2013-16 Executive Summary

School Improvement Plan

School Name: ___South Forsyth High School_____

AdvancED Standards	FCS Departments		
Purpose and Direction	Academics & Accountability	Human Resources	Superintendent
Governance and Leadership	Educational Leadership	Public Information and Communications	Technology and Information Services
Teaching and Assessing for Learning	Facilities and Operations	School Safety and Discipline	Transportation
Resources and Support Systems	Finance and Operations	Special Education	
Using Results for Continuous Improvement	Food and Nutrition Services	Student Support Services	

Continuous Improvement Goal	AdvancED Standards	Support from FCS Department(s)
1. South Forsyth High School will increase our overall CCRPI index score by focusing on the Sum of Achievement, Progress, Achievement Gap, and Challenge Points areas. 2. South Forsyth High School will use results for continuous improvement to focus on teaching and assessing for learning by integrating innovative practices and professional learning in the following areas: a) Content Data Teams b) Personalized Learning c) Differentiation d) Literacy	**Standard 1:** Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement **Standard 3:** Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	1. Access to reports with specific data relevant to the CCRPI post high school readiness indicators. (Student Information) i.e., pathway completers, cohort graduation rate, etc. 2. District provided Performance Based Assessments for all content areas. 3. High School specific best practices and strategies for data teams. 4. Communication, clarity, and focus on direction regarding information from the GA DOE. One contact/source would be preferred.

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e) Performance Based Assessments 3. South Forsyth High School will continue to provide relevant professional learning opportunities and support for staff, departments, and content teams in the following areas: a) SLDS/SGP's b) TKES c) ITSlearning	**Standard 4:** Resources and Support Systems	5. Coordinated support for training on SLDS, TKES, and ITSlearning. 6. Assistance with access to necessary and timely data from prior/current school year. 7. Dedicated vertical planning time to allow contents, departments, and schools to collaborate.
4. South Forsyth High School will continue to foster a culture of school pride and excellence around our motto *Connect to Achieve; Lead to Inspire.* a) K-12 Vertical/Collaborative Team b) United South c) Staff Spirit Committee	**Standard 1:** Purpose and Direction **Standard 2:** Governance and Leadership	

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SMART Goal: ***Improve our CCRPI index score from 93.9% to 94.9%***

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AdvancED Standards (check all that apply)	
X	Purpose and Direction
	Governance and Leadership
X	Teaching and Assessing for Learning
	Resources and Support Systems
X	Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	School is awaiting lagging 12-13' data from DOE Math • Teachers will administer pre-assessments for each unit. Students scoring below 75% will be offered interventions: differentiated teaching (targeted warm ups) and invitations to IF help sessions, before and after school help sessions, Thursday tutoring, and Saturday School. Students will also be offered relearn and recovery opportunities. • All math teachers will make an effort to contact parents	• If teachers offer interventions to students scoring below 75% on their pre-assessments for each unit then students will have higher achievement on the Math II EOCT. • If math teachers contact parents of their math students with 2 consecutive absences from class then school attendance rate will	August, 2013-May, 2014 August, 2013-May, 2014	• Teachers will keep a record of pre-assessment scores. Differentiated warm ups will be noted in plans. Teachers will keep a record of attendance at help sessions, IF sessions, Thursday Tutoring, and Saturday School. • Teacher telephone logs or a teachers individual student records will

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	of students with 2 consecutive absences within a day of the occurrence. • Teams will decide what method of review will be used: Warm up, inclusion in daily practice, or specific review sheets for each unit.	improve. • If teachers give weekly cumulative review material and emphasize student use of vocabulary in each EOCT class then more students will score at the exceeds level on the EOCT.	August, 2013-May, 2014	document the parental contacts. • Unit plans will indicate that cumulative review opportunities have been given weekly.
Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	Science • Teachers will utilize common formative assessments to measure student mastery and analyze data through content data teams. • Percentage of students meeting or exceeding will increase on the Biology	• If content teams use student data to inform instruction, develop lessons and assessments, identify struggling students, and implement interventions, then student achievement will increase.	2013-2014 school year	• Content Data Teams • SLDS

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AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	EOCT (95% to 98%), Physical Science EOCT (99% to 100%), AP Biology exam (88% to 91%), AP Chemistry exam (81% to 84%), AP Environmental Science exam (67% to 70%), AP Physics B exam (80% to 83%), IB Biology exam (96% to 99%), IB Chemistry, and IB Physics exam (80% to 83%).			
Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	Eng/Lit • AP Literature students will maintain a 90% pass rate, and AP Language students will maintain an 80% pass rate on their AP exams.	• If teachers provide frequent timed practice on **Performance Based Assessments** with specific feedback, students will improve writing and multiple choice scores.	Ongoing	• Previous AP exam questions from College Board's AP Central website • Instructional Focus Remediation • Its Learning • SLDS Content Data • Criterion and OAS

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	• Advanced composition students will be closely monitored and supported to increase the graduation rate.	• If students are identified as at-risk of failing, then teachers will employ immediate remediation and support, and **differentiation**.	Ongoing	• PBAs
	• Ninth grade students will maintain 99% Meets and Exceeds on the EOCT, as well as maintain 70% Exceeds.		Ongoing	
	• American Literature students will maintain EOCT scores at 98% Meets and Exceeds and GHSWT scores	• If teachers provide students direct instruction on **Performance Based Assessments** through both small groups and	Ongoing	• EOCT and GHSWT diagnostic, mid-point, and final assessments • Instructional Focus

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X Purpose and Direction ____ Governance and Leadership ____ Teaching and Assessing for Learning X Learning ____ Resources and Support Systems ____ Using Results for Continuous Improvement X Continuous Improvement		at 99% Meets and Exceeds.	whole class delivery to develop reading and writing skills, then EOCT scores will improve. • If teachers implement a variety of reading strategies as well as periodic **Performance Based Assessments** to determine progress and subsequently supported by remediation, then students will improve their EOCT scores.		Remediation • Its Learning • SLDS Content Data • USA Test Prep and OAS

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Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	SS • The Economics and US History teams will employ content collaboration analysis of unit tests and semester EOCT results. • USA Test Prep Remediation Center – All student populations – Social Studies – small group instruction utilizing various USA test prep resources.	• If teachers compare and analyze data collaboratively then they will better able to guide students towards higher performance • If teachers provide computer time for students to complete USA Test Prep remediation, then students mastery of standards will improve on formative, summative, and EOCT assessments.	• Weekly collaborative meetings • Analyze EOCT data each semester after results are reported • School Year 2013-2014 • School Year 2013-2014	• Up-to-date data in Data Content Analysis Spreadsheet • EOCT Data • Content Teachers • USA Test Prep Online Modules • Student scores emailed to teacher. • Sample assessments to show improvement over time.

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AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
				• EOCT Data • Students
Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	CTAE • Each sub-department within CTAE will order the practice tests for their particular EOP. • Each sub-department within CTAE will give EOP practice assessments to track improvement with each sub group. • Each sub-department within CTAE will improve or maintain EOP pass rate. • CTAE will promote the	• If students have more accurate practice assessments, then they will perform at a higher level and attain a higher pass rate. • If students take tests more frequently then they will do better on the EOP assessment. If teachers give pre-assessments, then they will know which areas to focus on in classroom instruction.	Throughout the year	Testing guides and practice tests Sub Department leaders Department chair Each pathway teacher

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	completion of pathway completion (via class, CTAE night)	• If the above strategies are employed then Culinary will maintain 100% pass rate, Engineering 96% to 100%, Marketing improve form 68% to 80%, Sports marketing 33% to 70% pass rate, Fashion Marketing 90% to 100% pass rate. • If CTAE promotes importance of pathway completion, then rate will increase.		

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Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	World Languages • Conduct at least 50% of class time in the target language in levels 1&2, 80 % in levels ¾ and 90% in AP/IB. • Improve articulation from level 1 to AP/IB levels and increasing rigor in all levels	• If 50%/80%/90% of class time is conducted in the target language students will be speaking more fluently and will be more successful on performance tasks and formative and summative assessments. • If articulation of all levels is improved AP/IB students will be more successful on the exams and regular students will be more challenged. • If regular parent contacts occur then there will be increased awareness among all	Ongoing	• Observations; lesson plans; content team notes • Departmental and content team meeting notes; observations, lesson plans • Data Collection Forms • Parent Contact Logs • Email

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AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
		stakeholders and increased student performance.		
Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	SPED: • SWD will improve their performance on the Coordinate Algebra EOCT from 50% meets plus exceeds to 55% meets plus exceeds and on the Biology EOCT from 89% meets plus exceeds to 94% meets plus exceeds. • SWD who take and fail the 8th grade Science CRCT will be identified and provided the option of taking a small group Biology class taught	• If students who are struggling learners and at risk of not having a successful 9th grade year are taught study skills strategies they will be better equipped to take notes, study, take tests and manage their time thus passing or exceeding on their EOCTS. • If students who are at risk of failing Biology are identified and are	2013- 2014 school year	Special Education Staff – EOCT scores for SWD – Biology Spring 2013 and 2014 SLDS Data from Interim Assessments Its Learning Counseling Staff Teachers Parents Students Graduation Data for SWD for the 2012-2013 school year and the 2013-1014 school year

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	by a dual certified science/SPED teacher.	enrolled in a small group Biology class with a dual certified teacher who meets the individual learning needs of the student by utilizing differentiated instruction and individualized instruction, then the students will be better prepared to meet the standards of the Biology End of Course Test.		
Standard 1: Purpose and Direction **Standard 3:** Teaching and Assessing for Learning **Standard 5:** Using Results for Continuous Improvement	Counseling • **Academic core collaboration**—Each counselor "adopts" a core academic department and attends at least one meeting per quarter, specifically to	• If teachers, counselors, and administrators review student data on a regular basis, then students will complete courses required to graduate with their cohort group.	• November 2013, February 2014, April 2014 • August 2013,	• Counseling department of 5 counselors and 5 academic core departments • APEX, Georgia Virtual School, iAchieve.

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AdvancED Standards (check all that apply)		AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
X	Purpose and Direction		share outcomes of small group meetings • **Credit recovery options**—APEX, iAchieve, Academy at Night, Georgia Virtual School/Other Virtual Schools. • **Monitoring Student Progress—**Monitor academic progress of students who are at risk of not graduating with their cohort group:	• If counselors advise students on appropriate options for credit recovery, then students will earn required credit to be on track for graduation with their cohort group. • If teachers, counselors, and administrators review student data on a regular basis, then students will complete courses required to graduate with their cohort group	January 2014, April/May 2014 for next school year • August 2013–May 2014	
	Governance and Leadership					
X	Teaching and Assessing for Learning					
	Resources and Support Systems					
X	Using Results for Continuous Improvement					

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Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	School is awaiting lagging 12-13' data from DOE <u>Math</u> *f) Content Data Teams* • Co-taught/Push In Coordinate Algebra/ Push In Coordinate Algebra Support classes – Implement appropriate accommodations, differentiated instruction, monitor progress on goals to meet student needs *g) Personalized Learning* • Co-taught/Push In Coordinate Algebra/ Push In Coordinate Algebra Support classes – Implement appropriate accommodations, differentiated instruction,	• If co-teachers are utilized effectively to differentiate instruction and monitor student progress, then student learning will increase.	August, 2013-May, 2014	• Teachers will keep a record of pre-assessment scores. Differentiated warm ups will be noted in plans. Teachers will keep a record of attendance at help sessions, IF sessions, Saturday School.

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AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	monitor progress on goals to meet student needs *h) Differentiation* • Co-taught/Push In Coordinate Algebra/ Push In Coordinate Algebra Support classes – Implement appropriate accommodations, differentiated instruction, monitor progress on goals to meet student needs *i) Literacy* • Co-taught/Push In Coordinate Algebra/ Push In Coordinate Algebra Support classes – Implement appropriate	• If co-teachers are utilized effectively to differentiate instruction and monitor student progress, then student learning will increase.	August, 2013-May, 2014 August, 2013-May, 2014	• Teachers will keep a record of pre-assessment scores. Differentiated warm ups will be noted in plans. Teachers will keep a record of attendance at help sessions, IF sessions, Saturday School.

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	accommodations, differentiated instruction, monitor progress on goals to meet student needs • Teams will decide to use at least two performance tasks in each unit. Each team member will use the same two tasks as a minimum. *j) Performance Based Assessments* • Co-taught/Push In Coordinate Algebra/ Push In Coordinate Algebra Support classes – Implement appropriate accommodations, differentiated instruction, monitor progress on goals to	• If all non-AP/IB math teachers use at least two performance tasks in each unit and emphasize student use of vocabulary then more students will score a 3 or above on an AP math exam or 4 or above on an IB math exam .	August, 2013-May, 2014	• Team meeting notes will indicate which tasks will be used for each unit. Individual teacher plans and grade book will indicate that two performance tasks have been used in each unit.

AdvancED Standards (check all that apply)

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_____ Purpose and Direction _____ Governance and Leadership _____ Teaching and Assessing for X Learning _____ Resources and Support X Systems _____ Using Results for X Continuous Improvement **AdvancED Standard(s)**				
	meet student needs • Teams will decide to use at least two performance tasks in each unit. Each team member will use the same two tasks as a minimum.	• If all non-AP/IB math teachers use at least two performance tasks in each unit and emphasize student use of vocabulary then more students will score a 3 or above on an AP math exam or 4 or above on an IB math exam .		• Team meeting notes will indicate which tasks will be used for each unit. Individual teacher plans and grade book will indicate that two performance tasks have been used in each unit.
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	<u>Science</u> *a) Content Data Teams* ○ Pre-Assessments ○ Interims ○ EOCT Prep	• If teachers offer interventions to students indentified as "close" or "far to go," then student achievement will increase.	Pre-Assessments – Semester 1 Interims/EOCT Prep – Semester 2 2013-2014	• Pre-assessment, interims, and common formative assessments scores.

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	b) *Personalized Learning* • Student Progress Monitoring/course success plans c) *Differentiation* Implement appropriate accommodations, differentiated instruction, monitor progress on goals to meet student needs. d) *Literacy* e) *Performance Based Assessments*	• If teacher/parent and teacher/student contact is increased through the student progress monitoring plan, then student achievement and motivation will increase. • If co-teachers are utilized effectively to differentiate instruction and monitor student progress, then student learning will increase from formative to summative assessments.		• Teacher help sessions, IF sessions, Saturday Academy, and other remediation opportunities. • ESOL sheltered Physical Science course • Co-taught sections of Biology and Physical Science

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- X **Resources and Support Systems**
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AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	Eng/Lit *a) Content Data Teams* • AP Literature students will maintain a 90% pass rate, and AP Language students will maintain an 80% pass rate. • Advanced composition students will achieve a high graduation rate by identifying, closely monitoring, and supporting students who are at risk of failing. • American Literature students will maintain EOCT scores at 98% Meets and Exceeds and GHSWT scores at 99% Meets and Exceeds. • Ninth grade students will maintain 99% Meets and Exceeds on the EOCT, as			

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_____ Purpose and Direction _____ Governance and Leadership X Teaching and Assessing for Learning X Resources and Support Systems X Using Results for Continuous Improvement **AdvancED Standard(s)**	well as maintain 70% Exceeds. *b) Personalized Learning* • Teachers will implement subsequent writing and reading strategies instruction to address weaknesses throughout the year through **Personalized Learning**. • Teachers will use **Personalized Learning** to provide a variety of techniques that address various learning styles. • Students will also be given individual feedback and coaching through **Personalized Learning** *c) Differentiation*			

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AdvancED Standards (check all that apply)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
_____ Purpose and Direction _____ Governance and Leadership X Teaching and Assessing for Learning X Resources and Support Systems X Using Results for Continuous Improvement **AdvancED Standard(s)**	• Teachers will implement subsequent writing and reading strategies instruction to address weaknesses throughout the year through **Differentiation**. • Teachers will use **Differentiation** to provide a variety of techniques that address various learning styles. • Students will also be given individual feedback and coaching through **Differentiation.** *d) Literacy* • Teachers will focus on direct instruction using best practice literacy strategies in the following areas: reading			

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Annual School Improvement Plan

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AdvancED Standards (check all that apply)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
_____ Purpose and Direction _____ Governance and Leadership X Teaching and Assessing for Learning X Resources and Support Systems X Using Results for Continuous Improvement **AdvancED Standard(s)**	comprehension, vocabulary, and writing. • Teachers will use various literacy strategies to provide a variety of techniques that address various learning styles. *e) Performance Based Assessments* • Teachers will administer diagnostic **Performance Based Assessment** to determine areas of weakness, and subsequent units will focus instruction accordingly. • Students will be given practice **Performance Based Assessments** to determine students who need remediation.			

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AdvancED Standards (check all that apply)

- _____ Purpose and Direction
- _____ Governance and Leadership
- X Teaching and Assessing for Learning
- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	• Teachers will focus on direct instruction in reading comprehension, vocabulary, and especially writing strategies to prepare students for **Performance Based Assessments**.			
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	Social Studies *a) Content Data Teams* • Content teams will employ 21st century learning tools to guide instruction and engage students in student-centered learning specific to each Social Studies content area. *b) Personalized Learning* • Economics and US History teachers will hold regular	• If students are provided with 21st century learning tools then students can manage their learning and create products that will help them impact and change our global society. • If students attend help/study sessions then	School Year 2013-2014 School Year 2013-2014	• Sample FRQs and DBQs • Practice AP Multiple Choice Exams • Summative Assessments • Teachers and Students • Attendance of students required to attend special sessions

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AdvancED Standards (check all that apply)

- _____ Purpose and Direction
- _____ Governance and Leadership
- X Teaching and Assessing for Learning
- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	help sessions weekly (I.F. and during regular help sessions) for students who are not proficient on content assessments. • The Social Studies department will differentiate instruction by using balanced literacy practice, the use of technology in the classroom, analyzing primary and secondary sources, and also student collaboration. • Content teams will employ 21st century learning tools to guide instruction and engage students in student-centered learning specific to each Social Studies content area.	their achievement on related unit assessments will improve. • If students attend school regularly and participate in differentiated learning then they will be more apt to higher performance on common assessments. • If students are provided with 21st century learning tools then students can manage their learning and create products that will help them impact and change our global society.	School Year 2013-2014 School Year 2013-2014 School Year 2013-2014	• Teachers and Students • Student monitoring and conferencing • Formative Assessments Data • Summative Assessments Data • Unit Analysis of data from tests/quizzes • Teachers and Students • Technology Tools • Access to Computer Labs/Laptops/Personal Devices • Online Subscriptions to Social Studies Content Websites • Teachers and Students

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AdvancED Standards (check all that apply)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
_____ Purpose and Direction _____ Governance and Leadership _____ Teaching and Assessing for X Learning _____ Resources and Support X Systems _____ Using Results for X Continuous Improvement **AdvancED Standard(s)**	*c) Differentiation* • Economics and US History teachers will hold regular help sessions weekly (I.F. and during regular help sessions) for students who are not proficient on content assessments. d) Literacy e) Performance Based Assessments	• If students attend help/study sessions then their achievement on related unit assessments will improve.		• Attendance of students required to attend special sessions • Teachers and Students

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AdvancED Standards
(check all that apply)

- ____ **Purpose and Direction**
- ____ **Governance and Leadership**
- X **Teaching and Assessing for Learning**
- X **Resources and Support Systems**
- X **Using Results for Continuous Improvement**

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	CTAE *a) Content Data Teams* • Each sub-department within CTAE will give EOP practice assessments to track improvement with each sub group. *b) Personalized Learning* *c) Differentiation* *d) Literacy* *e) Performance Based Assessments* • Each sub-department within CTAE will give EOP practice assessments to track improvement with each sub group.	• If students have more accurate practice assessments, then they will perform at a higher level and attain a higher pass rate.	Throughout the year	• Each pathway teacher

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AdvancED Standards (check all that apply)

- ____ Purpose and Direction
- ____ Governance and Leadership
- X Teaching and Assessing for Learning
- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	World Languages *a) Content Data Teams* • Monitor student progress by analyzing data from summative assessments in content teams and adjust curriculum pacing if necessary. *b) Personalized Learning* • Provide students with additional assistance at least once weekly in group help sessions before and after school • Contact parents when a semester average in IC falls under 75% and/or after each failed summative assessment.	• If summative assessments are analyzed in content teams then individual student performances are monitored and structural weaknesses of curriculum and teaching are corrected. • If regular help sessions are held then student achievement will increase on formative and summative assessments and the number of missing assignments will be reduced. • If regular parent	Ongoing	• Data Collection Forms • Content Data Team Manager

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AdvancED Standards (check all that apply)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
_____ Purpose and Direction _____ Governance and Leadership _____ Teaching and Assessing for X Learning _____ Resources and Support X Systems _____ Using Results for X Continuous Improvement **AdvancED Standard(s)**	*c) Differentiation* • Include more AP/IB style-activities in the curriculum of all levels and providing more opportunities for students to self-edit d) Literacy e) Performance Based Assessments	contacts occur then there will be increased awareness among all stakeholders and increased student performance. • If students in all levels are familiar with AP/IB activities AP/IB students will be more successful on the exams and regular students will be more challenged.		• Observations; lesson plans; content team notes

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AdvancED Standards (check all that apply)

- ____ Purpose and Direction
- ____ Governance and Leadership
- X Teaching and Assessing for Learning
- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	FineArts/PE a) *Content Data Teams* b) *Personalized Learning* c) *Differentiation* d) *Literacy* • Teacher directed instruction in writing appropriate reviews of work and performance based upon designed performance rubrics and levels. e) *Performance Based Assessments* • Teacher directed instruction in writing appropriate reviews of work and performance based upon designed performance rubrics and levels.	• If teachers provide students the opportunity to participate in reviews of work and performance, small group and whole class, to develop writing and reading skills as well as vocabulary and interpretation of artwork and vocal and instrumental performance, then EOCT test scores in written composition will improve.	Throughout the 2013-2014 School year. Multiple opportunities will be given both semesters	• Teachers will be responsible for providing structure and goals for written evaluations and reviews are fine arts material and performances. • Teachers will be responsible for providing structure and goals for written evaluations and reviews are fine arts material and performances.

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AdvancED Standards (check all that apply)

- _____ Purpose and Direction
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- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 3: Teaching and Assessing for Learning **Standard 4:** Resources and Support Systems **Standard 5:** Using Results for Continuous Improvement	Counseling: *a) Content Data Teams* **RTI collaboration** with administrators and faculty—Creation of differentiated support systems, facilitate student/parent/faculty team meetings, meet with individual students for "check and connect" sessions; "**Far to go" small group sessions**—Small groups (6-8 students each) created from data on failure reports —Purpose is to foster student engagement at school and with learning—Core elements are problem solving, affiliation with school and learning, and persistence-building. Counselors will meet by caseload per grade level; *b) Personalized*	• If teachers counselors, and administrators provide a supportive environment, then students will demonstrate mastery of standards. • If teachers counselors, and administrators provide a supportive environment, then students will demonstrate mastery of standards.	• Sept. 2013-May 2014 (on-going) • Every 9 Weeks: (October/November, January/February, March/April)	• RTI files & data (Verrigni, Ihle) • Failure Reports—individual student failure reports (McWhorter)

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AdvancED Standards (check all that apply)

- ____ Purpose and Direction
- ____ Governance and Leadership
- X Teaching and Assessing for Learning
- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	Learning "**Far to go" small group sessions**—Small groups (6-8 students each) created from data on failure reports—Purpose is to foster student engagement at school and with learning—Core elements are problem solving, affiliation with school and learning, and persistence-building. Counselors will meet by caseload per grade level; **Individual student meetings**—Purpose is altering indicators of disengagement (e.g., negative behaviors, absenteeism, course failures, and retention) *c) Differentiation* "**Far to go" small group sessions**—Small groups (6-8 students each) created from data on failure reports—Purpose is to foster student	• If teachers counselors, and administrators provide a supportive environment, then students will demonstrate mastery of standards. • If teachers, counselors, and administrators provide a supportive environment, then students will	• Every 9 Weeks: (October/November, January/February, March/April) • August 2013-May 2014 (on-going) • Every 9 Weeks: (October/N	• Failure Reports—individual student failure reports (McWhorter) • Individual student data—attendance, behavior, current grades, retention data (IC, registrar, counselors, and faculty referrals) • Failure Reports—individual student failure reports (McWhorter)

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AdvancED Standards
(check all that apply)

- ____ Purpose and Direction
- ____ Governance and Leadership
- X Teaching and Assessing for Learning
- X Resources and Support Systems
- X Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	engagement at school and with learning—Core elements are problem solving, affiliation with school and learning, and persistence-building. Counselors will meet by caseload per grade level; *d) Literacy* e) *Performance Based Assessments*	demonstrate mastery of standards. • If teachers counselors, and administrators provide a supportive environment, then students will demonstrate mastery of standards.	ovember, January/February, March/April)	

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Annual School Improvement Plan

Continuous Improvement Goal #3: South Forsyth High School will continue to provide relevant professional learning opportunities and support for staff, departments, and content teams.

SMART Goal: __*Improve our CCRPI index score from 93.9% to 94.9%*

School Name: ____South Forsyth High School_____ **School Year:** __2013-2014___

AdvancED Standards
(check all that apply)

_____ Purpose and Direction
_____ Governance and Leadership
_____ Teaching and Assessing for Learning
_____ Resources and Support
__X__ Systems
_____ Using Results for Continuous Improvement

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 4: Resources and Support Systems	**SLDS/SGP's** • Provide ongoing professional learning to staff on how to best utilize SLDS/SGP's. • Integration of data team process with SLDS/SGP's. **TKES** • Expose all staff to performance standards, the platform and the process. • South will implement a modified practice plan for 2013-2014 school year.	• If teachers utilize SLDS/SGPs to best inform student performance then differentiation and data team process will be more effective. • If effective measures are clearly identified then overall student achievement will improve. • If a practice year is implemented then we will be able to identify areas of	2013-2014 school year	• Communication, clarity, and focus on direction regarding information from the GA DOE. One contact/source would be preferred. • Coordinated support for training on SLDS, TKES, and ITSlearning. • Assistance with access to necessary and timely data from prior/current school year.

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School Name: ____South Forsyth High School_____ **School Year:** __2013-2014___

AdvancED Standard(s) (check all that apply)	**Actions, Strategies and Interventions** (Includes Professional Learning Plan)	**Impact on Student and Adult Behavior** ("If…then…" Statements)	**Timeline**	**Resources Needed? Who is Responsible?**
_____ Purpose and Direction _____ Governance and Leadership _____ Teaching and Assessing for Learning _____ Resources and Support X Systems _____ Using Results for Continuous Improvement	**Itslearning** • Ongoing training and support provided for staff. • Transition all resources formerly housed in Angel to our new management system, ItsLearning.	strength and growth for teachers along with individualized professional growth based on specific results or needs. • If teachers fully utilize its learning, then they will be able to identify student's needs related to differentiation and personalized learning.	2013-2014 school year	• Dedicated vertical planning time to allow contents, departments, and schools to collaborate. .

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Annual School Improvement Plan

Continuous Improvement Goal #4: South Forsyth High School will continue to foster a culture of school pride and excellence around our motto *Connect to Achieve; Lead to Inspire.*

SMART Goal: ***__Improve our CCRPI index score from 93.9% to 94.9% (survey results)***

School Name: ____South Forsyth High School _____ **School Year:** __2013-2014___

AdvancED Standards
(check all that apply)

- X **Purpose and Direction**
- X **Governance and Leadership**
- _____ **Teaching and Assessing for Learning**
- _____ **Resources and Support Systems**
- _____ **Using Results for Continuous Improvement**

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 1: Purpose and Direction **Standard 2:** Governance and Leadership	**K-12 Vertical/Collaborative Team** • Continuation of K-12 collaboration with Shiloh Point Elementary and Piney Grove Middle School (South proximity cluster). • Expand communication to remaining South cluster elementary and middle schools. **United South** • Continue to meet with student organizations and parent leaders to best plan for the future of South.	• If K-12 clusters plan collaboratively, then increased student achievement will follow, along with increased school pride and sense of community. • If school based organizations support each other, then we will see a	2013-2014 school year	• Time to meet with established working committees. • Time to meet with United South student and parent groups.

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SMART Goal: ***__Improve our CCRPI index score from 93.9% to 94.9% (survey results)***

School Name: ____South Forsyth High School _____ **School Year:** __2013-2014___

AdvancED Standards
(check all that apply)

- X **Purpose and Direction**
- X **Governance and Leadership**
- _____ **Teaching and Assessing for Learning**
- _____ **Resources and Support Systems**
- _____ **Using Results for Continuous Improvement**

AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
	• Bringing school and community together to promote pride, spirit, culture, and the student experience at South Forsyth High School. **Staff Spirit Committee** • Continue celebrating staff achievements and fostering a sense of community. • Encourage staff to attend school activities with their families to build a strong connection with our students, staff, and parents.	stronger sense of school pride to build on our motto, Connect to Achieve; Lead to Inspire. • If the school provides meaningful opportunities to participate in school spirit events, then the staff will Connect to Achieve; Lead to Inspire.	2013-2014 school year	• Spirit Committee • Administration • PTSO/LSC

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School Name: ____South Forsyth High School _____ **School Year:** __2013-2014___

Adva (che	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
X Pur…				
X Governance and Leadership				
Teaching and Assessing for Learning				
Resources and Support Systems				
Using Results for Continuous Improvement				
AdvancED Standard(s)				

2013-14 Professional Learning Plan for School Improvement Planning

School Name: South Forsyth High School

Professional Learning Goal(s):	Connection to Continuous Improvement Goal(s):

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• Content Data Teams • Personalized Learning • Differentiation • Literacy • Performance Based Assessments • SLDS/SGP's • TKES • itslearning	South Forsyth High School will use results for continuous improvement to focus on teaching and assessing for learning by integrating innovative practices South Forsyth High School will continue to provide relevant professional learning opportunities and support for staff, departments, and content teams

Date	# Hours	Description of Learning Activities
August 1 *Pre-Planning (School)*	2	Connect to Achieve Celebration – School focus for 2013-14 school year Departmental meetings
August 2 *Pre-Planning (District)*	3	District collaboration day Departmental focus
August 5 *Pre-Planning*	2	Lead to Inspire Presentation – overview of data teams, literacy/Common Core, TKES, Its Learning
August 6 *Pre-Planning*	1.5	ItsLearning Training
August 7 *Pre-Planning*	2.0	First-day procedures
August 28 *Early Release/Prof. Dev. (School)*	1.5	Differentiation Training PBA/OAS Training
September 18 *Early Release/Prof. Dev. (District)*	3.0	Department meetings at various schools
January 6 *Prof. Dev. Day (School)*	3.0	Content data teams, differentiation, TKES, Common Core
February 14 *Prof. Dev. Day (District a.m.)*	3.0	District day
May 27 *Post-Planning*	2.0	Grades Departmental meeting
May 28 *Post-Planning*	2.0	CCRPI Goals for next year

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Total Hours:	24

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