



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

Step 2: Executive Summary

Step 3: School Improvement Plan

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- Academic/Instructional Goal
- Climate Goal

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

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

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2018 Executive Summary

Continuous Improvement Goals	Learner Profile <i>(Check all that apply)</i>	Support from FCS Depts.* <i>(List all that apply)</i>
CCRPI Goal		
South Forsyth Middle School will improve Student Performance Targets for the subgroups of Black and Students with Disabilities to close the gap between current performance scores and the State Performance Target of 62.9 on the Physical Science End of Course test.	<input checked="" type="checkbox"/> Pursue Continuous Learning <input type="checkbox"/> Exhibit Strong Personal Qualities <input checked="" type="checkbox"/> Utilize Creative & Critical Thinking <input type="checkbox"/> Engage & Contribute <input type="checkbox"/> Interact Effectively	
Academic / Instructional Goal		
South Forsyth Middle School will improve student achievement by personalizing learning and through the design and implementation of highly rigorous and relevant learning experiences described as Quadrant D of the Rigor/Relevance Framework® from the International Center for Leadership in Education.	<input checked="" type="checkbox"/> Pursue Continuous Learning <input type="checkbox"/> Exhibit Strong Personal Qualities <input checked="" type="checkbox"/> Utilize Creative & Critical Thinking <input type="checkbox"/> Engage & Contribute <input type="checkbox"/> Interact Effectively	

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Climate Goal to Improve			
<p>South Forsyth Middle School teachers and staff will work intentionally to build stronger teacher-student relationships so each child is known by at least one adult in the building.</p>	<p>X X X</p>	<p>Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively</p>	
<p>* 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</p>			

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2018 School Improvement Plan

CCRPI Goal: South Forsyth Middle School will improve Student Performance Targets for the subgroups of Black and Students with Disabilities to close the gap between current performance scores and the State Performance Target of 62.9 on the Georgia Milestone Physical Science End of Course assessment.

SMART Goal: The Subgroup Performance Percentage for the Black subgroup and the Students with Disabilities subgroup will increase by 3% on the 2017-2018 Georgia Milestone Physical Science End of Course assessment as compared to the 2016-2017 results.

Subgroup Performance Percentage

	<u>2016-2017</u>	<u>2017-2018 Goal</u>	<u>State Performance Target</u>
Blacks	60.0 %	61.2 %	62.9 %
Students with Disabilities	58.108 %	59.37 %	62.9 %

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Teachers will use classroom assessments and benchmark data to analyze the progress of students in the targeted subgroups.	If teachers use data to identify struggling students in the targeted subgroup population, then additional support and instruction can be provided for students who are not showing mastery based on the data.	2017-2018 School Year	Certified Teachers
Students struggling in the high school Physical Science course will be placed in a Connections Science class to receive additional support and instruction.	If students receive additional instruction and support through a Science Connections course, then the students will show improvement towards the mastery of the Physical Science standards.	January 2018-May 2018	Additional resources to review and reteach Physical Science concepts Certified Teachers

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

Classroom assessment data, benchmark assessment data, and progress monitoring data of students who are in the Physical Science Connection class will be used to monitor student growth towards mastery of the Physical Science standards.

Academic / Instructional Goal: South Forsyth Middle School will improve student achievement by personalizing learning and through the design and implementation of rigorous and relevant learning experiences described as Quadrant D of the Rigor/Relevance Framework® from the International Center for Leadership in Education.

SMART Goal: The percent of students at all grade levels scoring in the Distinguished category in Language Arts and Mathematics will increase from the 2016-2017 school year to the 2017-2018 school year as measured by the Georgia Milestones.

2016-2017 Distinguished Percentage	2017-2018 Distinguished Percentage Goal
6th ELA 43.4 %	6th ELA 45 %

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6 th Mathematics	52.6 %	6 th Mathematics	54 %
7 th ELA	33.6 %	7 th ELA	35 %
7 th Mathematics	65.0 %	7 th Mathematics	67%
8 th ELA	36.9%	8 th ELA	38 %
8 th Mathematics	56.9 %	8 th Mathematics	58 %

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Teachers will create classroom lessons, activities and projects with a focus on providing rigorous and relevant (Quadrant D) learning experiences for students.	If teachers work collaboratively to develop lessons which are high rigor and add relevance to the learning, students will be more engaged in the learning experiences and achievement will increase.	2017-2018 School Year	Professional Development on Personalized Learning Administrative Team Certified Teachers
The teachers will work collaboratively with their grade and content-alike peers (Data Teams) to use benchmark assessment data and summative assessment data to identify the various levels of learners. Teachers will use data to differentiate and personalize learning to improve student performance of all students which will result in a higher percentage of students in the Distinguished category.	If teachers use data and the Data Team process to analyze what students know and are able to do, then work can be individualized to provide accelerated learning experiences leading to a deeper understanding and higher achievement.	2017-2018 School Year	Certified Teachers
Teachers will attend professional learning opportunities to improve their knowledge and understanding of personalized learning to improve student performance of all students which will result in a higher percentage of students in the Distinguished category.	If teachers participate in professional development with a focus on learning, then they will be able to personalize student work to challenge all students to achieve at a higher level.	2017-2018 School Year	Administrative Team Certified Teachers

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

Teachers will use classroom data and benchmark data to monitor student progress. Teachers will share their growth in understanding personalized learning and provide evidence of implementation of personalized learning during their end-of year TKES evaluation.

Climate Goal: South Forsyth Middle School teachers and staff will work intentionally to build stronger teacher-student relationships so each child is known by at least one adult in the building.

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SMART Goal: The percentage of students not known by their teachers will decrease from the data collected at the beginning of the 2017 school year as compared to the data collected at the end of the 2017-2018 school year.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Teachers are surveyed twice during the school year to determine how well they know the students they teach. Data collected from the first survey will be shared with teachers so they can intentionally focus on students who were identified as not being known from the first survey.	If teachers are given names of students from the first survey who were not known by their teachers, then the teachers can work to build a strong teacher-student relationship by intentionally getting to know the students’ likes and interests.	2017-2018 School Year	Certified Teachers Administrators
Using the 7 Mindsets program as a basis for developing teacher-student relationships, teachers will find ways to involve identified students in the 7 Mindset principles and activities so they can get to know the identified students at a more personal level.	If the teachers use the 7 Mindset principles to intentionally focus the identified students, then deeper teacher student relationships will occur.	2017-2018 School Year	Certified Teachers Administrators

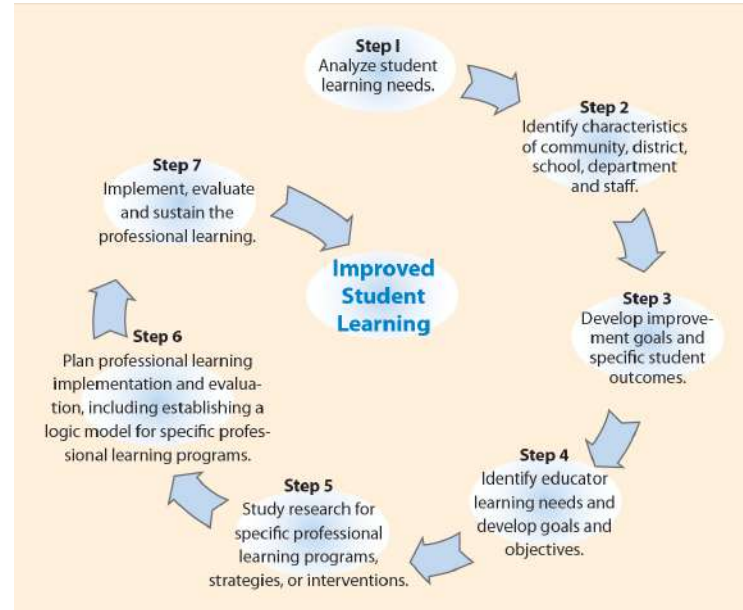
Describe how your SMART Goal will be monitored throughout the year:

Survey data will be collected at the beginning and end of the year. Teachers will write reflections on ways they have been able to develop deeper teacher-student relationships within the 7 Mindsets framework or core values. Teachers will be asked to record personal information they have gained from the teacher-student relationships they have intentionally developed.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s): Teachers will participate in a book study on personalizing learning and identify one way in which they will personalize learning for students in their classroom.

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 ("If...then..." Statements)	Connection to Continuous Improvement Goal(s):
2017-2018 School Year	Teachers will develop a deeper understanding of personalized learning to remediate and accelerate learning for all students by participating in a Professional Learning Community throughout the school year.	If teachers participate in a Professional Learning Community and share their thoughts and understandings of personalized learning gained through a book study, then teachers will be more comfortable designing and implementing personalized learning in their classroom.	Teachers will continuously improve their teaching practices by working collaboratively with others on the design of rigorous, relevant and personalized lessons.
August 2017- January 2018	Teachers will participate in a book study, <u>Students at the Center</u> , and share their thoughts and insights during their Professional Learning Community meetings.	If teachers participate in a Professional Learning Community and share their thoughts and understandings of personalized learning gained through a book study, then teachers will be more comfortable designing and implementing personalized learning in their classroom.	Teachers will continuously improve their teaching practices by collaborating with others in a Professional Learning community.
March 2018	Teachers will provide evidence of how they personalized learning for students during their Summative TKES Conference.	If teachers are required to plan and implement personalized learning in their classroom, students at all levels will be challenged.	Teachers will continuously improve their teaching practices by implementing research-based educational strategies.



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

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Data Teams Reflection

Process:

Impact on Instruction/Achievement: