



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

Step 2: Executive Summary

Step 3: School Improvement Plan

☒ CCPRI Goal

☒ Academic/Instructional Goal

☒ Climate Goal

Step 4: Continuous, Job-Embedded Prof. Learning

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

Step 6: Data Team Reflection

2018 Executive Summary

Continuous Improvement Goals	Learner Profile (Check all that apply)		Support from FCS (List all that apply)
South Forsyth High School will increase the overall CCRPI index score by 10% in the “progress” component within the CCRPI report.	X	Pursue Continuous Learning	Teaching and Learning Educational Leadership Technology and Informatics Services Special Education
	X	Exhibit Strong Personal Qualities	
	X	Utilize Creative & Critical Thinking	
	X	Engage & Contribute	
Instructional Goal South Forsyth High School will increase Lexile scores as well as writing skills.	X	Interact Effectively	
	X	Pursue Continuous Learning	
	X	Exhibit Strong Personal Qualities	
	X	Utilize Creative & Critical Thinking	
	X	Engage & Contribute	
	X	Interact Effectively	

High School will create a sustainable, positive school osters student development and learning by connecting caring adults.		Pursue Continuous Learning	Teaching and Learning
	X	Exhibit Strong Personal Qualities	Technology and Inform
	X	Utilize Creative & Critical Thinking	Services
	X	Engage & Contribute	Educational Leadership
	X	Interact Effectively	Public Information and Communication Student Support Servi
ents: Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & ns, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and r			

2018 School Improvement Plan

High School will increase the overall CCRPI index score by focusing on the “progress” component within the CCRPI report.

017 to May 2018, South Forsyth High School will increase our overall CCRPI index score under the “progress” indicator to greater than

Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed Who is Responsible
Science teachers will utilize learning lessons that incorporate opportunities for advanced learners, for developing learners, and engaging all learners. EOC domains in ecology and evolution will be targeted focus areas.	If the science department increases the percentage of students that need acceleration of learning in the domains of ecology (to greater than 42%) and evolution (to greater than 33%) on the Biology EOC, then our overall CCRPI index score will improve.	SY2017-18	Biology teachers Content collaborator develop personalized activities
Science classes will utilize remediation and enrichment, such as USA Test Prep, to prepare for the Physical Science EOC. EOC domains in atomic/nuclear theory and physics/magnetism will be targeted focus areas.	If the science department decreases the percentage of students that need remediation in the domains of atomic/nuclear theory (to less than 48%) and waves, electricity, and magnetism (to less than 47%) on the Physical Science EOC, then our overall CCRPI index score will improve.	SY2017-18	Physical science teachers USA Test Prep School City
English department will utilize instructional strategies based on reading texts closely and providing appropriate text-based evidence.	If English teachers utilize instructional strategies focused on reading texts closely and providing text-based evidence, then students will increase their progress in 9 th grade lit/comp and American lit/comp EOCs.	SY2017-18	LBQ training and materials SLDS and School City Content teams, Department Chair, TKES Administrator
Math department will utilize the state standards and focuses on creating and reasoning with equation and inequalities to increase CCRPI scores on math EOCs. EOC domains in equations and functions will be the targeted focus area.	If the math department uses the state standards and focuses on creating and reasoning with equation and inequalities, then students will improve mathematical reasoning skills as well as the written justification of solutions.	SY2017-18	State Standards Tasks provided by Georgia Content Teams, Department Chair, TKES administrator
Social Studies classes will utilize personalized learning	If the Social Studies Department decreases	SY2017-18	Social Studies department

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<p>provide engaging activities for all learners with an emphasis on remediation for lower performers and enrichment opportunities for high performers. EOC domain in Post- WWII will be the targeted focus area.</p>	<p>the percentage of students that need remediation in the domains of Post-World War II to Present (to less than 37%) on the US History EOC our overall CCRPI index score will improve.</p>		<p>US History Teachers Content Collaborative will continue developing personalized learning plans for students</p>
<p>Students will utilize remediation and enrichment, such as USA Test Prep, to prepare for the Economics EOC. EOC domain in Fundamental Concepts will be the targeted focus area.</p>	<p>If the Social Studies Department decreases the percentage of students that need remediation in Economics class related to the domain of Fundamental Concepts (to less than 28%) on the Economics EOC our overall CCRPI index score will improve.</p>	<p>SY2017-18</p>	<p>Social Studies department will provide USA Test Prep for students</p>
<p>ESOL teachers will teach reading strategies (text clues, cognates, decoding based on word structures, and others) in L2 and work with students with low Lexile scores.</p>	<p>If the World Language Department increases reading fluency in L2 by focusing on teaching students how to obtain the main ideas from a reading passage, then the students will be able to transfer this skill to their L1.</p>	<p>SY2017-18</p>	<p>Lexile Scores, Short Stories, Readers and non-fiction in L2 Languages, additional training on Reading Strategies World Language Teachers</p>
<p>ESOL department will target instructional units focusing on reading texts and providing appropriate text-based activities.</p>	<p>If the CTAE Department utilizes research-based instructional strategies focusing on reading texts and providing text-based evidence, then students will increase their progress in writing target scores in literature and composition EOC courses.</p>	<p>SY2017-18</p>	<p>Training for using research-based instructional strategies Data Teams, TKES administrator</p>
<p>ESOL department will address increasing Lexile scores by incorporation of text, such as Tween Tribune, Actively Learning, articles, etc.</p>	<p>If PE teachers utilize Teen Tribune and journal writing on a monthly basis, then students' Literacy and Lexile levels will increase.</p>	<p>SY2017-18</p>	<p>Its Learning, literacy Health/PE teachers, administrator</p>
<p>ESOL department will address low performance domains in the areas of Colonization and Establishment as a focus in the US History EOC by utilizing differentiated instructional strategies for those students.</p>	<p>If the ESOL 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 US History.</p>	<p>SY2017-18</p>	<p>Training for using research-based instructional strategies Data Teams, Department TKES administrator</p>
<p>ESOL department will address increasing Lexile scores by incorporation Fine Arts activities, text analysis, etc.</p>	<p>If Fine Arts teachers utilize journals, articles, and text analysis, on a monthly basis, then students' Literacy and Lexile levels will increase.</p>	<p>SY2017-18</p>	<p>Its learning, Fine Arts TKES administrator,</p>

	increase.		
Education co-teachers will assist and support core academic teachers in math, science, and history classes to increase learning areas for SWD in the four content areas.	If special education teachers utilize and support the instructional strategies directed by their content co-teachers, then students will increase the school's overall CCRPI index score under the "progress" indicator to increase.	SY2017-18	Content Teams, Department Chair, TKES administrator

How your SMART Goal will be monitored throughout the year:
Learning Communities; data team collection and analysis; content collaboration; quarterly data reports analysis with leadership team; aligning professional learning with learning goals/targets

/ Instructional Goal:

South Forsyth High School will increase Lexile scores as well as writing literacy skills.

From the Spring of 2017 to the Spring of 2018, South Forsyth High School students will decrease "below stretch band" below 6% (as measured in 9th Lit/Comp EOC) and below 3% (as measured in 9th Lit/Comp EOC).

From the Spring of 2017 to the Spring of 2018, South Forsyth High school students will increase "writing narrative" scores to greater than proficient and distinguished) and will increase "idea development, organization, and coherence" scores to greater than 70% (proficient and distinguished) in American Lit/Comp EOC scores.

From the Spring of 2017 to the Spring of 2018, South Forsyth High school students will increase "writing narrative" scores to greater than proficient and distinguished) and will increase "idea development, organization, and coherence" scores to greater than 69% (proficient and distinguished) in 9th Lit/Comp EOC scores.

Strategies and Interventions (Include Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed Who is Responsible
Content teams will incorporate at least one argument into lesson each month. Making scientific claims by drawing and defending claims with science concepts. Lessons may be ADI (Argument Development) labs or some other lab/data-based experiment.	If the science department improves students' abilities to make a scientific claims by drawing from evidence and defending the claims with science concepts, then students will increase skills in idea development, organization, and coherence.	SY2017-18	Science department ADI training for new department members team
English department will address increasing focus on writing; they will continue to	If English department uses instructional strategies that focus on their writing	SY2017-18	SFHS Writing Continuum Content teams, Department Chair

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SFHS writing continuum plan, which al alignment of assessments as well ommon rubrics for data team	continuum target goals, students will increase literacy skills.		Chair, TKES Adminis team
h department will increase narrative by utilizing strategies that focus on i thought process/work.	If the math department uses strategies that focus on organization, then students’ will improve their ability to organize and integrate information in a coherent and fluent manner.	SY2017-18	Content Teams, Dep Chair, TKES adminis teams
Content teams will incorporate at ng assignment monthly that targets tudents’ ability to draw evidence onal text to support analysis, research.	If the social studies department improves students’ abilities to decipher informational text and provide supporting ideas and arguments, then students will increase idea development, organization, and coherence skills.	SY2017-18	Social Studies depar News Ela, DBQ Proje Learn, data team
re: World Language content teams riting scores in L2 by creating and hly writing targets that center on lents’ ability to correctly express tures as well as appropriate use of l mechanics.	If the world language department increases writing proficiency in L2 by focusing on teaching students vocabulary, mechanics and language structures, then the students will be able to transfer this skill to their first language.	SY2017-18	World Language Tea team, TKES adminis
E department will focus on nded Writing Tasks domains of the g instructional strategies that focus ts closely, organizing ideas, laborating, and providing supporting xt-based evidence.	If CTAE teachers utilize instructional strategies focused on organizing an essay, sequencing, elaborating, and providing supporting details, then students will increase their writing skills.	SY2017-18	Common planning, l TKES administrator
The Health & PE Department will ive writing scores by creating and hly writing targets that center on inizational skills in students’ writing.	If PE teachers use common writing rubrics to analyze and discuss the results during department meetings then the students narrative writing scores will increase.	SY2017-18	ITS Learning, data te Health/PE teachers, Admin
L department will address improving ng skills by focusing on instructional center on organizing an essay.	If ESOL teachers utilize instructional strategies focused on organizing an essay, then students will increase their Progress in	SY2017-18	Common planning, l Department chair, T administrator

	literacy.		
Fine Arts Department will increase by creating and assessing monthly that center on improving students' art arguments with relevant centers on details, analysis, and/or	If Fine Arts teachers utilize strategies relating to relevant evidence, details, and analysis in writing targets, then students will increase narrative writing scores.	SY2017-18	Data teams, TKES ac
on: The Special Education co assist and support their core academic rature classes toward the school orking with students in the area of ng by focusing on students improving c, their writing mechanics, and ting.	If special education teachers utilize and support the instructional strategies directed by their content co-teachers, then students will increase their writing narrative scores as well as demonstrate increased writing literacy skills in 9 th and American literature classes.	SY2017-18	Collaboration meeti between all co teach resource teachers to discuss and implem strategies based on performance data. Content Teams, Dep chair, TKES administ

your SMART Goal will be monitored throughout the year:

arning Communities; data team collection and analysis; content collaboration; quarterly data reports analysis with leadership team ; aligning professional learning with learning goals/targets



Goal:

High School will create a positive school climate that fosters a community where students feel connected to their peers ey feel safe to reach out to an adult for help/assistance.



7 to the 2018 Georgia Student Health Survey, South Forsyth High School will increase survey % responses to “feeling con nher than 86.66 for 9th graders, to higher than 82.86 for 10th graders, to higher than 83.92 for 11th graders, to higher than scores in combinations of “somewhat agree” and “strongly agree on survey question #5).

7 to the 2018 Georgia Student Health Survey, South Forsyth High School will increase survey % responses to “knowing an alk to for help” to higher than 76.26 for 9th graders, to higher than 71.07 for 10th graders, to higher than 77.27 for 11th gra 7.76 for 12th graders (scores in combinations of “somewhat agree” and “strongly agree on survey question #91).

Strategies and Interventions (<i>Includes Prof. Learning Plan</i>)	Impact on Student and Adult Behavior (<i>“If...then...” Statements</i>)	Timeline	Resources N Who is Respo
will increase the number of survey mewhat agree” and strongly agree on	If all teachers embrace and engage in the Habitudes program and philosophy school wide,	SY2017-18	Habitudes committ Habitude resources

nd emotional learning	students will feel more connected to their peer and teachers, thus improving percentages in the survey data responses.		4 th period teachers TKES admin
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your SMART Goal will be monitored throughout the year:

High School will utilize the Habitudes committee to develop and implement social and emotional learning /lessons or all focus on the elements of leadership and soft skills. All teachers will authentically engage their students in the lessons and embed the social and emotional learning from Habitudes in all of their work with students. Informal in-house surveys will be used the year to monitor progress of the program.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s):

High school will implement a personalized learning approach to school wide professional learning in which teachers select from a variety of work of the school. Those options include: NEO (New Teacher Orientation), Instructional Coaching, Personalized Learning, Social/Emotional Learning, Literacy, Digital Literacy.

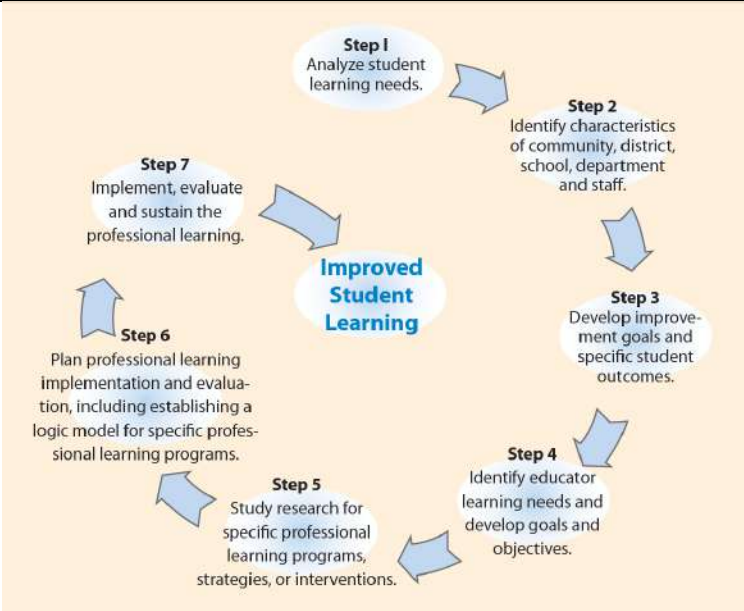
Department and/or content team (PLC) will implement and track a school wide literacy goal with an emphasis on writing. Specifically, department will continue to scores in writing domains in the areas of “idea development, organization, and coherence” and/or “writing narrative”.

CS District Professional Learning and SFHS Personalized Professional Learning Communities

Professional Learning	Format	Learning Goals
	Planning Period	District itslearning training w/Angela Burgess
(Delayed due to Hurricane Irma for Oct 30)	Planning Period	District EL training
	Planning Period	District itslearning training w/Angela Burgess
	Planning Period	District itslearning training w/Angela Burgess
	Planning Period	District EL training
	Planning Period	District itslearning training w/Angela Burgess
August	Instr Coaching: July 27 rm 467 (preplanning); Instr Coaching: August 10 rm 467 (5 th period); NEO: August 18 rm 1101 (plan periods); NEO: August 30 rm 1148 (1:30 pm); Personalized Learning: August 30 rm 410 (1:30 pm); Social/Emotional Learning: August 30 in Literacy Lab (1:30 pm); Digital Literacy: August 30 in Media Center (1:30 pm); Literacy: August 30 rm 824 (1:30 pm)	
September	Instr Coaching: September 7 rm 467 (5 th period); NEO: September 19 rm 1101 (plan periods); Personalized Learning: September 11 rm 410 (plan periods); Social/Emotional Learning: September 19 rm 426 (plan periods); Digital Literacy: September 12 in Media Center (plan periods); Literacy: September 19 rm 824 (before school, 3 rd , 7 th , after school)	
October	Instr Coaching: October 5 rm 467 (5 th period); NEO: October 20 rm 1148 (1:30 pm); Personalized Learning: October 20 in War	

	Eagle Dining Hall (1:30 pm); Social/Emotional Learning: October 3 in Media Center (7:45 am); Social/Emotional Learning: October 20 in Literacy Lab (1:30 pm); Digital Literacy: October 20 in Media Center (1:30 pm lunch and learn); Literacy: October 20 rm 824 (1:30 pm)	
November	Instr Coaching: November 2 rm 467 (5 th period); NEO: November 28 rm 1101 (plan periods); Personalized Learning: November 14 FIELD TRIP to SPES and PGMS (plan periods); Social/Emotional Learning: sometime in the month of November (online PLC activity); Digital Literacy: November 14 in Media Center (plan periods); Literacy: sometime in the month of November (online PLC activity)	
January	Instr Coaching: January 25 rm 467 (5 th period); NEO: January 16 in Media Center (plan periods); Personalized Learning: January 19 rm 410 (plan periods); Social/Emotional Learning: January 16 rm 426 (plan periods); Digital Literacy: January 17 and 18 in Media Center (plan periods); Literacy: January 16 rm 824 (before school, 3 rd , 7 th , after school)	
February	Instr Coaching: February 8 rm 467 (5 th period); NEO: February 20 rm 1148 (1:30 pm); Personalized Learning: February 13 in Media Center (before school or after school); Personalized Learning: February 20 rm 410 (2 pm); Social/Emotional Learning: February 20 in Literacy Lab (1:30 pm); Digital Literacy: February 20 in Media Center (1:30 pm); Literacy: February 20 rm 824 (1:30 pm)	
March	Instr Coaching: March 8 rm 467 (5 th period); NEO: March 13 rm 1101 (plan periods); Personalized	

	Learning: March 12 rm 410 (plan periods); Social/Emotional Learning: March 13 rm 426 (plan periods); Digital Literacy: March 13 in Media Center (plan periods); Literacy: sometime in the month of March (online PLC activity)
April	NEO: April 10 rm 1101 (plan periods); Personalized Learning: April 9 rm 410 (plan periods); Digital Literacy: April 10 in Media Center (plan periods); Literacy: April 10 rm 824 (before school, 3 rd , 7 th , after school)



2017-18 School Improvement Plan Reflection

Write a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths? 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 were your challenges?)

Instructional Goal

Data Teams Reflection

ent and/or content collaboration team has a professional learning goal that is directly connected to student literacy skills. Each depa
t collaboration team has identified a component of writing to focus their work throughout the 2017-18 school year. They deliver ins
monitor progress of the goal. Instruction and planning is modified based on the data collected and their reflection of the process.

Instruction/Achievement:

ss in all academic areas should benefit from this work, as all curriculum/content has components of literacy embedded in their worl
that overall achievement and growth on standardized tests will improve as students have enhanced and directed instruction on how
euever through, analyze, and respond to text.
