students enrolled in Computer Applications create an account in CTE Manager to complete career exploration and choose a career pathway goal by May 2019. 4. All students enrolled in FCS classes will complete the classroom, professionalism and project portions of the CTE Management program on a bi-weekly basis. 	
<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 AES 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 AES program on a bi-weekly basis. 	

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

(Faculty Meetings, School Improvement/Professional Development Committee, District Technology/Safety Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
A. Forsyth Schools will adopt Google Classroom for the 2018-2019 school year.	<ol style="list-style-type: none">1. PIR Day for the use of Google Classroom will be held in August 2018.2. E-mail will be run through Google Classroom and students will be given a Google e-mail by September 2018.3. Teachers will post assignments and syllabi on their Google classroom by October 2018.4. Shared drives will be setup and used by each PLC team and Connections study hall mentor by September 2018.	
B. An online lesson plan template will be developed that includes a section for technology resources used.	<ol style="list-style-type: none">1. The Principal will design a lesson plan template that matches the expectations for lessons on the Danielson Framework evaluation tool and place it on the Google Shared drive by September 2018.2. The technology and resources used column will be added to the template by January 2019.3. The School Improvement and Accreditation Committees will discuss online lesson planning programs with built-in standards.	

<p>C. All computer labs and desktop stations will be used 80% of the time by classes to complete research or learning projects.</p>	<ol style="list-style-type: none"> 1. The librarian will track mobile lab and laptop usage during the 2018-2019 school year and provide a report in May 2019. 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. 	
<p>D. Teachers will use interactive white boards for instruction 50% of the time.</p>	<ol style="list-style-type: none"> 1. Teacher use of interactive white boards will be noted on lesson plans under the resources used column. 2. Use of interactive whiteboards will be noted on teacher evaluations when observed. 	
<p>E. All departments will use digital resources weekly in their classroom to allow students to interact with the content.</p>	<ol style="list-style-type: none"> 1. Forsyth high school history classes will use <i>Kahoot</i> once per month as formative assessment as noted in lesson plans. 2. History classes use Web quests twice per semester to provide inquiry based learning for students as noted in lesson plans. 3. Spanish classes are taught online and use YouTube videos and virtual field trips. 4. The music department will use video clips and recordings once a week to improve student tone and pitch. 5. The science department will use Vernier and Pasco lab data collection devices once per month as outlined in lesson plans. 	

	<ol style="list-style-type: none"> 6. Science classes use PHET (University of Colorado virtual labs) as an instructional aide at least twice each month. 7. Video resources checked out through the media center enhance learning in life science classes at least once per week. 8. Forsyth Geometry students use <i>Geogebra</i> for in class activities 2-3 times a semester. 9. Forsyth Algebra students use <i>Desmos</i> as a statistical aid for modeling 2-3 times a semester. 10. Forsyth 7-8 math students use <i>Desmos</i> for graphing models 2 times a semester. 11. English students will use online research resources through the media center at least once per semester. 	
<p>F. Teachers will use Family Link, the Remind app or e-mail to send personal notes about student progress to parents weekly.</p>	<ol style="list-style-type: none"> 1. All teachers will post a minimum of two grades per week in Family Link to chart student progress. 2. Grades will be posted to eligibility Monday before noon for all students, and parents notified if their student has a D or F through e-mail or letter. 3. Teachers will send a catch-me-at-my-best card or e-mail home for at least one student monthly. 4. Teachers will take pictures of dynamic lessons in their classroom and send them to the Principal to post on Facebook at least once per semester. 	

<p>G. The Principal, Counselor and teachers will communicate information about the academics and activities at the school to the parents each month.</p>	<ol style="list-style-type: none">1. 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.2. The Remind App will be used weekly to send out updates to activities schedules, bus schedules, and grading periods.3. The Technology Coordinator and Athletic Director will keep the calendar of events updated weekly on the website, as well as change the scrolling banners.4. The Office Manager will send the monthly activity calendar to the radio station.5. The Principal will assure a newspaper article about Forsyth schools will be sent to the local newspaper at least once per month.6. Eligibility, attendance and disciplinary letters will be sent to parents via e-mail rather than through snail mail when an e-mail address has been provided by a parent to expedite the flow of information.	
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