

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 average of students that are considered ready or proficient in math by 4%. 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 33%. The goal is to increase this to 37% of the high school population, which will match the state average on the ACT.</p> <p><u>2019 Testing Data Math</u> 2019 Proficient – 33% - State 34% 2020 Proficient – 27% - State 34% 2021 Proficient – 41% -National 33% 2022 Proficient – 43% - National 36% Average = 36%</p> <p>Forsyth High School did see a 3% increase in students testing proficient or ready in math. They were just short of the goal.</p>	<ol style="list-style-type: none"> 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. 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. 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. 	<ol style="list-style-type: none"> There were 43 enrolled students in math who tested “Close” or “In Need of Support” after subtracting those that moved or were in SPED. Of these, 29 were enrolled in Academic Assistance. This is 67% of the students who needed additional time or help in skill development. There were 9 students who completed Algebra as 8th graders. Two of these students were recommended by the teacher to take Algebra in High School. They chose to progress to Geometry based on test scores, which were at the Advanced level. Per the sign-in sheets, found in the Google shared drive, of the 60 students who tested “Close” or “In Need of Support” in the high school, 22 received tutoring from the math teacher during their Academic Assistance or before or after school. Nine of the students received services through Special Education, and 7 of the students moved, while 1 did not take math. Therefore, 31 of the 52 eligible math students, or 60% received tutoring.

<p>The state & national average in math dropped to 34% while the state five-year average is 36% on the ACT. Taking those numbers into consideration, Forsyth High school meets the state average and exceeds the state and national combined average.</p>	<p>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.</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. They may take the quiz two times without penalty; the second score will be recorded.</p> <p>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%.</p> <p>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>	<p>4. During the fall of 2018, 22,538 questions were answered with 148 hours of practice. Students with gaps made progress in 395 skills. The same amount of usage was tracked in the winter/spring of 2019.</p> <p>5. Students took advantage of the standards-based assessments and improvements were recorded.</p> <p>6. “Modeling” was added to all assessments. Following are the modeling scores for each class in the spring of 2019: 2019 – No specific school data on ACT 2020 – No specific school data on ACT 2021 – 41% proficient 2022 – 37% proficient</p> <p>The average of 39% is well below the goal. So modeling will continue to be a focus.</p> <p>7. Retesting took place which was an overall benefit for students.</p>
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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%.

2019 Testing Data ACT Math

2023 Proficient – 46%
2024 Proficient – 67%
FJHS Average = 56.5%
Nation Average = 43%

2019 Testing Smarter Balanced

2023 Proficient – 44%
2024 Proficient – 55.5%
FJHS Average = 50%
State Average = 42%

The Average on both tests is **53%** of students proficient or higher in math. The state and national averages in junior high are 42.5%. Therefore, FJHS **surpassed their goal by 5%** and are **10.5% higher** than their peers in proficiency levels.

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 proficient in the modeling questions on the ACT Aspire to 50%.

1. Of the 12 students who tested in “Need of Support” or “Below” standard on the ACT Aspire and Smarter Balanced tests, 5 of the students received math services and help through Special Education, 4 moved and the other 3 were placed in Title.
2. Utilizing test scores, there were 9 of the 29 students were on the bubble between pre-algebra and algebra. The teacher rank determined the students that would take pre-algebra. That left 3 students who could choose between pre-algebra or algebra. Two chose Algebra and one chose pre-algebra.
3. Students were gathered weekly during Connections to get additional assistance with math if needed. In addition, of the 12 students who tested Close or Needing Support, 3 were placed in Title for daily assistance and 5 students were in the SPED classroom. Still, 6 of these students, or **50% came after school or before school for assistance.**
4. Students utilized this successfully to progress.
5. “Modeling” was added to all assessments. Following are the modeling scores for each class in the spring of 2019:
2023 – 46% proficient
2024 – 72% proficient

The average of **59% is well above the goal.** This is especially obvious for the 7th grade students introduced to the concept early.

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 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.

In the past this statistic was the average of Reading, Writing and English. Writing scores are given for the juniors and seniors but not the Sophomores and Freshmen. Therefore, the ELA scores are being used, as writing is embedded. To get the state average we are utilizing reading and English only, as writing scores are not given by the state. Therefore, two percentages will be calculated.

2019 Testing Data ELA

2019 Proficient

English - 56%

Reading - 61%

Writing - 56%

Average – 58%

2020 Proficient

English – 36%

Reading – 36%

Writing – 36%

Average– 36%

1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests in Reading 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.

1. There were 39 high school students who tested in “need of support”. Eight of them received support services through Special Education, while 15 received help through Academic Assistance and 8 moved. Two were unable to have an AA due to needing credits to graduate. The After School program was available to them. So of the 23 students who could have Academic Assistance, 15 were enrolled or **65% of these students were given help.**
2. The sticky notes were utilized, but most students did not like the concept very well and found it somewhat tedious.
3. The common writing rubric was revised during PLC time by all staff. The new rubric is found on the website, and PLC groups use them monthly to score student work and monitor progress, as evidenced on the Writing Scores spreadsheet in Google Docs.
4. One of the two English teachers consistently had students write to the rubric, speak and present as evidenced on the Google Doc in the School Improvement folder.
5. Nine of the 11 classroom teachers in the high school required this as evidenced on the Google Doc in the School Improvement folder. One English and one science teacher did not complete or track their research, writing and presentations. On average, students **researched 2.33 times per month, wrote 1.67 times per month and presented 2.77 times.** It appears the 10th and 12th grades did a majority of this work, the freshman a few with the juniors receiving

2021 Proficient

English – 63%

Reading – 37%

ELA – 41%

Average – 47%

2022 Proficient

English – 56%

Reading – 30%

ELA – 27%

Average = 38%

FHS Avg. ELA w/writing – 45%

FHS Avg. no writing (i.e. English and Reading only)- 47%

State 5 Year Avg. ELA on ACT

English – 51%

Reading – 40%

ELA – none given with writing

Average = 46%

In comparing apples to apples, **Forsyth surpasses the state average by 1% and hit the goal.** Writing still needs to be an emphasis, but reading should be a focus as well. There were serious curriculum discrepancies in the freshmen and junior classes.

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 and on a shared Google document where they list the article or textbook section students read, and the pre- and post-test scores.

little instruction in reading, writing and speaking, which clearly showed in their ACT scores.

6. **Only one** of the high school teachers completed a timed article quiz to test reading comprehension. This was administered to 11 and 12th graders one time. **This objective was sorely missed, and our low reading scores may speak to this.** The average reading score in the high school is 41% thanks to the senior class. If you average juniors, sophomores and freshmen, the score is 34%, which is 6 percentage points below the state average.

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.

In the past, the ACT Aspire statistic was the average of Reading, Writing and English. Writing scores are embedded in the ELA scores now, so overall ELA scores will be given instead. The national percentages will only include English and Reading as ELA and writing are not given.

2019 Testing Data ELA

2023 Proficient ACT Aspire

English - 68%

Reading - 30%

ELA – 30%

Average of All – 43%

Average Eng/Read – 49%

National Average – 62%

2024 Proficient ACT Aspire

English – 89%

Reading – 56%

ELA – 61%

Average– 67%

1. Students who tested “In Need of Support” on the ACT Aspire and Smarter Balanced ELA 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.

1. There were 16 junior high school students who tested in “need of support”. Three of them received support services through Special Education, while 5 received help through Title or the After School Program. Two of the students moved. So of the 11 students who qualified, were enrolled or **45% of these students were given additional help.**
2. The sticky notes were utilized, but most students did not like the concept very well.
3. The common writing rubric was revised during PLC time by all staff. The new rubric is found on the website, and PLC groups use them monthly to score student work and monitor progress.
4. The junior high English teachers required reading, writing and speaking as outlined on the Google shared document under School Improvement 18-19 goals and their weekly lesson plans.
5. Eight of the 10 classroom teachers in the junior high school required research, writing and presentations as evidenced on the Google Doc in the School Improvement folder. One history and one science teacher did not track this. On average, students **researched 1.77 times per month, wrote 1.22 times per month and presented 3.22 times.** Students met the minimum goals, but more writing would be beneficial.

<p>Average Eng/Read – 73% National Average – 60%</p> <p>2019 Testing Data ELA 2023 Smarter Balanced ELA – 30% State of Montana – 50%</p> <p>2024 Smarter Balanced ELA – 50% State of Montana – 50%</p> <p>The average number of junior high students proficient or higher is 51%. This is compared to the national and state data where the average is 56%.</p> <p>The FJHS average surpassed the goal of 42% but is below the state and national average.</p>	<p>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 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>6. Two of the 10 teachers completed the timed reading practice. This needs to be stressed more in the next year to work on comprehension and timed testing. Interestingly, of the three scores logged, students averaged a 65% reading comprehension level on the quizzes. After the information was discussed and taught, the scores averaged 84%.</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> <p>Utilizing the testing data from the spring of 2019, the following percentages outline the students that are considered proficient, ready, or advanced in science on the following tests:</p>	<p>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.</p> <p>2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be labeled “data” in lesson plans.</p>	<p>1. In the Life Sciences lesson plans, Biology and Advanced Biology students completed a total of 7 labs the entire year in the two classes. This equates to 1 lab every 10 weeks, or approximately 1 lab per quarter per class, which is well below expectations. In the Physical Sciences, Earth Science, Physics and Chemistry students completed 17 labs throughout the year, which equates to 1 lab every 6 weeks, or one per quarter, which did not meet expectations.</p> <p>2. Neither teacher used the “data” designation in their lesson plans. However, activities that utilized data were counted. In the Life Science classes, data was evaluated once. This is well below expectations. In the Physical Science classes, data was evaluated 24 times or once a month. This also did not meet the expectation.</p>

<p>2019 ACT – 39% - State 32% 2020 ACT – 27% - State 32% 2021 ACT Aspire – 45% - Nation 36% CRT – 35% - State 46% 2022 ACT Aspire – 26% - Nation 34%</p> <p>The average readiness level for the high school would then be 34%. This is a 1% decrease over the year prior, so the goal was not met. The average for state and nation was 36% which also dropped.</p>	<p>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>	<p>3. Per the shared Google document in the 2018-2019 School Improvement folder, 7 of the 11 classroom teachers in the high school had their classes read and interpret charts and graphs. This included FCS, Physical Sciences, English 10 & 12, Music, Physical Education, Math, and Agriculture classes. This is only 64% of the teachers. During the 2nd semester, 30 instances of this were charted, so an average each teacher completed chart and graph interpretation once per month.</p>
<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> <p>Utilizing the testing data from the spring of 2019, the following percentages outline the students that are considered proficient, ready, or advanced:</p> <p>2023 ACT Aspire – 34% - Nation 41% CRT – 45% - State 69% 2024 ACT Aspire – 55% - Nation 43%</p> <p>The average readiness level for junior high was 45%. This is a 3% increase over the year prior, but the goal was not met.</p>	<p>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.</p> <p>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.</p> <p>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>	<p>1. In the Life Science 7 lesson plans, no labs were listed for the year. Physical Science 8 students completed 13 labs throughout the year, which equates to 1 lab every 3 weeks, which was a bit below expectations.</p> <p>2. Neither teacher used the “data” designation in their lesson plans. However, activities that utilized data were counted. In the Life Science 7 class, data was evaluated twice during the year. This is well below expectations. In the Physical Science 8 class, data was evaluated 4 times or once per quarter. This did not meet the expectation.</p> <p>3. Per the shared Google document, 8 of the 10 classroom teachers in the junior high had their classes read and interpret charts and graphs. This included FCS, Physical Sciences, English, Geography, Music, Physical Education, Math, and Agriculture classes. This is 80% of the teachers. During the 2nd semester, 24 instances of this were charted, so an average each teacher completed chart and graph interpretation 3 times a semester.</p>

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. 	<ol style="list-style-type: none"> 1. The PLC day each week during 2018-2019 school year was Tuesday. PLC time ran from 2:30 p.m. to 3:30 p.m. with faculty and department meetings following. 2. Four high school teachers and the Principal attended the Working PLC's conference in Las Vegas in June of 2018. 3. At the beginning of year, the "why" and "how" of PLC's was reviewed. By October, the PLC teams were setting and overarching writing and culture goal. They started with updating the common writing assessment rubric. <p>By the second semester, a weekly schedule was created as such by the Guiding Coalition:</p> <ul style="list-style-type: none"> 1st Tuesday – Team Level - Writing review, grading and recording. 2nd Tuesday – Department Meetings/Curriculum and Power Standards. 3rd Tuesday – Artifact posting for accreditation and discussion of activities that meet goals for improvement. 4th Tuesday – CARE Intervention strategies and writing strategies. 5th Tuesday – Joint meetings with the Elementary for vertical alignment.

	<p>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.</p> <p>5. The PLC teams will develop at least one collaborative project between classes by May 2019.</p>	<p>4. The Guiding Coalition members created folders to hold their meeting minutes. A common template was created for all meeting minutes. In addition, Artifact spreadsheets were created to report progress of goal completion and shared with staff on Google Docs, where this information can be found.</p> <p>5. All teachers completed a collaborative project each semester. The PLC time helped them partner and discuss their shared projects.</p>
<p>B. Forsyth Schools will determine the focus and split of the PLC teams for the 2019-2020 school year.</p>	<p>1. The PLC teams will discuss the improvement focus and goals for 2019-2020 by May 2019.</p> <p>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> <p>3. The Professional Learning Communities Guiding Coalition will develop a plan of action and weekly focus for the PLC's for the 2019-2020 school year by May 2019.</p>	<p>1. At the meeting held August 20, 2019, it was determined that the PLC teams would continue to focus on writing for consistency. Strategies for improvement would be a focus, along with reading.</p> <p>2. After hiring for the 2019/2020 school year was completed, the Guiding Coalition for the PLC's determined the make-up of the PLC teams and departmental groups as outlined in the August 20, 2019 minutes.</p> <p>3. It was determined the weekly schedule outlined last year would be utilized again with a few changes: **1st Wednesday – PLC Groups – Writing Samples for discussion, interventions and development of model writing prompts. **2nd Wednesday – Department meetings: CTE – Kim, Jan and Deani data for Carl Perkins and vocational programs. English/Math – Andrew, Wendy, & Steffani (sometimes Deani) work on English curriculum and Power Standards. Science/Music – Matt (curriculum), Craig, and Eric discuss common test score goals, grading percentages and align to standards.</p>

		<p>Social Sciences/PE – Shane, Lynda, Dylan and Andrea -- Assessments aligned to standards & common grading percentages.</p> <p>**3rd Wednesday – PLC Groups – Data and artifact gathering for the School Improvement plan.</p> <p>**4th Wednesday – Entire Faculty – CARE Intervention Strategies for social emotional and academics.</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 commonality in weight for assessments and assignments and determine what fits into each category by May 2019. 	<ol style="list-style-type: none"> 1. The PLC groups reviewed the FHS grading scale and discussed justifications for changes or keeping it as is at their March 19, 2019 meeting. No recommendations for change were given to the Principal. It was determined that if there was to be a change, then eligibility should be changed to a “C” or higher. 2. The parent-stakeholder meeting was not held in 2019. 3. As the grading scale conversation stalled, no survey was given to the student body for input. 4. No change was brought to the Board of Trustees for the 2019/2020 school year. 5. At the March 19, 2019 PLC meeting, groups discussed commonality in weight for assessments and assignments. There was not a resounding interest in the faculty to pursue this in the spring, so will be brought back to the PLC’s in the 2019-2020 school year.

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. 	<ol style="list-style-type: none"> 1. Students in grades 7-12 have created current portfolios using the MCIS system during the 18-19 school year. 2. The 7th grade MCIS accounts were setup during the second semester of the 2018-2019 school year. 3. By March 2019, all 9th grade students had started their career plan. 4. By March 2019, all 11th grade students have updated their portfolios and plans in the MCIS system and will continue to explore their options after high school graduation. 5. Student information is available upon request of the Special Education teacher. This data was not utilized in the 2018-2019 school year.
<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"> 1. The 7th grade students created accounts during their FCS period and completed career inventories.

	<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. 	<ol style="list-style-type: none"> 2. The 8th grade students did not create an account in the CTE manager. However, accounts were created in the Ag platform called AET or Agriculture Experience Tracker. 3. The 9th grade students did not complete the CTE Manager exercises or choose a career pathway. It was just as well, as this program has been discontinued by OPI in the 2018-2019 school year. 4. There was limited access to technology, and the time it took to check it out by the end of the class period made it difficult to log in and use the data. A couple classes used Weebly to document weekly progress.
<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 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 AET program on a bi-weekly basis. 	<ol style="list-style-type: none"> 1. Each semester the Agriculture students log into the AET (Agricultural Experience Tracker) and review their career interests and pathways. The reports are run by the Ag teacher to tweak curriculum content to pique interest and explain how it ties to their career interests. 2. Students keep their portfolios up-to-date. They are checked each semester by the teacher to keep in touch with any potential changes. As evidenced by student reporting and the gradebook, students complete classroom, lab and outside projects pertaining to the curriculum and to their interests.

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
<p>A. Forsyth Schools will adopt Google Classroom for the 2018-2019 school year.</p>	<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. 	<ol style="list-style-type: none"> 1. A majority of the teachers attended a Google Classroom training on August 8, 2018 to start the year. The teachers that did not attend that workshop learned this on March 25, 2019. 2. All students have a Google e-mail which is tied to the school as Firstname.Lastname@forsythpublicschools.org. 3. Not all teachers utilized the Google classroom feature, but many adopted the platform and utilize it to post assignments. 4. Shared drives were setup by the PLC teams in August 2018. The students assigned to Academic Assistance during Connections were placed on a shared Google Drive as well.
<p>B. An online lesson plan template will be developed that includes a section for technology resources used.</p>	<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. 	<ol style="list-style-type: none"> 1. The lesson plan template was created in November 2018 and given to the faculty as a shared document. It was also reviewed at a faculty meeting in January 2019. Faculty do not have to use the template, but all components of the template need to be in their current lesson planning system. 2. The technology and resources used column was not added to the template. This will be done in 2019/2020. 3. This was not a priority during the 2018-2019 school year, so was not discussed, but remains as a lower agenda item for the following year.

<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. 	<ol style="list-style-type: none"> 1. During the 2018/2019 school year, laptop checkouts accounted for 54% of all library circulation. There were 8,251 laptops checked out. With 175 days in the school year, that is 47 laptops being checked out per day. 2. The computer labs were used 3,770 times and account for 25% of the library circulation. That is lab usage of 3 times per day during the school year. The laptops and computer labs comprise 79% of the library's usage. Nearly missing the goal set.
<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. 	<ol style="list-style-type: none"> 1. We did not have a resources used column on the lesson plans, so this was not tracked. 2. During evaluation observations, use of the interactive white boards were noted. Rarely were students using these devices. However, the teachers did use them at least 25% of the time.
<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. 	<p>In all classes observed, these resources were used from time to time. There was no way to determine if they were used weekly. To track this, a resources or technology tab must be added to the Lesson Plan template. This needs to be discussed further with staff to determine ease of tracking this data.</p>

	<ol style="list-style-type: none"> 5. The science department will use Vernier and Pasco lab data collection devices once per month as outlined in lesson plans. 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 note or e-mail home for at least one student monthly. 	<ol style="list-style-type: none"> 1. Most teachers posted two grades per week in Family Link. The couple who did not were sent reminder e-mails. 2. Eligibility was consistently sent out to all parents, coaches and teachers on Mondays before noon during the 2018-2019 school year. 3. Utilizing the Google shared drive in the School Improvement folder for 2018-2019, nine teachers recorded 23 positive comments for students starting in March of 2019 and concluding in May. It was not listed as to how this was sent to parents or students. Of the nine who did this, it averaged to about 1 per month.

	<p>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>	<p>4. Not all teachers completed this task. Teachers who sent Facebook pictures from their classrooms included: Buck, K. Knoche, Killebrew, Goyette, C. Knoche, Herndon, Grogan, Banks, and Montgomery. This is 60% of the total staff. Of these, 6 sent pictures more than once, which is 40% of the staff.</p>
<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. 	<ol style="list-style-type: none"> 1. Posts were completed weekly, as Facebook became a common way to interact with the public. Fifty picture posts were made during the 2018-2019 school year to “tell our story”. That averages to 5 posts per month. 2. Remind texts were sent out weekly concerning activity schedules, bus schedules, school closures and other pertinent information. Data from remind shows that 56 texts were sent during the 2018-2019 school year, which averages 1.5 texts per week. 3. The website was updated continually during the year to keep the scrolling banners and calendar of events current. 4. The activity calendar/bulletin was not sent to the radio station monthly as evidenced by these documents on the office manager computer. 5. Only Three articles were sent to the newspaper in the 2018-2019 school year. Two were submitted by the BPA and FCCLA advisors and one was submitted by the Principal announcing the Geography Bee winners. 6. The introduction of e-mail for sending correspondence to parents made the process more effective, and allowed parents to respond in real time to an incident.

