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Step 5: Continuous, Job-Embedded Prof. Learning Plan

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## 2015-18 Executive Summary

Continuous Improvement Goals	AdvancED Standards (Check all that apply)	Learner Profile (Check all that apply)	Support from FCS Depts.* (List all that apply)
<b>CCPRI Goal</b>			
1. South Forsyth High School will increase our overall CCRPI index score by focusing on Progress.	<input checked="" type="checkbox"/> Purpose & Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources & Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input checked="" type="checkbox"/> Pursue Continuous Learning <input checked="" type="checkbox"/> Exhibit Strong Personal Qualities <input checked="" type="checkbox"/> Utilize Creative & Critical Thinking <input checked="" type="checkbox"/> Engage & Contribute <input checked="" type="checkbox"/> Interact Effectively	Teaching & Learning Educational Leadership Technology & Inf. Services Special Education
<b>Academic / Instructional Goal</b>			
2. South Forsyth High School will increase our Lexile score and address student literacy.	<input checked="" type="checkbox"/> Purpose & Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources & Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input checked="" type="checkbox"/> Pursue Continuous Learning <input checked="" type="checkbox"/> Exhibit Strong Personal Qualities <input checked="" type="checkbox"/> Utilize Creative & Critical Thinking <input checked="" type="checkbox"/> Engage & Contribute <input checked="" type="checkbox"/> Interact Effectively	Teaching & Learning Technology & Inf. Services
<b>Climate Goal</b>			
3. South Forsyth High School will create a sustainable, positive school climate that fosters student development and learning by connecting students to be a world-wise person.	<input checked="" type="checkbox"/> Purpose & Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources & Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input checked="" type="checkbox"/> Pursue Continuous Learning <input checked="" type="checkbox"/> Exhibit Strong Personal Qualities <input checked="" type="checkbox"/> Utilize Creative & Critical Thinking <input checked="" type="checkbox"/> Engage & Contribute <input checked="" type="checkbox"/> Interact Effectively	Teaching & Learning Educational Leadership Technology & Inf. Services Public Information & Communication Student Support Services
* FCS Departments: Educational Leadership, Facilities, Finance & Operations, Food & Nutrition Services, Human Resources, Public Information & Communications, School Safety & Discipline, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation			

## 2016-17 School Improvement Plan

### CCRPI Goal:

1. South Forsyth High School will increase our overall CCRPI score by focusing on Progress.

### SMART Goal:

From August of 2016 to May 2017, South Forsyth High School will increase our overall CCRPI index score under the "Progress" indicator from 38.7 points to 39.7 points.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior ( <i>"If...then..." Statements</i> )	Timeline	Resources Needed? Who is Responsible?
<b>The Science department</b> will address increasing Progress by utilizing research-based instructional strategies for lesson or units that cover low performance domains of the EOCs.	If the Science teachers utilize research-based instructional strategies for those lessons or units known to be low performance domains of the EOCs, then students will increase their Progress in science.	SY 2016-2017	Training for using research-based instructional strategies  Content Teams, Department chair, TKES administrator
<b>The ESOL department</b> will address increasing Progress by addressing low performance bands on the ACCESS test by utilizing instructional strategies that focus on reading, writing, listening, and speaking in English.	If ESOL teachers utilize instructional strategies focused on reading, writing, listening, and speaking in English then students will increase their performance on the ACCESS.	SY 2016-2017	SLOP training ESOL teachers, Department chair, TKES administrator
<b>The CTAE department</b> will address increasing growth by increasing the student pass rate by 2% on the End of Pathway Assessments in each of our content areas.	If the Career Tech teachers utilize practice End of Pathway Assessments multiple times during the year, students will improve their performance in the End of Pathway Assessment	SY 2016-2017	Practice End of Pathway Assessments from various organizations that create them.  CTAE Teachers, TKES Administrator
The <b>Fine Arts department</b> will review most recent grand mean growth percentiles to find and implement a quarterly assessment strategy to help ensure student growth.	If teacher identify areas of low growth and create assessments to reinforce those standards, then students will meet or exceed the FCS grand mean growth percentile.	SY 2016-2017	Fine Arts Teachers, TKES Administrator
<b>The English department</b> will address increasing Progress by addressing low performance domains	If English teachers utilize instructional strategies focused on close reading and	SY 2016-2017	Content Teams, Department chair, TKES administrator

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of the EOCs and by utilizing instructional strategies that focus on reading texts closely and providing appropriate text-based evidence.	text-based evidence, then students will increase their Progress in English.		
<b>The Social Studies department</b> will increase growth using personalized instructional strategies to address low performing domains on the EOC and increase the number of students performing in the distinguished category on EOCs and AP Exams.	If the Social Studies teachers use personalized instructional strategies for low performing EOC domain areas and moving students to become distinguished learners, then students will increase their progress in social studies.	SY 2016-2017	Practice EOC Exams and released AP Exams  Training on personalized learning strategies  Social Studies Teachers, TKES Administrator, Department Chair
<b>Special Education</b> co teachers will assist and support their core academic teachers in math, literature, science, and history classes toward the department's goal and expected student achievement outcomes.	If special education teachers utilize and support the instructional strategies directed by their content co-teachers, then students will increase their Progress in their academic content area.	SY 2016-2017	Collaboration meetings between all co teachers to share and discuss and implement strategies  Content Teams, Department chair, TKES administrator
The <b>MATH DEPARTMENT</b> will utilize the state standards and tasks provided for each unit to increase CCRPI progress on Math EOCs with regard to mathematical reasoning and justifying solutions.	If the math department uses the state standards and tasks to guide instruction, then students will develop mathematical reasoning skills as well as the written justification of solutions.	SY 2016-2017	State Standards Tasks provided by GA DOE  Content Teams, Department Chair, TKES administrator
<b>World Languages</b> will increase literacy by using <b>common writing rubrics</b> across content areas and grade levels, <b>teaching proper essay writing in the target languages</b> , and <b>sharing successful strategies</b> across contents/levels	If common rubrics are used, quality feedback is given, direct instruction is provided, and frequent opportunities to practice (monthly) are allowed, then students' writing ability will improve.	SY 2016-2017	Content Team Leaders will report to Department Chair, who will report to TKES Administrator.

**Describe how your SMART Goal will be monitored throughout the year:**

**Science:** The research-based instructional strategies will be monitored for performance on a regular basis occurring at least once per quarter. Performance results will be reported to the Leadership Team and evaluated in an ongoing basis

**SPED:** The special education department will monitor for student performance by unit. Performance results will be reported to the Leadership Team and evaluated in an ongoing basis.

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**ELA:** The instructional strategies focused on close reading and text-based evidence will be monitored for performance on a regular basis occurring at least once per quarter. Performance results will be reported to the Leadership Team and evaluated in an ongoing basis.

**PE:** PE teachers will monitor and evaluate student performance throughout the term(s) on Unit summative exams and activities.

**Math:** The math department will monitor for performance by unit. Performance results will be reported to the Leadership Team and evaluated in an ongoing basis.

**CTAE:** The CTAE department will monitor by tracking progress of practice end of pathway assessments and then overall passing rate when results are known.

**SS:** Data from common assessments will be monitored for performance on a regular basis occurring at least once every other week in content team meetings. Performance results will be reported to the Leadership Team and evaluated in an ongoing basis.

**WL:** Team leaders will report on actions, strategies & interventions to Department Chair on a quarterly basis on the progress made towards these goals. Department Chair will provide updates to Leadership Team and TKES administrator as requested.

**ESOL:** The instructional strategies focusing on Carousel Reading will be monitored for performance on a regular basis at least once per quarter. Performance results will be reported to the Leadership team and evaluated on an ongoing basis. The ACCESS Literacy scores for the 2017 Spring testing will be compared to the ACCESS Literacy scores from the spring 2016 testing.

**FA:** Content teachers will report results to the Department Chair quarterly. Department chair will monitor and evaluate the department findings and report to the Leadership Team.

**Academic / Instructional Goal:**

2. South Forsyth High School will increase our Lexile Score and address student literacy.

**SMART Goal:**

2016-2017 CCRPI SIP Goal: From the Spring of 2016 to the Spring of 2017, South Forsyth High School (SFHS) students will increase their overall Lexile Score as measured by the American Literature & Composition EOC (AM LIT/COMP EOC) from 94% (2016) to 96% in 2017 as measured by the AM LIT/COMP EOC Lexile Score. In addition, SFHS students will decrease the percentage of "Lexile: Below Stretch Band" domain scores from 6% to 4% and increase the percentage of students who score "Lexile: Above Stretch Band" domain scores from 76% (2016) to 78% in 2017 and increase the "narrative writing" domain score (level 4) from 15% (2016) to 25% in 2017.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
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<b>The ESOL department</b> will address low performance literacy and writing through the implementation of the SIOP model.	If the ESOL teachers utilize the SIOP model to improve literacy and writing, then students' growth will increase.	SY 2016-2017	SIOP Training ESOL Teachers, Department chair, TKES administrator
The <b>Fine Arts department</b> will increase students' Lexile scores by having students read and answer questions about a content-specific article or reflect on an experience in a journal once a month. Progress will be measured through the use of a common rubric. This rubric will assist students with supporting their arguments with detailed evidence. Additionally, we will increase narrative writing scores by creating and assessing monthly writing targets that center on improving their ability to utilize more intricate detail.	If the Fine Arts teachers implement using details and evidence when writing about a content-specific article or an experience in a journal once a month, then students will increase their writing performance on End of Course assessments for other content areas as well as increase their ability to express and support their artistic opinions.	SY 2016-2017	Common rubric  Databases such as Newsela.com for content-specific articles  Fine Arts teachers, TKES Administrator
<b>The Science department</b> will address increasing student Literacy by implementing Argument Driven Inquiry (ADI) lab activities.	If the Science teachers utilize Argument Driven Inquiry lab activities that require students to read and write in the content area, then student writing will improve as reflected by the student growth mean.	SY 2016-2017	Training for Argument Driven Inquiry Content teams, department chair, TKES administrator
In an effort to support the school-wide literacy goals, the <b>MATH DEPARTMENT</b> will increase students' Lexile scores by improving students' ability to gather relevant information from text. Additionally, the MATH DEPARTMENT will increase narrative writing scores by creating and assessing monthly writing targets that center on improving students' ability to support their conclusions and integrate information in a coherent and fluent manner.	If the math department improves students' ability to gather relevant information from text, then students will increase their Lexile scores. If the math department creates and assess monthly writing targets that center on improving students' ability to support their conclusions and integrate information in a coherent and fluent manner, then students will increase their narrative writing scores	SY 2016-2017	Content Teams, Department Chair, TKES administrator
<b>The Special education department</b> will address low performance literacy and writing through the implementation of the literacy goals for each core academic areas of math, literature, science, and history classes toward the core academic department's goal.	If the special education co-teachers implement the core academic department's goals to improve literacy and writing, then students' growth will increase. If the special education small group teachers implement Lexile measured reading and	SY 2016-2017	Newsela.com

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Special education small group classes will address low performance literacy and writing through the implementation of high interest Lexile score measured reading and associated writing assignments.	associated writing assignments to improve literacy and writing, then students' growth will increase.		Special education Teachers, Department chair, TKES administrator
<b>The PE department</b> will monitor and evaluate the effectiveness of the Literacy activities by teaching students how to reflectively evaluate their health progress and goals throughout life.	If PE teachers utilize Teen Tribune and journal writing on a monthly basis, then students will increase Literacy and Lexile levels.	SY 2016-2017 Or Each semester as applicable	Content Teams, Department chair, TKES administrator
<b>The Social Studies department</b> will increase literacy using AP texts, Actively Learn, Newsela, and the DBQ project to incorporate weekly and monthly literacy tasks improving students' ability to draw evidence from informational texts to support analysis, reflection, and research.	If the Social Studies teachers incorporate weekly literacy tasks, then students' literacy performance will increase.	SY 2016-2017	Access to literacy resources  DBQ training  Social Studies Teachers, TKES Administrator, Department Chair, Social Studies County Coordinator
<b>The CTAE department</b> will have students write using a variety of formats specific to the sub-departments with an overall focus on organization of ideas, sequence, elaboration, and use of supporting details.	If the Career Tech teachers provide systematic direction, practice, and feedback, students will improve their writing skills using a variety of real-world written communication methods.	SY 2016-2017	Practice regularly with in-class assignments with assessment based on rubric created.  CTAE Teachers, TKES Administrator
<b>World Languages</b> will increase literacy by using <b>common writing rubrics</b> across content areas and grade levels, <b>teaching proper essay writing in the target languages</b> , and <b>sharing successful strategies</b> across contents/levels	If common rubrics are used, quality feedback is given, direct instruction is provided, and frequent opportunities to practice (monthly) are allowed, then students' writing ability will improve.	SY 2016-2017	Content Team Leaders will report to Department Chair, who will report to TKES Administrator.
<b>The English department</b> will address increasing Literacy through our focus on writing; we will implement our writing continuum plan, which includes vertical alignment of assessments as well as the use of common rubrics for data team analysis.	If English teachers increase an instructional focus on writing assessments, then students will increase their Literacy.	SY 2016-2017	Content Teams, Department chair, TKES administrator

**Describe how your SMART Goal will be monitored throughout the year:**

The South Forsyth High School Leadership Team will utilize the Plan-Do-Check-Act continuous improvement model every 9 weeks to monitor students' progress on narrative writing response per department including data checks on 10/21/2016; 12/9/2016; and 3/10/2016, as well as student performance on formative/summative assessments.

**Climate Goal:**

3. South Forsyth High School will create a sustainable, positive school climate that fosters student development and learning by connecting students to be a world-wise person.

**SMART Goal:**

From August 2016 to May 2017, South Forsyth High School will reduce the overall number of honor code referrals from 74 total infractions during the 2015-2016 school year to 67 total infractions in 2016.

<b>Actions, Strategies and Interventions (Includes Prof. Learning Plan)</b>	<b>Impact on Student and Adult Behavior (“If...then...” Statements)</b>	<b>Timeline</b>	<b>Resources Needed? Who is Responsible?</b>
<b>The ESOL department</b> will address our Honor Code by providing direct instruction on ethics	If ESOL teachers provide direct instruction on ethics to insure students understand the honor code, then violations will reduce	SY 2016-2017	ESOL Teachers, Department chair, TKES administrator
The <b>Fine Arts department</b> will reduce the number of honor code violations by having students sign an honor code statement at the beginning of each semester. The Fine Arts department will also review the honor code with students prior to each summative assessment.	If the Fine Arts department utilizes an honor code affirmation each semester and reminds students prior to summative assessments, then students will increase their awareness of cheating and the number of honor code violations will decrease	SY 2016-2017	Fine Arts Teachers, TKES Administrator
<b>The Science department</b> will reduce the number of honor code violations by requiring students to sign the honor code on all assessments.	If the Science teachers require students to sign the honor code for all assessments, then student awareness of the honor code will increase, reducing the number of violations.	SY 2016-2017	None Content teams, department chair, TKES administrator

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<b>The special education</b> will address our Honor Code by providing direct instruction on ethics in small group classrooms and following the core academic areas of math, literature, science, and history classes toward the core academic department's goal.	If Special education teachers provide direct instruction on ethics to insure students understand the honor code, then violations will reduce.	SY 2016-2017	Special education teachers, Department chair, TKES administrator
<b>The PE department</b> will reduce the number of honor code violations by reiterating consequences of the school honor code to all PE students	If the PE department utilizes an honor code affirmation prior to each summative assessment, then students will increase their awareness of the importance of not cheating.	SY 2016-2017	Content Teams, Department chair, TKES administrator
The <b>MATH DEPARTMENT</b> will reduce the number of honor code violations by having students sign the honor code statement prior to each formative and summative assessment.	If the Math Department utilizes an honor code affirmation prior to each formative or summative assessment, the student will increase their awareness of the importance of adhering to the integrity of the honor code.	SY 2016-2017	Content Teams, Department Chair, TKES administrator
<b>The CTAE department</b> will conduct ethics training per the standards of every CTE course. Ethical dilemmas in the work place are both common and specific to sub-departments and will be addressed specifically.	If the Career Tech teachers provide ethics instruction, practice decision-making, and discuss the legal consequences of unethical decisions, students will self-evaluate and be less likely to make unethical decisions in school.	SY 2016-2017	Practice ethical decision-making skills to be used in school and work place settings.  CTAE Teachers, TKES Administrator
<b>The English department</b> will focus on reducing honor code violations, emphasizing the importance of academic integrity, by stressing the growth mindset and requiring all students to sign the honor code statement for each assessment.	If the English teachers emphasize a growth mindset and academic integrity, then student honor code violations will decrease.	SY 2016-2017	Copies of Honor Code statement.  Lessons on a growth mindset  English Teachers, TKES Administrator, Department Chair
<b>The Social Studies department</b> will focus on reducing honor code violations, emphasizing the importance of academic integrity, by stressing the growth mindset and requiring all students to sign the honor code statement for each assessment.	If the Social Studies teachers emphasize a growth mindset and academic integrity, then student honor code violations will decrease.	SY 2016-2017	Copies of Honor Code statement.  Lessons on a growth mindset



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			Social Studies Teachers, TKES Administrator, Department Chair
The <b>World Language Department</b> will reduce the number of honor code violations by having students sign an honor code statement prior to each <b>summative</b> assessment AND posting the Honor Code in our classrooms.	If the WL department posts and utilizes an honor code affirmation prior to each summative assessment, then students will increase their awareness of the importance of academic integrity	SY 2016-2017	Content Team Leaders will report to Department Chair, who will report to TKES Administrator.
<b>Describe how your SMART Goal will be monitored throughout the year:</b>			
The South Forsyth High School Leadership Team will review monthly student discipline data related to honor code infractions in an effort to reduce the number of disciplinary infractions related to cheating.			

Growth Measure for Teachers of Non-SGP Courses

Measure(s):

For Non-SGP teachers, South Forsyth High School will increase students’ grand mean growth percentile from 56 in 2015 to 58 in 2017 by focusing on students narrative writing responses as measured by teacher created rubrics.

Implementation Plan

Teachers of Non-SGP Courses will assess students’ literacy skills with one narrative writing target per month, per grading period to include four assessments per semester. Writing targets will be scored based on teacher created rubrics. In addition, Non-SGP teachers will submit meeting notes and narrative writing data to TKES administrator and the Professional Learning Team for review.

# Continuous, Job-Embedded Professional Learning Plan

## Professional Learning Goal(s):

1. The Professional Learning Team will implement a school wide literacy goal with an emphasis on writing. Specifically, departmental teams will continue to increase our overall Lexile score from 96% to 98% and address student literacy with an added focus on writing as demonstrated by increasing the percentage of students scoring 4 from 31% to 41% in the 9<sup>th</sup> grade lit EOC in the narrative writing domain and from 15% to 25% on the American Lit EOC narrative writing domain.

Timeline: Dates/Hours (Add/Modify as Needed)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior ( <i>"If...then..." Statements</i> )	Connection to Continuous Improvement Goal(s):
Preplanning, July 28-29 & Aug. 1-3	PL		
Aug 9	Planning period	TKES preconference with Parrish and enter professional goal in platform	410
Aug 31	DCD	Literacy Collaboration Team	Team Decision
Sept 6	Planning Period	itsLearning training w/Ruth Allen	410
Sept 20	<b>Planning Period</b>	<b>UNG Symposium</b>	<b>TBD</b>
Oct 21	DCD a.m.	District Activity	TBD
Oct 21	DCD p.m.	Literacy Collaboration Team	Team Decision
Oct 21		Data Collection Point #1 due	
Dec 9		Data Collection Point #2 due	
Jan 9	Planning Period	itsLearning training w/Ruth Allen	410
Jan 24	Planning Period	Literacy Resources w/ Robin Elmore	410
Feb 21	DCD a.m.	District Activity	TBD
Feb 21	DCD p.m.	Literacy Collaboration Team	Team Decision
March 10		Data Collection Point #3 due	

2016-17 School Improvement Plan Reflection	
<i>Please provide a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths / weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)</i>	
CCRPI Goal	
Academic / Instructional Goal	
Climate Goal	