Governance and Leadership

The school/district operates under governance and leadership that promote and support student performance and school effectiveness.

NCLB 1 – All students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts, and mathematics.

- Continue implementation of a multi-pronged approach to leadership development including coaching, mentoring, intensive study (partnership with GLISI, Aspiring Leaders, Corwin Coaching for at least one leader from each school)
- Support implementation of Teacher and Leader Keys
- Incorporate online communities of practice in itslearning to promote collaboration among teachers and leaders with job-alike groups or educational interests
- Identify best instructional practices at all grade levels and train school leaders.
- Redefine the Response to Intervention Pyramid to reflect and align comprehensive instructional programs, practices, and interventions.

NCLB 2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading / language arts, and mathematics.

- Develop leadership that supports and promotes a commitment to meeting the needs of the diverse learners and build effective relationships with all members of the community
- Develop leadership that secures and supports effective communication with all parents that is regular, two-way, meaningful and comprehensible to ensure family engagement and student achievement
- Continue diversity training for leaders
- District creation of Title III Resource Specialist to assist schools in identifying professional learning opportunities related to ELs that support the School Improvement Plans and performance of ELs.

NCLB 3 – All students will be taught by highly qualified teachers.

- Alternative certification routes are made available to provide for improved teacher effectiveness

NCLB 4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- Continue training and involvement in Threat Assessment teams for all administrative and student support staff district-wide. Continue to implement Cyber-Safety program at each school

- Continue training and involvement in Crisis Response teams for all administrative and student support staff district-wide
- Continue to collaborate with parents, community, regional, and state government and non-profit service agencies
- Meet in K-12 collaborative student support teams to align social-emotional learning goals at all grade levels.
- Utilize expertise of the FCS Social Emotional Leader Team to approve k-12 Social-Emotional learning standards.
- Continue to participate in Local Interagency Planning Team meetings to develop community support for at-risk youth

NCLB 5 – All Students will graduate from high school.

- Utilize leadership assessment cycle (LKES) to monitor school improvement plans providing consistent and ongoing feedback to building level leaders
- Continue implementation of Data Teams to establish a sense of urgency by leading faculty in use of relevant data: reviewing student work and making decisions about instructional practices and the RTI process
- Continue to expand blended learning opportunities for students and continue to communicate and educate students and parents on blended learning opportunities. Utilize technology to remediate and enrich student learning.

Purpose and Direction

The school/district maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

NCLB 1 – All students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts, and mathematics

- Provide transitional activities for students and parents as students move from elementary to middle school, middle school to high school, and high school to PSO or the workforce , including preschool to kindergarten transition activities at Title I elementary schools and Bulldog Bridge Camp at Otwell Middle School, transition activities from Middle School to high school and transition informational meetings from non Title I schools to Title I Schools
- Develop a shared understanding of academic rigor and DOK
- Promote acceptance of all students, families, and community members by providing a friendly, inclusive, safe, and welcoming school environment
- Utilize school and district level data teams and Response to Intervention process to improve individualized instruction and results
- Recognize and support elements of the Forsyth County Learner Profile to facilitate the social, emotional, and relational growth of learners

- Promote a climate, culture, and practices that continually reinforce and support a variety of professional growth experiences
- Provide a variety of counseling, health, and social services and resources that are easily accessible for all students
- Encourage caring adults to serve as mentors and role models. Form relationships with community agencies that will help with recruitment and training opportunities.
- Continue to support the Governor's REACH Scholarship Program to support students post secondary educational opportunities
- Continue the ongoing advisement processes that address the whole child
- Continue to support school culture for the state academic standards implementation through building teams of teacher leaders and focusing on the work
- Further utilize a homeless liaison to identify and work with students / families to remove barriers to school enrollment and provide materials, supplies, and training to support learning in the school and at home
- Provide transportation to school of origin as needed for students identified as homeless
- Hire personnel to provide supplemental instruction in content areas for EL/ LEPM, and Title I students
- Provide Technical Assistance and monitoring for schoolwide Title I programs at Chestatee, Little Mill, Otwell, Midway, and Cumming
- Provide an online form for parents to complete to share how a special education teacher has "Made a Difference" in their child's education.
- Provide t-shirt and award pins to special education teachers that support them "Making a Difference" in the work they do with SWD.

NCLB 2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading / language arts, and mathematics.

- Support differentiation with respect to student's first language through RTI, understanding assessment to inform instruction, understanding language and culture, understanding high leverage instructional strategies for English Learners (immigrant students)and conversational Spanish for educators. Continue to implement personalized learning system in district LMS
- Increase the availability of interpreters, translators and translated district documents for both students and parents through district Memorandum of Agreement with Spanglish. Continue use of Albors interpreters (phone); increase the number of Spanish-speaking Translation Resource Persons (TRPs) and continue investigating on-demand telephonic and device interpretation
- Support differentiation for English Learners through district professional learning that includes WIDA Standards and Model Performance Indicators, ELL strategies, language acquisition, Conversational Spanish for Educators, understanding ACCESS for ELLs score reports, and diverse cultures

- Continue collaboration with Hispanic Scholarship Fund and other identified strategic partners to support improved advisement and family engagement for diverse learners
- Increase Adult ESL classes and GED classes and opportunities for basic literacy services: ongoing through Reading Foundation, Literacy Forsyth, Life Skills Literacy, Memorandum of Understanding with Lanier Tech
- Continue to provide conversational Spanish classes for educators.
- Continue to provide technical assistance to support scheduling and advisement of ELs and Migrant students to meet content standards and on-time graduation: ongoing at schools and through Student Support Team professional learning, RTI training, EL Coordinators' meetings, Special Education training and staff resources in itslearning
- Update the Transition Services Office Welcome Guide to include new resources and contact information for Title I, ESOL, Migrant, and Immigrant parents
- Provide continued professional learning opportunities for district personnel to promote a culture of friendly and welcoming schools for all families
- Provide system-level training on the SIOP model for ESOL teacher, General Education teachers, and administrators to support ELs in the mainstream classroom.
- Implementation of a district Title III Resource Specialist to provide specific professional learning related to the academic success of ELs.
- Conduct ongoing, research-based professional learning opportunities for ESOL teachers, general education teachers, and administrators as it relates to ELs.
- Investigate innovative ESOL delivery models to maximize EL student achievement.

NCLB 3 – All students will be taught by highly qualified teachers.

- Continuous induction for new teachers to create a unified purpose and system direction
- Continue to offer DCD sessions that promote common language and high leveraged, research based instruction
- Continue to emphasize the district Learner Profile as a means of common expectations for graduates from FCS
- Provide required notifications to Title I parents concerning procedures for requesting qualifications of teachers

NCLB 4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- Continue working with schools to implement proficient school safety plans, including emergency plans, to address individual school needs and to conduct school safety assessments. Continue to implement Cyber-Safety program at each school
- Foster partnerships with local and state agencies to support safe schools
- Continue access to a Crime Stoppers Tip Line to allow students and parents to anonymously report criminal activity or drug use in schools

- Maintain partnerships with the Forsyth County Sheriff's Department, including 14 resource officers and 2 sergeants, where officers work to support school needs. Continue to strengthen partnership with the Sheriff's office to expand the CHAMPS Program to all elementary schools.
- Continue providing a 20-hour school safety training course for guidance on writing school safety plans and dealing with crisis situations
- Continue the work of quality customer service (formally known as Positively Forsyth), a committee that developed guidelines for email, face-to-face, and phone communication
- Continue Too Good for Drugs program in middle school health classes.
- Continue to strengthen relationships with members of the Forsyth County Drug Awareness Council to provide resources and educational materials for students and parents.
- Continue Olweus Bullying Prevention guidance for schools
- Each school designs and provides cybersafety training for staff and students with district support and approval.
- Formulate K-12 Social Emotional Standards to support learning and provide professional learning for all teachers.
- Begin training for pilot schools on Positive Behavioral Interventions and Supports

NCLB 5 – All Students will graduate from high school

- Provide support to all students through a variety of learning opportunities: Career Pathways, Online Learning, EL Summer Language Camp, Sheltered Classes, inclusive classes, gifted classes, Instructional Focus, advisement, Grad Tracker, Move On When Ready Dual Enrollment, and Mountain Education Charter School
- Promote acceptance of all learners through diversity training and training concerning different SWDs
- Continue to review PROPEL recommendations and track implementation progress
- Continue to monitor the progress of school improvement goals, student assessment data, and reflect on instructional practices and pedagogy as they relate to the Forsyth County Learner Profile.
- Continue to highlight our district and school data for SWD in the areas of graduate rate & drop out rate.

Resources and Support Systems

The school/district has resources and provides services that support its purpose and direction to ensure success for all students.

NCLB 1 – All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, and mathematics.

- Continue training teachers on district LMS with particular attention to personalized learning.

- Develop opportunities to increase understanding of parent involvement and to support the social, emotional, and relational growth of each student through the use of Maslow's Pyramid, the Strengthening Families Framework, National PTA Standards, Developmental Assets, Georgia's Family Friendly Schools Initiative and Epstein 6 Keys for Parent Involvement and the creation of FCS Social and Emotional Learning Standards K-12
- Consistently promote and provide parent training sessions and outreach to ensure that parents play an integral and sustained role in assisting student learning and academic achievement
- Communicate academic expectations to parents and community
- Provide a Title I summer elementary to middle school transition camp activities to support rising sixth-eighth graders and their families in Title I middle schools
- Focus school and district Parent Involvement policies on student achievement through increased parent engagement
- Provide parents of homeless students with resources to support their children at home.
- Provide a summer KinderCamp transition activities to support rising academically at risk kindergarten students and their parents in Title I elementary schools
- Continue work with district Federal District Advisory Councils to review the Parent Involvement Policy, Epstein's Model, PTA National Standards, Developmental Assets, and Strengthening Families Framework
- Engage parent support through the parent toolbox and ongoing parent education
- Provide academic assistance, tutoring and monitor progress for the homeless and neglected students including: referral for medical assistance as needed; referral to other community agencies as determined through interviews with the family. Transportation to the school of origin is provided when it is in the best interest of the student.
- Utilize parent and teacher organizations/associations and Local School Councils to expand training and communication for parents to support student growth (social, emotional, personal, mental, academic)
- Implement and support Innovative Parent Engagement Initiative- Academic Parent Teacher Teams (APTT) at Chestatee
- Provide ongoing training for parents to understand and support their child's IEP and learning at home.

NCLB 2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts, and mathematics.

- Continue to acquire digital materials that support multilingual instruction. Continue to conduct PD around digital multilingual materials.
- Provide academic assistance and monitor progress for the homeless and neglected students; referral to other community agencies as determined through interviews with family; transportation to the school of origin when it is in the best interest of the students

- Continue to provide take-home support materials for at-risk students and their parents during the school year and over summer break to increase the retention of skills (Title I , Migrant, and Title III)
- Continue to provide and monitor adult education courses to increase family engagement (ESL, GED, Citizenship, school readiness, family literacy technology skills, RTI, understanding of assessments, and content standards)
- Continue to implement district Parental Involvement Committee (PIC) to train Title I parent leaders grades in PreK-8 during the 2015-16 academic year
- Increase the availability of translators and translated district documents for both students and parents
- Continue to provide personal copies of trade books for Title I, Migrant, and Title III students to add to their home libraries. Title III students receive leveled readers and/or workbooks during the school year and over summer break to support meeting content standards
- Continue use of Transition Services Office personnel and programs to support family engagement, family literacy, Kinder Camp Parent Academy, Academic Parent Teacher Teams, AccELLerate Parent Programs, Migrant Parent Advisory Council, and school readiness initiative for Title I eligible EL students and their families
- Continue collaboration with the Hispanic Scholarship Fund and other identified community resources and strategic partners to support improved advisement and family engagement
- Continue partnership with the University of North Georgia for Steps to College for rising Grade 9-12 Immigrant, English Learners, and Migrant students, allowing students to earn .5 core or elective credit
- Effective use of Transition Services Office to assure identification, enrollment, and correct placement of students indicating a language other than English on the Home Language Survey.
- Continue to provide additional summer learning support such as AccELLErate Camp and Parent Liaison for ELs at the district summer school to assure participation and academic success.
- Implement a districtwide Parent Involvement Coordinator for ELs to assist schools in providing meaningful, results-oriented parent involvement activities.

NCLB 3 – All students will be taught by highly qualified teachers.

- Continue PD in the areas of technology integration using the Technology Integration Matrix (TIM) in all subjects.
- Provide required Parent Notifications:
- Hi Q teachers, long term substitutes, request for qualifications of teachers

NCLB 4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- Continue to implement Cyber-Safety program at all schools. Conduct and implement technology security audit. Revise district responsible use policy.

- Continue to teach classes about the danger of tobacco and smoking (school nurses); purchase smoking lung models
- Continue to keep medications locked and to dispose of unused medications using proper FDA procedures (school nurses)
- Continue community mentoring: one-on-one matching of adults or young adults to students
- Continue I Have A Choice, an underage alcohol prevention initiative
- Connect students and families to counseling resources for family violence and substance use/abuse
- Provide ongoing SST training providing resources for behavior supports(available in itslearning)
- Formulate K-12 Social Emotional Standards to support learning and provide professional learning for all teachers.
- Begin training for pilot schools on Positive Behavioral Interventions and Supports

NCLB 5 – All Students will graduate from high school.

- Continue to implement systems that support personalized learning, digital portfolios, and the RTI process.
- Continue to provide additional communication with parents/guardians and work with teachers to suggest strategies
- for working with at-risk students
- Expand opportunities for parents and community to support students'
- learning – Kinder Camp, school transition activities, Academic Parent Teacher Teams;
- 2400 Challenge, PROPEL
- Expand business partnerships to allow for greater experience
- in the "real world" application through Project L.I.F.E Program, Workforce Forsyth Initiative with Chamber of Commerce, University of North Georgia and Lanier Technical College
- Continue to involve community members and parents in district initiatives
- Communicate characteristics, skills, and abilities of an FCS Graduate through the Learner Profile, including the availability of the Learner Profile in the language of the student and parents to the extent practicable
- Ensure structures are in place through Academic and Student Support to increase student attendance and graduation(CCRPI measures)Build a network of community volunteers or a system of organizing volunteers for support of academic competition events hosted by FCS
- Continue parent involvement in the educational process through the use of parent accounts in itslearning
- Provide Homeless students and families with post- secondary transition resources and options. Track seniors designated as Homeless regarding post secondary plans. Provide college visit opportunities for Homeless students interested in exploring post-secondary options.
- Continue to develop and expand post secondary transitions and Move On When Ready dual enrollment opportunities with Lanier Technical College and University of North Georgia
- Continue implementation of personalized learning

- Continue partnership with Mountain Education Charter School for credit recovery or initial credit

Teaching and Assessing For Learning

The school's/ district's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

NCLB 1 – All students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts, and mathematics

- Continue use of Math Frameworks for K-5 based upon STATE ACADEMIC STANDARDS. Continue to implement digital systems that facilitate personalized learning. Support national, state, and district assessment systems. Provide systems that promote data analytics. Implement Envision Math Program.
- Develop content literacy across the curriculum focused on the Georgia Standards of Excellence and continuous improvement
- Participate in and utilize data from multi-year implementation of GAPSS
- Continue to provide professional learning for V-Math and Orton-Gillingham Math interventions for SWD.
- Instructional Extension K-12 is a state-funded instructional program beyond the regular school day designed by the individual schools to address the academic needs of students who are performing below grade level expectations. In this program, participating students will receive instructional and learning opportunities to support academic success. Time for students is scheduled before and/or after school and on Saturdays.
- Implement district-wide summer school programs for the most academically at-risk students in grades 3, 5, and 8
- Implement differentiated performance tasks that reflect rigorous higher order thinking skills
- Content literacy focus in grades 6-12
- Utilize data from 2015 6 assessments to continue the successful implementation of STATE ACADEMIC STANDARDS
- Continue to implement K-5 Literacy Framework: Balanced Literacy
- Implement k-12 performance based formative items to inform instruction and preparation for state assessments and to support expectations of the FCS Learner Profile (FCS PBA assessments, K-5 Common Assessments in math and ELA, development of Middle School system wide Math Common Assessments, Middle School and HIgh School content-related, school-based Common Assessments, GOFAR state item bank)
- Utilize digital content to support standards and personalized learning K-12
- Implement close reading strategies and literacy standards in science and social studies classrooms

- Administer a variety of assessment measures (e.g. local /state interim assessments via Learning Station, common assessments, progress monitoring, norm-referenced, criterion referenced) to assemble evidence of student learning
- Continue implementation of a K-5 standards-based report card and K-12 work habits, separating academics from behaviors
- Continue implementation of a 9-12 Career-Readiness Report Card with adjustments for grading and reporting
- Implement Performance-based Instruction and Assessment Professional Learning for teachers, which will be assessed through Teacher Keys
- Inform writing instruction through implementation of Performance-Based Assessments grades K-12
- Administer NETS-S Assessment to support technology competency skills
- Implement academic standards mastery reporting, available through itslearning, to identify areas of difficulty or mastery
- Implement math design collaboration assessment techniques with teams of 6-12 math teachers
- Provide training on ACCESS for ELLs teacher and school frequency score reports to schools administrators and other district leaders to support differentiation of instruction and selection of ESOL program delivery models that best support EL students meeting state content standards
- Provide McKinney-Vento and parental involvement support during the summer through extended services of the homeless liaison
- Provide Technical Assistance and monitoring for schoolwide Title I programs at Chestatee, Little Mill, Otwell, Midway, and Cumming
- Support curriculum development that differentiates and accelerates student learning; ELA and Math Recommendation Engine at eight schools
- Provide an annual summer Kinder Camp to support academically at risk rising kindergarten students in Title I elementary schools
- Hire academic coaches in all schools as funding allows
- Collaborate with Neglected Facilities (Jesse's House and Bald Ridge Lodge) to provide supplemental academic support and progress monitoring for students
- Empower K-12 literacy and math teacher leaders to define system focus and identify and evaluate resource and professional learning needs
- Continue system level professional learning that addresses classroom standards and state academic standards (including PAC/LAC protocols, TKES, and LKES)
- Support teachers in designing appropriate DOK levels of learning in instruction and assessment
- Continue writing with a focus on all genres of writing (K-12) and literacy
- (6-12) in science, social studies, technical subjects to support the state academic standards. and Performance-Based Assessments
- Continue focus on School Keys through the GAPSS analysis (including mini- GAPSS) to meet district accreditation (AdvancED Standards)
- Provide professional learning opportunities for EIP, ESOL, Title I, gifted, Special Education and AP teachers

- Continue to provide training for teachers in SIM strategies (Kansas Strategies) and Orton-Gillingham to improve reading for SWD.
- Continue implementation of and training in Data Teams to provide support and training on data analysis of formative and summative assessments to further inform differentiated instruction
- Continue providing support to all Title I schools instructional programs
- Provide professional learning on K-12 performance-based learning and assessment to support state academic standards and local/state/national assessments
- Provide K-12 training for teachers in integrating science and social studies in ELA and math content areas Provide training for content area teachers in integrating literacy standards in science, social studies, and CTAE courses.
- Provide targeted training for Math Design Collaborative Assessment for Instruction techniques in grades 6-12.
- Continue research-based intervention training for teachers working with at-risk students
- Provide technical assistance/professional learning to Title I Teachers on acceleration of learning instructional strategies to increase the yearly growth of children who are academically at risk and not achieving grade level standards/skills
- Continue to utilize the data team and Response to Intervention (RtI) processes for identifying, defining, and resolving students' academic, behavior and speech/language difficulties using research-based instructional programs and interventions. This includes universal screening, continuous progress monitoring, continuum of evidence-based interventions; data based decision-making, problem solving and fidelity of implementation.

NCLB 2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading / language arts, and mathematics.

- Provide media materials of high interest and low vocabulary for struggling readers. Funds will be budgeted for FY17 using Title III LEP funds and Migrant grant funds
- Use ACCESS scores and WIDA standards to inform instruction for EL students. Provide professional learning to all school-based instructional staff on use of W-APT score sheets, ACCESS for ELLs Teacher Score Reports, ACCESS School Frequency Reports, and effective strategies for English Learners.
- Provide professional learning on WIDA Model Performance Indicators (MPIs) to support differentiation for English Learners with respect to language and state content standards.
- Continue integrated STEM instruction for grades 6-12.
- Provide training on FastBridge universal screening and progress monitoring to guide differentiation of instruction
- Continue ACCESS for ELLs pre- and post- administration training and debriefing sessions
- Continue district language academy (AccELLerate) for rising grade 9-12 English Learners using 55-level language acquisition courses for elective credit
- Continue to provide technical assistance to support scheduling and advisement of ELs and Migrant students to meet content standards and on-time graduation: ongoing at schools and

through Student Support Team professional learning, RTI training, EL Coordinators' meetings, ESOL Lead Teacher Training Sessions, Special Education training and staff resources in itslearning

- Continue to provide technical assistance to support scheduling and advisement of ELs and Migrant students to meet content standards and on-time graduation: ongoing at schools and through Student Support Team professional learning, RTI training, EL Coordinators' meetings, ESOL Lead Teacher Training Sessions, Special Education training and staff resources in itslearning
- Design and provide collaborative planning sessions across the system for grade level content teachers so that best practices are shared for the purpose of improving student learning
- Continue to provide professional learning opportunities to increase understanding of the language acquisition process, effective strategies, and diverse cultures of English Learners, immigrant
- and migrant students.
- Continue to provide technical assistance at school level to support scheduling and advisement of ESOL immigrant, and Migrant students to meet state content standards and on-time graduation
- Continue professional learning for ESOL and mainstream teachers, administrators, and support personnel to support differentiation (WIDA standards and Model Performance Indicators , high leverage instructional strategies for English Learners, ESOL endorsement, Understanding English Learners and Immigrant Students, Effective EL Parent Outreach Strategies, and Conversational Spanish for Educators)

NCLB 3 – All students will be taught by highly qualified teachers.

- Provide professional learning for understanding the differentiation strategies for implementing the GSE (Math and ELA only)
- Continue staff diversity training to include a greater emphasis on differentiating instruction with a diverse culture
- In K-12, utilize Educators on Special Assignment in the areas of math and English Language Arts to work directly with teachers to provide specific high leverage math and ELA strategies for state academic standards
- Continue to offer Gifted Endorsement to teachers to accommodate the high percentage of gifted identified learners (gifted is Tier IV of RTI pyramid)
- Provide training for all teachers on personalized learning strategies to engage all learners
- Provide gifted learner focused professional learning for gifted teachers

NCLB 4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- Provide professional learning for all staff, especially front liners and support staff, to promote acceptance of all students, families, and community members by providing a friendly, inclusive, safe, and welcoming school environment

- The design of instruction and the culture of all classrooms embrace social emotional learning, student ownership, mastery based learning, as well as consider the interests and passions of students to engage them in their learning and enhance achievement.

NCLB 5 – All Students will graduate from high school.

- Continued integration of Oral Communications in the Content Area courses
- Continue advisement lessons throughout the school year for all secondary students (Teachers as Advisors) (Grades 6-12)
- Continue offering evening opportunities through our partnership with Mountain Education Charter High School for students needing credit recovery or wishing to earn initial credit as defined in the district's Learner Profile
- APEX Learning is an online curriculum used throughout the county. Usage varies from school to school. Students can retake failed courses and earn the credit. Teachers can use the content for whole group instruction. Content is often used for remediation and review for transfer students.
- High School Summer Math Academy allows students to earn credit for the Coordinate Algebra 1, Analytic Geometry, Advanced Algebra, or Math IV course they attempted and did not pass. The program is open to high school students enrolled in Forsyth County Schools. Summer Math Academy is for credit recovery only.
- Summer Cosmetology Academy allows students to earn additional lab hours required for certification. The program is open to current students enrolled in the Forsyth County Schools cosmetology program.
- Forsyth Academy is geared toward students seeking an educational opportunity outside of the traditional high school setting or for students who wish to accelerate their learning and graduate early. All classes use a blended model of online curriculum and classroom teachers. Forsyth Academy students often take four or five classes at the Academy and take elective or Career, Technical, and Agricultural Education (CTAE) courses at their base high school.
- Gateway provides an alternative learning environment for students while holding high expectations for both behavior and performance. The Gateway Academy offers a blended learning environment where middle and high school students will be engaged with the online learning while receiving instruction from classroom teachers.
- iAchieve Forsyth Virtual Academy offers students the opportunity to engage in a digital learning environment to achieve their education. Students may be residents of Forsyth County entering the school system for the first time, from Home School or Private School, or students may be current FCS students transferring from an existing school. Non-resident students may apply and will be assessed tuition. Students do not attend a physical brick and mortar school, but instead, connect with their teachers and peers virtually to receive a Forsyth County Schools' diploma.
- Continue to expand work-based learning and mentoring/job shadowing opportunities for all students connecting career pathways with real-world experiences

- Continue to offer seamless post-secondary options for all students and work to make dual enrollment opportunities smooth for parents and students which also assists with students completing graduation requirements.
- Implement Personalized Learning Project to increase graduation rate (i3)
- Continue to expand and align CTAE opportunities for middle school students in preparation for high school programming in regards to curriculum, standards, and co-curricular opportunities through CTSO's.
- Continue STEM Academy
- Leverage academic-related and career-related dual enrollment Move On When Ready opportunities with Lanier Technical College and other Georgia Colleges and Universities for increased student engagement
- Offer Distance Learning Calculus through dual enrollment for all schools with a minimum number of students
- Continue alignment of CTAE Pathway exploratory Connections classes in middle school to reflect high school programming
- Track PROPEL recommendation success to increase graduation rate and better monitor student success
- Meet all Bridge Bill requirements
- Monitor student progress to personalize the instructional program through the assistance of a Graduation Coach or other academic support personnel
- Design and provide collaborative planning sessions across the system for grade level content teachers so that best practices are shared for the purpose of improving student learning
- Organize course sequence to integrate the school's curriculum using IE2 flexibility and that emphasizes depth
- Continue to offer a summer Language Academy for EL students and participation in the Steps to College Program with the University of North Georgia (Oakwood Campus)
- Continue Bridge Bill requirements through Advisement, Instructional Focus, or classroom lessons
- Offer math and science endorsements for K-5 teachers, ESOL, gifted and Reading endorsements for K-12 teachers
- Continue to provide professional learning for GADoE STEM Re-Certification
- Continue providing training in math and ELA on personalized learning strategies to engage all learners
- Continue providing teacher
- training on intervention programs
- Provide teacher training on instructional methods that promote literacy and writing to prepare for Georgia Milestones assessments
- Continue to provide teachers with professional learning opportunities to support EL students and diverse learners
- Provide training for teachers in grades 6-12 in the most challenging mathematics concepts as determined by assessment data

- Provide transitional activities for students and parents as students move from elementary to middle school, middle school to high school, and high school to PSO or the workforce , including Kinder Camp at Title I elementary schools and Bulldog Bridge Camp at Otwell Middle School
- Use Data Teams to analyze data and determine appropriate instructional strategies for students.

- Provide professional development on differentiation for all teachers during District Collaboration days.
- Provide technical assistance/professional learning to Title I Teachers on acceleration of learning instructional strategies to increase the yearly growth of children who are academically at risk and not achieving grade level standards/skills
- Each high school offers small group study skills classes for SWD to provide additional support for students to complete work and study for tests in their academic classes.
- Each school offers co-taught and supportive instruction teaching models within the core academic classes to provide SWD additional support for learning.

Using Results for Continuous Improvement

The school/district implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

NCLB 1 – All students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts, and mathematics

- Use school profiles and formative measures for analysis of student strengths and needs to modify instructional strategies that ensure all students reach high standards: Forsyth County Data Dashboard, SLDS, website data profiles, Learning Management System (LMS) Data Folder in School Leaders Group, Electronic Results folder, i3, RTI Desktop in IC; incorporate Relearn/Recovery efforts
- Utilize reporting features of i3 in middle school and high school pilot schools itslearning and current online assessment engine to analyze and recommend learning objects/paths for students/classes/schools
- Utilize school and district level Data Teams to improve individualized instruction and results
- Provide Technical Assistance and monitoring for schoolwide Title I programs at Chestatee, Little Mill, Otwell, Midway, and Cumming
- Conduct annual evaluations of Title I instructional programs and parent engagement initiatives using data driven decision making

NCLB 2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading / language arts, and mathematics.

- Provide training on ACCESS for ELs teacher and school frequency score reports to schools' administrators and other district leaders to support differentiation of instruction and selection of ESOL program delivery models that best support EL students meeting state content standards
- Use FastBridge F & P data and other appropriate progress monitoring data
- results to inform small group instruction and delivery needs
- Continue use of ACCESS results in ongoing professional learning for Student Support, SST Coordinators, Special Education personnel, EL Coordinators, ESOL teachers, mainstream teachers, and parents
- Continue to provide technical assistance to support scheduling and advisement of ELs, immigrant, and Migrant students to meet content standards and on-time graduation: ongoing at schools and through Student Support Team professional learning, RTI training, EL Coordinators' meetings, ESOL Teacher Training Meetings, Special Education training and staff resources in itslearning

NCLB 3 – All students will be taught by highly qualified teachers.

- Utilize TAPS and LAPS data to impact school improvement plans and goals
- Utilize SGP and SLO Student Growth Measures to inform annual school improvement plans
- Utilize SGP and SLO Student Growth Measures data to formulate professional learning

NCLB 4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- Utilize CCRPI Climate Survey results to inform school climate and adjust procedures and processes to improve school culture.
- Utilize CCRPI Climate data to improve attendance, discipline, and promote safe learning environments.

NCLB 5 – All Students will graduate from high school

- Continue the Data Teams process incorporating various data sources Forsyth County Data Dashboard on FCS website, SLDS in Infinite Campus, Data Profiles on FCS website, school comparison in itslearning, and individual school results in Electronic Results folder in itslearning - for administrators only) to monitor student achievement, which outlines real time progress of students along with historical test data
- Continue to monitor the progress of school improvement goals, student assessment data, and reflect on instructional practices and pedagogy as they relate to the Forsyth County Learner Profile.
- Continue to survey SWD one year after they exit high school to determine why some students dropped out and did not return. Improvements will be made to address these issues for current students enrolled to increase graduation rate.