

FORSYTH 7 – 12
SCHOOL IMPROVEMENT PLAN
2020/2021

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

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth High School will increase the average of students that are considered ready or proficient in MATH by 3%. Utilizing the ACT and ACT Aspire tests from the spring of 2019, the average of the high school population considered ready or on track for college-level math was 36%. The goal is to increase this to 39% of the high school population, which will exceed the state & national averages on the ACT by over 3 percentage points.</p>	<ol style="list-style-type: none"> 1. Students enrolled in math courses who tested “In Need of Support” on the ACT Aspire test as well as have D’s and F’s in their math class will be given the opportunity to be placed in Academic Assistance during the 2020/2021 school year. 2. Incoming freshmen who had completed Algebra as 8th graders, but did not score well on the ACT Aspire test and showed “In Need of Support” or earned a C grade or lower will be advised to repeat Algebra in high school. 3. Free tutoring will be available before and after school by the math teacher. This will be attended by 80% of all students enrolled in a math course at least once per quarter and by 50% of the students a minimum of 3 times a quarter as acknowledged by a sign-in sheet kept by the teacher. 4. The Delta Math or Study.com programs will be utilized by all math students to close gaps in knowledge and to practice basic math skills. At the end of each semester, the record of usage and progress statistics will be pulled. 	<ol style="list-style-type: none"> 1.

	<p>5. Math teachers will implement a “Standards-based” approach to assessment. All students will take a standards-based quiz at the conclusion of each section as formative assessment. If they score well, students may choose to have this grade recorded. If they do not do well, they will review before taking the quiz a second time for an assessment score. In addition, students who score 80% or less on their summative assessments in math may retest on the sections where they did not do well following remediation with the teacher.</p> <p>6. The math department will continue to focus on “modeling” in all lessons by creating word problems with multiple steps. Students will be required to analyze the answers and justify how they got the answer through written and/or verbal explanations. The goal is to increase from 39% of the students showing proficiency in the modeling questions on the ACT Aspire test to 45%.</p> <p>7. The math department will also focus on algebraic concepts by a continual, spiraling review of these concepts during each unit. There will be one algebraic question on each test which will be entered as a separate grade for tracking purposes. The goal is to increase the proficiency levels in algebra from 33% to 37% of all high school students proficient.</p>	
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<p>B. Forsyth Junior High will increase the number of students that are considered ready or proficient in MATH by 3%. Utilizing data from the ACT Aspire and Smarter Balanced tests in the spring of 2019, 53% of the junior high population was considered ready or on track in math. The goal is to increase this to 56% of the junior high school population, which will continue to keep us well above the national and state proficiency averages of 43%.</p>	<ol style="list-style-type: none"> 1. Students who tested “In Need of Support” on the ACT Aspire and Smarter Balanced tests and are struggling in the math classroom may be placed in Title during the 2020/2021 school year for math if they are struggling. 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 by 50% of all junior high students at least once per semester, and 80% will attend 3 or more sessions as evidenced by sign-in sheets and attendance logs kept by each teacher. 4. Math teachers will implement a “Standards-based” approach to assessment. All students will take a standards-based quiz at the conclusion of each section as formative assessment. If they score well, students may choose to have this grade recorded. If they do not do well, they will review before taking the quiz a second time for an assessment score. In addition, students who score 80% or less on their summative assessments in math may retest on the sections where they did not do well following remediation with the teacher. 	<ol style="list-style-type: none"> 1.
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	<ol style="list-style-type: none"> 5. The math department will continue to focus on “modeling” in all lessons by creating word problems with multiple steps. Students will be required to analyze the answers and justify how they got the answer through written and/or verbal explanations. Utilizing this strategy, students jumped from 39% showing proficiency to 63%. The goal is to increase proficiency levels in the modeling questions on the ACT Aspire test to 65%. 6. The junior high math students will review “ratios & proportions” throughout the year during warm ups and through a continual, spiral review on summative assessments. The goal is to increase proficiency levels by 4% moving from an average of 45% of the students proficient to 49%. 	
<p>C. Forsyth High School will increase the number of students that are considered ready or proficient in READING by 3% on the ACT and ACT Aspire test. This will move the population considered ready or advanced in reading from an average of 41% to 44%.</p>	<ol style="list-style-type: none"> 1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests in Reading and regularly have D’s or F’s in their coursework, will be given the option to enroll in Academic Assistance to give them more time and help with classes that have a lot of reading. When students do not have anything to work on they will have the option of choosing a library book to read and complete a report for extra credit in English. 2. To immerse students in reading and to get them to read more for pleasures, a Book Club will be developed and run during the Connections schedule. Reading time will be given during the English classes as well. 	

	<p>3. The English teachers and Librarian will work in tandem to provide more audio book options to assist struggling readers. Students will listen to the audio books to increase vocabulary and comprehension, as well as have the option to follow along in a written book to develop reading skills.</p>	
<p>D. Forsyth Junior High will increase the number of students that are considered ready or proficient in READING by 3% on the ACT Aspire test. This will move the population considered ready or advanced in reading from 43% to 46%.</p>	<ol style="list-style-type: none"> 1. Students who tested “In Need of Support” on the ACT Aspire or ACT tests in Reading and regularly have D’s or F’s in their coursework, will be provided Title pull-out services, where they will be introduced to various reading strategies. 2. To immerse students in reading and to get them to read more for pleasures, a Book Club will be developed and run during the Connections schedule. Students will also be given opportunities to read during their Language Arts classes. 3. Since note taking while reading helps with comprehension, the junior high teachers will discuss the note-taking strategies and common formats derived by the PLC teams last year. They will discuss where each of these is taught in junior high and determine how this will be incorporated into all classes to begin January 19, 2021. 	

<p>E. Forsyth High School will increase their ELA (English, Reading and Writing) scores on the ACT and ACT Aspire test by 3 percentage points. According to ACT and ACT Aspire data, in 2019 the average of the high school population considered ready or on track in ELA was 35%. The goal is to increase this to 38%, which will meet the current state of Montana ELA benchmark.</p>	<ol style="list-style-type: none"> 1. A common writing rubric for paragraphs and essays will continue to be utilized across the curriculum by all teachers so that the requirements for student composition are the same in every class. Teachers will practice using this during their PLC time two times a month utilizing English papers. 2. Students will be required to research, write, revise and/or give presentations in at least one class per quarter as evidenced on a shared Google doc where teachers in all departments list the title of the assignment, the type of assignment, and the grade level taught. Teachers will peruse the data on the shared Google drive during PLC time at least once per month to make sure each class is meeting this requirement. They will discuss who will be giving specific classes a writing or presentation assignment to ensure all are carrying the load of meeting this writing goal. 	
<p>F. Forsyth Junior High will increase the number of students that are considered ready or proficient in ELA (English, reading and writing) by 3%. Utilizing the data from the ACT Aspire and Smarter Balanced tests in 2019, the average ELA scores on both tests were 43% of the population testing ready or proficient. The goal is to increase this to 46%.</p>	<ol style="list-style-type: none"> 1. A common writing rubric for paragraphs and essays will continue to be utilized across the curriculum by all teachers so that the requirements for student composition are the same in every class. Teachers will practice using this during their PLC time two times a month utilizing English papers. 	

	<p>2. Students will be required to research, write, revise and/or give presentations in at least one class per quarter as evidenced on a shared Google doc where teachers in all departments list the title of the assignment, the type of assignment, and the grade level taught. Teachers will peruse the data on the shared Google drive during PLC time at least once per month to make sure each class is meeting this requirement. They will discuss who will be giving specific classes a writing or presentation assignment to ensure all are carrying the load of meeting this writing goal.</p>	
<p>G. Forsyth High School students will increase their proficiency levels in SCIENCE by 3%. Utilizing the CRT, ACT Aspire and ACT testing data, high school students will move from 34% ready for success at the college level to 37%. This will match the state and national averages of the CRT, ACT and ACT Aspire.</p>	<ol style="list-style-type: none"> 1. Students will complete one hands-on experiment or scientific investigation every 2 weeks where they are required to interpret or analyze data. This will be self-reported monthly in the Artifacts Google spreadsheet labeled labs. 2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be self-reported monthly on the Artifacts Google spreadsheet labeled labs. 3. All teachers in all departments will implement the reading and interpreting of charts and graphs into at least one lesson per week as evidenced by listing the chart/graph interpretation lesson and date on a shared Google document, as well as the grade level that completed it. Once per month during PLC time, the teachers will peruse the data to determine if there is one grade level that is not getting to practice this and will determine who will focus on that group in their lessons. 	

<p>H. Forsyth Junior High students will increase readiness levels in science by 3%. Utilizing the CRT and ACT Aspire testing data from 2019, 45% of the students tested ready in science. The goal is to move this to 48%. This is still below the state and national average of 51% in these tests, but would be a marked improvement.</p>	<ol style="list-style-type: none"> 1. Students will complete one hands-on experiment or scientific investigation every 2 weeks where they are required to interpret or analyze data. This will be self-reported monthly in the Artifacts Google spreadsheet labeled labs. 2. Students will evaluate data from existing experiments given in the textbook weekly to make inferences. This will be self-reported monthly on the Artifacts Google spreadsheet labeled labs. 3. All teachers in all departments will implement the reading and interpreting of charts and graphs into at least one lesson per week as evidenced by listing the chart/graph interpretation lesson and date on a shared Google document, as well as the grade level that completed it. Once per month during PLC time, the teachers will peruse the data to determine if there is one grade level that is not getting to practice this and will determine who will focus on that group in their lessons. 	
<p>I. Curriculum in Business, Agriculture, Family and Consumer Sciences and Library will be reviewed and revised to meet the new Montana Standards.</p>	<ol style="list-style-type: none"> 1. The CTE and Library curriculum committees will meet throughout the 2020-2021 school year to revise their curriculum and take it to the Board of Trustees for Adoption in June 2021. 	
<p>J. A review of curriculum standard completion will be held each semester by staff.</p>	<ol style="list-style-type: none"> 1. Utilizing the Chalk Lesson Planning system, all teachers will list the standards covered for each lesson. At the end of the semester, a report of standards completed will be generated for teachers to review standards covered and determine how to best cover the missing standards during the next semester or year. 	

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

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

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth Schools will continue implementation of the Professional Learning Communities program during the 2020-2021 school year to focus on school improvement and collaboration.</p>	<ol style="list-style-type: none"> 1. Forsyth Schools will allow one hour per week during the regular school day for PLC meetings. 2. Forsyth Public Schools will send teachers and administrators to a Professional Learning Communities conference during the summer of 2021 if the Covid restrictions are lifted and the conference is held face-to-face. This will facilitate the school improvement process and assure our PLC program is functioning at a high level to make it meaningful and successful. 3. The Professional Learning Communities will focus on writing to improve ELA scores. Monthly teachers will score student writing samples written during English and based on their “Book Club” program. These scores will be placed in the Google Artifact spreadsheet. Students will then be asked to rewrite the sample from comments and it will be scored again. The teachers will look at the writing averages for the year and compare them to the prior year in each grade level to discuss intervention strategies. 	<ol style="list-style-type: none"> 1.

	<ol style="list-style-type: none"> 4. Teachers will continue a book study of “Mindset” by Carol Dweck during PLC time to model the Book Club concept being introduced to all students. The monthly Book Club meetings will improve mindset strategies to build resilience in learning and success in teaching. 5. The PLC teams will develop at least one cross-curricular collaborative project each semester. 6. Monthly, two teachers will share resources they have found to be helpful in improving their teaching practice. 	
<p>B. Professional Learning communities will review the current system of weighting grades.</p>	<ol style="list-style-type: none"> 1. A day will be set aside in August 2020 to setup the configuration of each teacher’s gradebook for proper weighting to meet the new staff requirements. 2. The Principal will check the configuration properties of each teacher’s gradebook for the second semester of the 2020-2021 school year in January. 3. By May 2021, the Professional Learning Communities will discuss commonality in weight for assessments and assignments and determine if the current system of a minimum of 50% for assessments is working well by May 2021. 4. If changes to the weighting of grades are to be made, they will be taken to the Board of Trustees by June 2021. 	<ol style="list-style-type: none"> 1.

<p>C. Cognia eProve survey data will be reviewed to determine if our goals are meeting the needed areas of focus per the stakeholder perceptions. Cognia is our national accrediting agency.</p>	<ol style="list-style-type: none"> 1. The Cognia eProve faculty and staff surveys will be reviewed by the PLC and School Improvement Committees prior to December 15, 2020, to determine the focus for improvement and develop the objectives for the new year. 2. The entire faculty will review the data from the staff surveys by February 17, 2021 to determine if (a) improvement has been made from the last survey in 2018, and (b) review the goals in the area of focus to determine if they need changed for the following year. 3. The Cognia eProve student surveys will be reviewed by the PLC and School Improvement Committees prior to December 15, 2020, to determine the focus for improvement and develop the objectives for the new year. 4. The entire faculty will review the data from the student surveys by January 15, 2021 to determine if (a) improvement has been made from the last survey in 2018, and (b) review the goals set by the School Improvement committee to address an area of focus for the year. 	<ol style="list-style-type: none"> 1.
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	<ol style="list-style-type: none">5. The Cognia eProve parent surveys will be completed by February 28, 2021. 6. A stakeholder/parent meeting will be held to review the data from the eProve parent surveys and to determine an area of focus for school improvement by March 30, 2021. 7. The School Improvement Committee will review the data from the parent survey by March 15, 2021 to determine if (a) improvement has been made from the last survey in 2018, and (b) determine if the goals need adjusted to match a new area of focus for the next year. 8. The faculty will review the data from the parent surveys and minutes of the Stakeholder meeting by April 15, 2021 to discuss the goals set forth.	
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Goal 3: Forsyth Schools will design and implement a **formalized program for tracking and advising every student in career/college readiness and planning** through the counseling center as outlined in the standards of the School Counseling and Guidance curriculum. (Counseling Center, CTE Department, Connections Committee)

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Forsyth 7-12 will continue to run a Connections program in conjunction with a Guidance period to allow time for the Counselor to meet with each class at least once per quarter.</p>	<ol style="list-style-type: none"> 1. The Principal will create a Connections calendar for the 2020/2021 school year outlining the classes that have Guidance versus those that attend Connections. 2. The Counselor will provide lessons for each class through the Chalk platform and print curriculum completion of standards at the end of the 2020-2021 school year outlining specifically those that concerned career/college readiness and planning. 	<p>1.</p>
<p>B. All students will create an account and portfolio using the Montana Career Inventory System (MCIS).</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 December 2020. 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. 	<p>1.</p>

	<p>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> <p>6. CTE classes will utilize the MCIS or Agriculture Education System (AES), as well as other online resources for career research and to choose a career pathway.</p>	
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Goal 4: Forsyth Schools will adapt and develop a robust strategy for integrating digital resources into teaching, learning and operations.

OBJECTIVE	PLAN for COMPLETION	STATUS
<p>A. Teachers will utilize the Google Classroom to upload syllabi, assignments, and homework information.</p>	<ol style="list-style-type: none"> 1. All teachers will post assignments and resource information on their Google classroom during the 2020/2021 school year. 2. All teachers will post their syllabi on the Forsyth Public Schools website to communicate course content and expectations. 3. Shared Google drives will be setup and used by PLC teams, teachers and staff to share ideas, minutes and materials. 	
<p>B. All teachers will use digital resources weekly in their classroom to allow students to interact with the content.</p>	<ol style="list-style-type: none"> 1. Utilizing the Chalk Lesson planning system, teachers will list when technology is used for a particular lesson to determine if they are meeting the weekly requirement. 2. By December 15, 2020, research will be completed by the Technology Committee to determine the feasibility of one-to-one devices in the 7-12 school to make it easier and less time consuming to access digital content. 3. The District Technology Committee will update Board Policies concerning technology and their use to be approved by the April Board of Trustees meeting. 4. By May 30, 2021, research will be completed by the Technology Committee to evaluate the best projectors or interactive white boards to be purchased for classroom use with additional Covid monies. 	<ol style="list-style-type: none"> 1.

<p>C. All computer labs and desktop stations will be used every day 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 each semester of the 2020-2021 school year and provide a report in May 2021. Laptop usage will equate to 50% of all library circulation and each laptop will be checked out at least four times daily in the first semester. After the one-to-one devices are circulated, the checked out usage will ultimately diminish. 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 2021. The lab will be used at least two times a day for classes until the one-to-one devices are circulated. 3. Prior to one-to-one devices being issued, the CTE, SPED and Academic Assistance classes will use their Chrome books or built-in computer labs on average 2 times a week in all classes to complete projects and research, as determined by a usage report on the shared Google Artifact spreadsheet. 	
<p>D. Teachers will use Family Link, the Remind app or e-mail to send grade information and personal notes concerning 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. Parents will be notified if their student has a D or F through e-mail first and letter secondly if an e-mail address has not been provided. Notes from the Principal may be included. 	<ol style="list-style-type: none"> 1.

	<ol style="list-style-type: none"> 3. To facilitate positive correspondence going home to families, teachers will send at least one note home to a deserving student(s) and their parents monthly praising their child for their progress or effort. This may be sent via e-mail, postcard, mark note in the Gradebook, report card or other form of communication. Teachers will note that they completed this on the Google Shared doc labeled 2020-2021 School Improvement. 4. With the retirement of the SchoolMaster system in August 2021, a committee will be formed to review various Student Management systems to determine the new one to recommend to the Board of Trustees by the January 2021 meeting. The communication options to parents and students will be reviewed as an important feature in each system. 	
<p>E. The Teachers, Principal, and Counselor will communicate information about the academics and activities at the school to the parents each month.</p>	<ol style="list-style-type: none"> 1. Teachers will take pictures of dynamic lessons in their classroom at least once per semester and send them to the Principal to post on Facebook to “tell our story”. 2. The Principal or Counselor will post information on the high school Facebook page about classes or activities to “tell our story” at Forsyth High School twice a month. 3. The Remind App will be used weekly to send out updates to activities schedules, bus schedules, and grading periods. 	<ol style="list-style-type: none"> 1. 2.

	<ol style="list-style-type: none">4. The Technology Coordinator and Athletic Director will keep the calendar of events updated weekly on the website, as well as change the scrolling banners.5. The Office Manager will send the monthly activity calendar to the radio station and newspaper.6. The Principal will assure a newspaper article about Forsyth schools will be sent to the local newspaper at least once a quarter.	
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