

## Comprehensive Progress Report

**Mission:**

To ensure that all students master the academic basics and develop principled centered lives, to foster in every student an ability to think, understand and communicate, to imbue to them a deep sense of individual responsibility, and to develop an appreciation for the dignity of work.

**Vision:**

Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

**Goals:**

- All students will receive standard-aligned instruction, which will increase overall school performance grade in Math.
- All students will receive standard-aligned instruction, which will increase overall school performance grade in Reading.
- All students in grades 5 & 8 will receive standards-aligned instruction, which will increase the overall school performance grade in Science.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		FA has adopted and implemented a new Reading curriculum and structure for grades K-8 . It was created to streamline and pace curriculum that aligns to the state standards and assessments. NC Check-ins and district interim assessments are utilized to gauge mastery of the power standards. Teachers track mastery through small group workshop/formative assessments and make the necessary adjustments to pacing as needed. A lesson plan template (WHAT we are teaching) and script were created to aid teachers in keeping with pace, focus, and rigor. Teachers were provided common curriculum resources to use	Limited Development 11/15/2018			

across grade levels. A lesson cycle (HOW we teach) breaks down the necessary time frame and structure of lesson for balanced literacy and math. Each lesson cycle has a differentiated component. Teachers use the workshop model to meet multiple tiered needs, based on data. Classroom intervention groups are fluid and modified as needed, based on data.

As an extension of our reading focus, Forsyth Academy has implemented in August 2019 a new component of the Literacy Block to incorporate mentor text in instruction and requiring teachers to model their thinking as good readers to students. Also, a skill focus anchor is presented as a visual to clarify learning, as well as adding kinesthetics and cadence to the instruction.

To better support our English as a Second Language learners, teachers are provided texts and handbooks where English Language acquisition strategies are highlighted. Along with the handbooks, teachers are streamlining their lesson prepping process to include I Can statements and Language objectives to create a stronger foundation for language learners.

In grades 6-8, an Independent Reading structure has been introduced to build a love for reading, and build stronger reading stamina. Student conferencing with the Teacher will take place to aid in matching students to the correct Lexile reading level and check for comprehension.

Forsyth Academy has followed the state's iStation implementation process in grades K-3. Teachers have attended 2 training, as of October 2019 to gain a better understanding of how to use the data in adjusting their instruction and what resources at school and home should be utilized to meet those needs.

In August 2019, professional development was provided to teachers in the following areas:

- Read Aloud Structure
- Lesson Prepping aligned to standards
- Independent Reading
- Language Objectives
- iStation

<p><b>How it will look when fully met:</b></p>	<p>Teachers &amp; Interventionists will utilize a standards-tracking-mastery template to track mastery of high power standards. This data will be reviewed during O3s, monthly PLC meetings, and quarterly data dives. Then action steps and changes to groups/pacing will occur. Evidence: tracking template; assessment data; PLC/data minutes.</p> <p>According to EOG data, our overall Reading proficiency and growth will increase. Evidence: Ready data.</p>		<p>Wendy Barajas</p>	<p>11/01/2020</p>
<p><b>Actions</b></p>		<p>1 of 4 (25%)</p>		
<p>10/24/19</p>	<p>Create a PLC meeting/training for teachers in grades K-5 to define the What/How/Why structure of the Literacy block. Deans facilitated the training, which included providing time to teachers for lesson prepping of new structure. Deans also followed up with specific teachers to model the process in the classroom with students.</p>	<p>Complete 09/20/2019</p>	<p>Christy Harnsberger</p>	<p>09/20/2019</p>
<p>Notes: Evidence: PLC Agenda</p>				
<p>10/24/19</p>	<p>iSTation parent letters were printed and given to staff to disperse during Title I Curriculum Night and November teacher conferences. This letter provides parents with a unique password to iSTation home/school connection. This allows students to practice curriculum at home.</p>		<p>Mary Black</p>	<p>11/01/2019</p>
<p>Notes: Usage will be monitored through the Teacher Dashboard in iSTation.</p>				
<p>1/31/19</p>	<p>Calendarized our assessment and data dives on the master calendar as a priority.</p>		<p>Christy Harnsberger</p>	<p>02/08/2020</p>
<p>Notes:</p>				
<p>10/24/19</p>	<p>Once a month, reading teachers in grades 6-8 will conduct individual student conference to review lexile matching and comprehension progression.</p>		<p>Lura Tang</p>	<p>06/05/2020</p>
<p>Notes: Evidence: Conference log</p>				

Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Over the past several years, tiered intervention has been a top priority. MTSS and its supports have intensified our efforts. The school is fortunate to have a Reading Specialists, At-risk Reading teacher, Math Specialists, 3 full-time ELL teachers, 3 full-time SPED teachers, and 3 part-time Title I paras. We have also recently been approved for 2 additional part-time paras (hiring in process).</p> <p>Tier III students are typically referred to our MTSS process, with a 1/3 qualifying for SPED services. School data shows that as a school we have a large Tier II population. These students are considered on the 'bubble', and typically served with Interventionists staff, as long with differentiated classroom instruction.</p> <p>This current year, our goal is to create a stronger core instruction due to data showing a trend in a fluency issue school wide. Interventionists are pushing in to the classroom to serve all student fluency needs. Teachers are concentrating in the K-2 classrooms on comprehension focus skills in small groups based on mClass data. In upper elementary and middle school, core instruction has been strengthened through the use of small group instruction. A master schedule allows for streamlining of Interventionists to serve our K-8 school and overall needs.</p> <p>FA works with a Curriculum &amp; Instruction team. Monthly visits provides observations and supports for teachers. Regional PD is offered multiple times a year for strong collaboration amongst schools. New staff attend a week long teacher orientation and PD to increased their knowledge of the procedures and structures of core instruction.</p>	Limited Development 11/15/2018		

<b>How it will look when fully met:</b>	<p>Teachers will utilize Reading Mastery, guided reading, Math numeracy, and Ready playbook for core instruction and intervention needs. Evidence: lesson plans, classroom observations, formative and progress monitoring data.</p> <p>Tiered groups will show growth on assessment data. Evidence: formative and progress monitoring data.</p>		Wendy Barajas	11/02/2020
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/24/19	<p>Reallocation of Title funding, allowed Forsyth Academy to hire an additional 6 part-time Paraprofessionals for grades 3-8. Deans reviewed the master schedule and previous EOG data to determine which cohort of students required additional support. Extensive training was provided to newly hired and existing paraprofessionals to ensure consistency and clarity of Title I roles.</p>		Teresa Blevins	11/01/2019
<i>Notes:</i> Evidence: Paraprofessional schedule				
10/24/19	<p>Students in grades 3-5 will be assessed for Corrective Reading needs. The Reading Specialist will create groups and meet with them weekly to improve their fluency and decoding needs.</p>		Mary Black	06/05/2020
<i>Notes:</i> Evidence: Weekly caseload completion & Data review				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<p>Governing School Board Meetings are scheduled throughout the school year, with 7 members present. Progress towards academic and charter goals and action steps are reviewed at each meeting.</p> <p>Dates of meetings are:</p> <p>Tuesday, August 13, 2019</p> <p>Tuesday, September, 10th 2019</p> <p>Tuesday, October 8th, 2019</p> <p>Tuesday, November 12th, 2019</p> <p>Tuesday, February 11th, 2020</p> <p>Tuesday, March 10th, 2020</p> <p>Tuesday, April 7th, 2020</p> <p>Tuesday, June 9th, 2020</p> <p>School Board Members are:</p> <p>President--Dr. Derrick Boone</p> <p>Vice President--Carmen Palmer</p> <p>Secretary--Taylor Strassburg</p> <p>Treasurer--Martin Majorel</p> <p>Director--Tiffany Spainhour (Parent Rep)</p> <p>Director--Erica Hindsman</p> <p>Director--Dwight Jennings (Parent Rep)</p>	<p>Full Implementation 11/15/2018</p>				
	<p><b>KEY</b></p>	<p><b>B1.03</b></p>	<p><b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>

**Initial Assessment:**

Calendarized School Improvement meetings have been set for 1 meeting per month. A parent has been requested to attend the SIT meetings monthly. Collaboration with Interventionists, ELL, SPED teachers will occur during the second meeting of the month (PLC).

Monday, September 16th, 2019

Monday, October 14th, 2019

Monday, November 18th, 2019

Monday, December 9th, 2019

Monday, January 13th, 2020

Monday, February 10th, 2020

Monday, March 9th, 2020

Monday, April 20th, 2020

Monday, May 11th, 2020

Full Implementation  
11/15/2018

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>State assessment data is formed using subgroups. This data is reviewed over the summer for trends among disaggregated groups. This year, it was noted that our Black subgroup population has not made the necessary growth for the 2018-2019 school year. It was also noted that our English Language learners (ELL) had a decline in their proficiency rates. Past trends in data has shown that our ELL subgroup has struggled. Due to this, all training and PLC meetings are centered around how to effectively incorporate ELL strategies across curriculum. Data also showed a large decrease in our 4th grade Reading and Math scores, with a decrease also in our 5th grade Reading.</p> <p>Ongoing data exploration is required to identify and track students in both the Black and ELL subgroup. This will allow specific intervention strategies to be put in place for greater accountability.</p>	Limited Development 11/15/2018		
<i>How it will look when fully met:</i>		Black and ELL Subgroup data on state assessment will show an overall increase in growth and proficiency.		Wendy Barajas	11/02/2020
<i>Actions</i>			1 of 4 (25%)		
10/24/19	Grades 3-5 will move to departmentalization in all subjects for the 2019-2020 school year. Teachers selection was finalized using the most recent EVAAS data, school performance data, and superintendent feedback.	Complete 08/21/2019	Wendy Barajas	08/21/2019	
<i>Notes:</i> Evidence: EVAAS data, school performance data, superintendent feedback.					
10/24/19	Teachers utilized the student data profile sheet to track the most current data, per scholar, and create individual learning goals. Student data days are scheduled for the end of each quarter to review and update data and student goals. The data profile sheets will be reviewed with parents during Fall and Spring conferences.		Nikki Asbury	06/05/2020	



*Notes:* Evidence: Sample Student Profile sheet

10/24/19 After each quarter, teachers will classify students in levels for intervention. This will include identifying students who are within 10 points of being proficient, and those that are categorized as Black, Hispanic, and English Language Learners. The teams will also review what intervention services are already being provided for each student, and make adjustments for those that need more support.

Penny Penninger

06/05/2020

*Notes:* Evidence: Intervention Caseloads

10/24/19 Accountability Monitoring: Administration will monitor student tracking based on student levels during Admin weekly meetings, Teacher O3 follow up, Data Dive conversations with adjustments.

Christy Harnsberger

06/05/2020

*Notes:* Evidence: Weekly Admin Meeting Agendas