



Step 1: Review 16-17 School Imp. Plan Reflection

Step 2: Executive Summary

Step 3: School Improvement Plan

 X CCRPI Goal

 X Academic/Instructional Goal

 X Climate Goal

Step 4: Continuous, Job-Embedded Prof. Learning Plan

Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

Step 6: Data Team Reflection

2018 Executive Summary

Continuous Improvement Goals	Learner Profile (Check all that apply)		Support from FCS Depts.* (List all that apply)
CCRPI Goal			
Forsyth Central High School will continue to develop as an institution where students will become healthy and productive American citizens who can solve problems, communicate effectively, and serve selflessly.	X X X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching & Learning Technology & Info. Serv. Student Support Services Special Education
Academic / Instructional Goal			
Forsyth Central High School will continue to develop a truly collaborative environment in which students are engaged with an increasingly skills-focused instruction.	X X X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching & Learning Technology & Info. Serv. Student Support Services Special Education
Climate Goal			
Forsyth Central High School will continue to develop as a school where parents want to send their children, where students identify with and feel connected to their school and where teachers are empowered to lead.	X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Public Info. & Communications Operations Student Support Services Teaching & Learning Technology & Info. Serv.
* FCS Departments: Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation			

2018 School Improvement Plan

CCRPI Goal: Forsyth Central High School will continue to develop as an institution where students will become healthy and productive American citizens who can solve problems, communicate effectively, and serve selflessly.

SMART Goals:

1. The percentage of graduates earning high school credit in Advanced Placement courses will reach 55%.
2. The percentage of seniors graduating in four years will reach 93% or higher in 2017-2018.
3. The percentage of students achieving at the proficient and distinguished levels on Georgia Milestone EOCs will increase by 3% in each of the following subject areas: Biology, Algebra, Geometry, 9th Grade Literature, 11th Grade Literature, United States History, and Economics.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Utilization of College Board’s AP Potential Program	If more students with the potential to succeed in Advanced Placement courses can be identified, then greater numbers can be recruited/enticed to challenge themselves with AP classes.	December, 2017 – February, 2018	<ul style="list-style-type: none"> • FCHS Advanced Studies Coordinator • FCHS Advanced Studies Team
Early identification of at-risk students through vertical transition meetings (beyond special education)	If academically at-risk students can be identified at an earlier age, then appropriate strategies can be employed to address those individual student needs.	August, 2017 – May, 2018	<ul style="list-style-type: none"> • FCHS RTI Administrator • FCHS Graduation Coach • FCHS Counselors • FCHS Student Support Team
Instructional extension with transportation provided	If struggling students can gain additional time with tutors/teachers after school hours, their ability to master knowledge and skills will increase.	September, 2017 – May, 2018	<ul style="list-style-type: none"> • FCHS RTI Administrator • FCHS Graduation Coach • FCHS Student Support Team
Specialized Instructional Focus groups	If special education / ESOL teachers and MTSS leaders can have small-group time devoted to students on their caseloads, then individual student needs can be better addressed.	August, 2017 – May, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS Student Services Team • FCHS Student Support Team
Training sessions on understanding student data (including the use of SLDS and School City)	If teachers better understand the areas in which students are deficient (both at the class-wide and individual student levels), then they can increase the time and energy spent on those areas so that student achievement levels will improve.	August, 2017 – May, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS Instructional Support Coordinator • Tim Keyser / Ruth Allen / Angela Burgess

Forsyth Central High School
2017-2018 School Improvement Plan

SEE Actions, Strategies and Interventions in the Academic / Instructional Goal Section, as each of them support our CCRPI Goals.			
Describe how your SMART Goal will be monitored throughout the year:			
<ul style="list-style-type: none">• Advanced Studies School Improvement Team meetings• Central Vertical Student Support Team meetings• FCHS Student Success Team Meetings• FCHS Student Services Team meetings• FCHS Student Support Team meetings• FCHS Instructional Leadership Team meetings			

Forsyth Central High School
2017-2018 School Improvement Plan

Academic / Instructional Goal: Forsyth Central High School will continue to develop a truly collaborative environment in which students are engaged with an increasingly skills-focused instruction.

SMART Goal:

1. 100% of teachers will demonstrate 35% or greater student growth on embedded performance skill measures.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Professional Learning for co-teaching strategies & the improved alignment of accommodations.	If teachers have a greater set of strategies to work with struggling students, then students growth in skill-development will increase.	August, 2017 – March, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS Student Services Team
Training of all newcomers to the core content / student services departments at FCHS via the Forsyth Central Instructional Improvement workshops and NEO activities.	If teachers are provided training on the principles of effective instruction, as well as identifying higher-level questions embedded in instruction, then they will be better equipped to raise levels of rigor resulting in improved student achievement.	September, 2017 – April, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS Instructional Support Coach • FCHS Instructional Leadership Team
Project NEXT: Faculty tours of local industries and business leadership forum with teachers question & answer session.	If teachers learn more about the career opportunities that exists for our graduates, as well as the requisite skills needed to be successful at those jobs, they can better design skill-based activities and assessments to prepare students for post-high school life.	August, 2017	<ul style="list-style-type: none"> • FCHS Administration • Dr. Valery Lowe
The training of selected teachers in instructional coaching methods.	If high quality teachers are equipped & empowered to work with new or struggling teachers, instructional effectiveness can be improved school-wide, resulting in increased student growth.	August, 2017 – March, 2018	<ul style="list-style-type: none"> • FCHS Instructional Support Coach • Lynn Seay
Backwards Design workshops facilitated during school days.	If teachers are provided time to engage in joint work to design, align, and refine unit plans & assessments, then they will be enabled to develop more challenging, engaging lessons that lead to improved student achievement.	August, 2017 – March, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS Instructional Leadership Team
Professional Learning Communities	If teachers with similar challenges / professional growth areas research, discuss, and collaborate,	September, 2017 – April, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS Instructional Support Coordinator

Forsyth Central High School
2017-2018 School Improvement Plan

	then more effective instruction will ensue in their respective classrooms.		
Describe how your SMART Goal will be monitored throughout the year:			
<ul style="list-style-type: none">• TKES Observations / Documentation / Conferences• IEP Meetings• Project NEXT reflections• Analysis of Department / Design Team skills-based learning goals.• Design Team meeting notes• Administrative participation in workshops			

Climate Goals: The continued development of FCHS becoming the school where parents want to send their children, where students identify with / feel connected to their school, and where teachers are empowered to lead.

SMART Goal:

1. Establish a baseline for identifying the following student “connection” information:
 - Connection to school via participation (organizations, clubs, activities)
 - Connection to adult(s) in the building

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
School-wide survey to identify which students do NOT feel any connection to our school & or any adults in our school.	If we know who among our students do not feel connected to our school or our staff members, we can design strategies to better reach them and help them to find activities or organizations to associate with.	January, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS English Department
Bulldog Best implementation (aka – PBIS)	If students receive positive behavior interventions, then student attendance, discipline, and connectedness data will improve.	August, 2017 – May, 2018	<ul style="list-style-type: none"> • FCHS Administration • FCHS PBIS Team
Small group meetings between the principal and each member of the senior class.	If students feel that they have an opportunity to voice their concerns directly with the principal, then school will “feel” smaller and students will gain a sense of ownership and connectivity.	September, 2017 – March, 2018	<ul style="list-style-type: none"> • FCHS Principal • FCHS Graduation Coach
One-on-one meetings between the principal and each veteran (4+ years at FCHS) member of the faculty.	If teachers have authentic opportunities to voice their concerns directly with the principal, then school will “feel” smaller and teachers will gain a sense of ownership and empowerment.	October, 2017 – March, 2018	<ul style="list-style-type: none"> • FCHS Principal
Cluster-wide parent-engagement seminars on social media, coping skills, and drug prevention.	If parents are informed about current challenges facing today’s teens and strategies to face those hurdles, then the social and emotional well-being of our community will improve.	September, 2017 – March, 2018	<ul style="list-style-type: none"> • FCHS Graduation Coach • FCHS Counseling Department • Central Vertical Student Support Team

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

The collection of data from the activities listed above will serve as our baseline for future strategies.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s): Forsyth Central High School will continue to develop a truly collaborative environment in which students are engaged with an increasingly skills-focused instruction.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior (<i>"If...then..." Statements</i>)	Connection to Continuous Improvement Goal(s):
August 2017	Project NEXT	If teachers learn more about the career opportunities that exists for our graduates, as well as the requisite skills needed to be successful at those jobs, they can better design skill-based activities and assessments to prepare students for post-high school life.	Supports ALL three continuous improvement goals.
August 2017	PBIS Training	If students receive positive behavior interventions, then student attendance, discipline, and connectedness data will improve	Supports ALL three continuous improvement goals.
July 2017 – May 2018	FCHS New Educator Orientation: mentor matching, Forsyth County Learner Profile, TONE Technology Training, school tours, instructional strategies	If teachers become familiar with the Forsyth County Schools policies, procedures, vision, and mission, then they will be able to better serve our students and parents.	Supports ALL three continuous improvement goals.
September 2017	Forsyth Central Instructional Improvement workshops	If teachers are provided training on the principles of effective instruction, as well as identifying higher-level questions embedded in instruction, then they will be better equipped to raise levels of rigor resulting in improved student achievement.	Supports ALL three continuous improvement goals.
September 2017	Backwards Design Session I	If teachers are provided time to engage in joint work to design, align, and refine unit plans & assessments, then they will be enabled to develop more challenging, engaging lessons that lead to improved student achievement.	Supports ALL three continuous improvement goals.
August 2017 December 2017 January 2018	Student Data Training Sessions	If teachers better understand the areas in which students are deficient (both at the class-wide and individual student levels), then they can increase the time and energy spent on those	Supports ALL three continuous improvement goals.

Forsyth Central High School
2017-2018 School Improvement Plan

		areas so that student achievement levels will improve.	
October 2017 January 2018	PLC Facilitator Training Sessions	If teacher leaders increase professional knowledge of adult learning theory and PLCs, they will feel empowered to lead their peers in collaborative and engaging professional learning.	Supports ALL three continuous improvement goals.
September 2017 – April 2018	Professional Learning Communities: <ul style="list-style-type: none"> - Strategies for Strugglers - Engaging the Unengaged - Instructional Technology - TEAM (new teachers) - Leading through Action - Contributing Professionals - Backwards Design & Using Data - Higher Level Strategies 	If teachers with similar challenges / professional growth areas research, discuss, and collaborate, then more effective instruction will occur in their respective classrooms.	Supports ALL three continuous improvement goals.
January 2018	Backwards Design Session II	If teachers are provided time to engage in joint work to design, align, and refine unit plans & assessments, then they will be enabled to develop more challenging, engaging lessons that lead to improved student achievement.	Supports ALL three continuous improvement goals.

2017-18 School Improvement Plan Reflection

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?)

CCRPI Goal

Academic / Instructional Goal

Climate Goal

Data Teams Reflection

Process:

Impact on Instruction/Achievement: