

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.



Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	

Initial Assessment:	<p>Forsyth Academy requires all classroom teachers to implement a strong classroom culture within the first 6 weeks of school. Observations are conducted by all Deans to ensure teachers are meeting the basic requirements, according to the NHA classroom Culture framework. Ratings are entered into the Interactive classroom framework and used to create ongoing coaching conversations for all teachers. This is done with the first 6 weeks of school.</p> <p>Evidence: Interactive Classroom Framework rubric</p>	Full Implementation 10/29/2021		
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

FA adopted and implemented a new Reading curriculum and structure for grades K-8 in the 2019-2020 School Year. Due to COVID, the school improvement Team voted to continue our implementation efforts in the 2020-2021 school year. This new structure was created to streamline and pace curriculum that aligns to the state standards and assessments. NC Check-ins and district common assessments are utilized to gauge mastery of the power standards. Teachers track mastery through small group workshop or Intervention block and 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 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.

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.

For the 2020-2021 School year, Forsyth Academy followed the state's mclass implementation process in grades K-3. Teachers attended trainings at the start of the school year 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

Limited Development
11/15/2018

to meet those needs.

In August 2020, professional development was provided to teachers in the following areas:

- Read Aloud Structure
- Lesson Prepping aligned to standards
- Independent Reading
- Language Objectives
- mclass (ORF assessment)

How it will look when fully met:

Teachers & 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.

According to EOG data, our overall Reading proficiency and growth will increase. Evidence: Ready data.

Kelsey Martin

12/01/2021

Actions

4 of 5 (80%)

10/24/19 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.

Complete 09/20/2019

Christy Harnsberger

09/20/2019

Notes: Evidence: PLC Agenda

10/24/19 mclass 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 mclass home/school connection. This allows students to practice curriculum at home.

Complete 11/01/2019

Mary Black

11/01/2019

<i>Notes:</i> Usage will be monitored through the Teacher Dashboard in mclass.				
1/31/19	Calendarized our assessment and data dives on the master calendar as a priority.	Complete 03/02/2020	Christy Harnsberger	02/08/2020
<i>Notes:</i>				
12/3/20	iReady 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 iReady home/school connection. This allows students to practice curriculum at home.	Complete 11/01/2020	Christy Harnsberger	11/01/2020
<i>Notes:</i> Reports were physically sent home to sent who attended school for in-person learning. Documents were mailed home to those families who had a student that is attending school fully virtual for the 2020-2021 school year.				
10/24/19	Once a month, reading teachers in grades 6-8 will conduct individual student conference to review lexile matching and comprehension progression.		Kelsey Martin	06/11/2022
<i>Notes:</i> Evidence: Conference log				

Core Function:	Dimension A - Instructional Excellence and Alignment
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
<p><i>Initial Assessment:</i></p>			<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, 4 full-time ELL teachers, 5 full-time SPED teachers, 4 full-time Title I paras.</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 address the learning loss that has occurred due to COVID. 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 the daily intervention block, in addition to utilizing common assessment data to inform instruction. A master schedule allows for streamlining of Interventionists to serve our K-8 school and overall needs. For the 2020-2021 school year, the master schedule was restructured to allow for a school-wide intervention block for all students in grades K-8.</p> <p>FA works with a Curriculum & Instruction team. Monthly visits provides observations and supports for teachers, in addition to instructional coaching strategies for each Dean. Regional PD is offered multiple times a year for strong collaboration amongst schools. New staff attend various PD throughout the school year to increase their knowledge of the procedures and structures of core instruction.</p>	<p>Limited Development 11/15/2018</p>		

How it will look when fully met:	<p>Teachers will utilize Reading Mastery, guided reading, Math numeracy, and common assessment data 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>		Jay Drab	10/31/2022
Actions		1 of 5 (20%)		
10/24/19	<p>Reallocation of Title funding, allowed Forsyth Academy to transition our part-time Title I paras to full-time status. This allows for greater service ability through all K-8 grades. 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>	Complete 11/01/2019	Sara Overman	11/01/2019
<i>Notes:</i> Evidence: Paraprofessional schedule				
10/24/19	<p>Students in grades 4-8 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	09/03/2022
<i>Notes:</i> Evidence: Weekly caseload completion & Data review				
10/29/21	<p>To align common language amongst all staff, Data Dive templates will be structured around the MTSS framework. This will make the language common to ensure that all staff gain knowledge of the MTSS process, which will instill true stakeholder involvement.</p>		Emily Holman	09/30/2022
<i>Notes:</i> Evidence: Data Dive Template				
10/29/21	<p>All Staff will be given an opportunity to conduct peer-to-peer observations across the building. This will allow teachers the opportunity to recreate highly effective instructional practices in their classroom and build stronger collaboration amongst teams.</p>		Timisha Davis	09/30/2022
<i>Notes:</i> Evidence: Calendarized observations for all teachers.				
10/29/21	<p>Students who have 'graduated' out of intervention services will be provided a 'certificate of completion'. This will help student motivation and ownership for their learning.</p>		Mary Ellen Kitko	09/30/2022
<i>Notes:</i> Evidence: Certificate of Completion template.				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			In alignment with NC compliance, Forsyth Academy created a Social Emotional Learning and School Mental Health plan for the 2021-2022 school year.	Limited Development 10/29/2021		
<i>How it will look when fully met:</i>			<p>Vision: Create and support a safe and compassionate environment where both students and adults can be successful. Our mission is to create an environment that addresses the needs of students in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.</p> <p>Evidence: discipline records; academic records; social contracts; needs assessment results; screener results; SEL group schedules; mental health screeners; Social worker case load schedule; surveys.</p>		Megan Borders	09/30/2022
Actions				0 of 9 (0%)		
		10/29/21	<p>Needs Assessment:</p> <p>The PSU utilized the SHAPE assessment to provide an overview of areas of strength and needs within the school unit. The results of the SHAPE assessment were then utilized to determine areas of strength/need.</p> <p>Strength Areas: --MTSS Teaming --Needs Assessment/Resource Mapping --Mental Health Screening --Tiers 2/3 Early Intervention and Treatment</p> <p>Areas of Need: --Tier 1 Mental Health Promotion --Funding and Sustainability --Impact (track and documenting)</p>		Megan Borders	09/30/2022
<i>Notes:</i> Evidence: SHAPE Assessment results						

10/29/21	<p>Universal Prevention:</p> <p>Administrative team, MTSS coordinator, Safety Specialist, and Social Worker participated in NHA "Responding to and Assessing Self-Harm/Suicidality" training. Administrative team and social worker have trained t use 'Modified Scale for Ideation' by Miller et. al. All staff participated in Say Something Anonymous Reporting System training and reporting process. Moral Focus curriculum and Behave with Care program was reviewed for effectiveness and adjusted to include integration of MH/SEL information and concepts, specifically into health curriculum as part of PE class. Staff participated in 6 hours of social/emotional training in preparation for the 2021-2022 school year needs. Social Workers will facilitate ongoing SEL/MH conversations at faculty meetings and provide resources to restorative practices, mindfulness, homelessness, etc.</p>		Wendy Barajas	09/30/2022
<p><i>Notes:</i> Evidence: Wellness plan; "Responding to and Assessing Self-Harm/Suicidality" Guidebook; Miller et al. "Modified Scale for Ideation"; Social Worker powerpoint presentation/Handouts.</p>				
10/29/21	<p>Universal Prevention:</p> <p>During the first 4 weeks of school, staff will be consulted to identify students who are struggling socially or emotionally. Social worker and admin staff will work with families and employ more advanced screening if needed. The NHA "Responding to and Assessing Self Harm/Suicidality" guide and assessment will also be used for more in-depth identification of student needs. Results will be reviewed by Admin and Social Workers. Groups will be created based on need and students will meet with a social worker once a week and be provided with resources/strategies.</p>		Megan Borders	09/30/2022
<p><i>Notes:</i> Evidence: SEL/MH groups and calendarization of groups</p>				

10/29/21	<p>Early Intervention: Students will be identified for SEL/MH assistance through the universal screener. Groups will be progress monitored once a quarter to determine mastery. Staff are encouraged to continue referring students requiring SEL/MH assistance throughout the quarter, in addition to providing ongoing feedback in weekly O3s regarding successes. Parents will be notified for any severe ongoing SEL/MH concerns, resulting in creating a plan for the use of outside resources. Use of coping skills will be utilized through out the building to equip students for high success (mindfulness, deep breathing, de-escalation techniques). A crisis intervention team is created which responds to all crisis situations, including SEL/MH needs, and appropriate training is provided annually. Annual review of policies, practices and personnel by crisis intervention team will take place over the summer to review data (SEL/MH intervention progress monitoring, discipline data, etc.), existing interventions, and any further professional development needs.</p>		Wendy Barajas	09/30/2022
<p><i>Notes:</i> Evidence: School Handbook; Zones of Regulation; Behavior Intervention Plans; Special Education Evaluation Review (SEER); Crisis/Emergency Plan</p>				
10/29/21	<p>Referral, Treatment, Re-Entry: School staff will review current community connections (fire, police, mental health collaborative) and increase/strengthen partnerships as needed. Plan will be uploaded to the school website for parents of access resources. Universal screener implementation will increase access to supports and resources. Leadership/social workers will partner to review process for school-based services. School staff will communicate and collaborate with high Schools and other community agencies to develop transition plans for students who are experiencing MH/SEL in school. Reentry conference with all stakeholders will take place to gather and plan for next steps and placement of Interventions and support that may be needed upon reentry.</p>		Wendy Barajas	09/30/2022
<p><i>Notes:</i> Evidence: SEL/MH Plan</p>				
10/29/21	<p>Staffing Ratios: Forsyth Academy has secured 2 social workers, who both are full-time. One social worker also works with SPED caseloads and provides service time.</p>		Wendy Barajas	09/30/2022
<p><i>Notes:</i> Evidence: Staff Roster</p>				

10/29/21	Memorandum of Understanding: School will ensure a third-party consent form in place for any scholars who we become aware are engaged in treatment with service providers.		Megan Borders	09/30/2022
<i>Notes:</i> Evidence: Third-Party Consent Form Template				
10/29/21	Suicide Risk Referral Protocol: The NHA Suicide/Self-Harm screener will be used as a universal screener to identify students who may be at risk for self-harm. The Suicide Risk Form is included in the Responding to and Assessing Self-Harm/Suicidality guidebook.		Megan Borders	09/30/2022
<i>Notes:</i> Evidence: NHA "Responding to and Assessing Self-Harm/Suicidality" Guidebook.				
10/29/21	Stakeholder Engagement: The SEL/MH plan will be shared with the following groups-- --Board of Directors --Parent Feedback Committee --Full Parent body during Wellness Plan presentation at Title I night event --Post plan to school website		Wendy Barajas	09/30/2022
<i>Notes:</i> Evidence: Board minutes; Title I powerpoint presentation				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Forsyth Academy intentionally sets aside times for students to transition to various grade bands. This is done in the form of orientations for each group. Kinder camp is provided to all students entering into kindergarten. It is a week long camp that provides and assesses kinder readiness skills. Each year, Forsyth Academy also hosts a 6th grade orientation that provides students with the opportunities to experience middle school prior to all students starting. A focus on organizational skills and social skills is a priority. 8th grade students are provided an opportunity to participate in a high school registration night. Focus area is on completing the necessary paperwork, meeting high school counselor, and ask questions regarding courses.	Limited Development 10/29/2021		
How it will look when fully met:			Students will be better prepared socially, emotionally, and procedurally for their upcoming transition. A focus for each group will be on providing them the necessary skills to be successful (organization, social, emotional). Attendance will be kept for each orientation and a survey provided upon completion.		Nisa McMillan	09/30/2022
Actions				0 of 2 (0%)		
	10/29/21	Agendas will be created for each orientation outlining how social/emotional, organizational and procedural strategies will be addressed.			Timisha Davis	09/30/2022
<i>Notes:</i> Evidence: Sample agenda items.						
	10/29/21	Survey will be created for each orientation requesting stakeholder feedback.			Timisha Davis	09/30/2022
<i>Notes:</i> Evidence: survey						

Core Function:	Dimension B - Leadership Capacity					
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Effective Practice:	Strategic planning, mission, and vision					
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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.	Limited Development 12/03/2020		

Dates of Meetings are:

August 4th, 2021

September 7th, 2021

October 12th, 2021

November 9th, 2021

December 14th, 2021

January 11th, 2021

February 8th, 2021

March 8th, 2021

April 5th, 2021

May 10th, 2021

June 7th, 2021

School Board Members are:

President--Dr. Derrick Boone

Vice President--Carmen Palmer

Secretary--Taylor Strassburg

Treasurer--Martin Majorel

Director--Tiffany Spainhour

Director--Erica Hindsan

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:		This requirement will be met when all board meetings will take place for the 2021-2022 school year. All Board meetings are open to the public and meeting minutes may be obtained by contacting the school office.	Objective Met 10/29/21	Wendy Barajas	09/02/2022
Actions					
	12/3/20	School Board Meetings will be posted on the front door outside the school for visitors to see.	Complete 12/01/2021	Wendy Barajas	01/29/2021
<i>Notes:</i>					
Implementation:			10/29/2021		
	Evidence	10/29/2021 Upcoming board meeting dates/times are posted outside of the school.			
	Experience	10/29/2021 School Board reviewed proposed board schedule and voted to approve it.			
	Sustainability	10/29/2021 Continuation of posting meetings or any changes.			
	KEY	B1.03	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)	Implementation Status	Assigned To
	Initial Assessment:	<p>FA has compiled a well-rounded School Improvement Team, which meets monthly. This team is comprised of a variety of teaching experiences and background. Conversations are centered around student development and success, and team members are quick to engage in the school improvement process.</p> <p>FA was able to secure a parent representative for our SIT meetings.</p> <p>Calendarized School Improvement meetings have been set for 1 meeting per month. Collaboration with Interventionists, ELL, SPED teachers will occur during the second meeting of the month (PLC).</p> <p>Monday, September 20th, 2021 (SIT)</p> <p>Monday, September 27th, 2021 (PLC)</p>	Limited Development 12/03/2020		

Monday, October 11th, 2021 (SIT)
Monday, October 25th, 2021 (PLC)
Monday, November 8th, 2021 (SIT)
Monday, November 1st, 2021 (PLC)
Monday, November 29th, 2021 (SIT)
Monday, December 6th, 2021 (PLC)
Monday, December 20th, 2021 (PLC)
Monday, January 24th, 2022 (SIT)
Monday, January 31st, 2022 (PLC)
Monday, February 21st, 2022 (SIT)
Monday, February 28th, 2022 (PLC)
Monday, March 14th, 2022 (SIT)
Monday, March 28th, 2022 (PLC)
Monday, April 18th, 2022 (SIT)
Monday, April 25th, 2022 (PLC)
Monday, May 9th, 2022 (SIT)
Monday, May 16th, 2022 (PLC)

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

School Improvement progress will be shared and monitored at each meeting to ensure that all action steps are completed prior to due dates. Evidence: agenda and meeting minutes for each SIT and PLC meeting will be uploaded in Indistar.

Objective Met 10/29/21

Wendy Barajas

09/03/2021

Actions

12/3/20

Create an invitation through the December school newsletter for parents to join the school improvement team.

Complete 11/08/2021

Wendy Barajas

01/29/2021

Notes: Evidence: Parent representative consistently attends SIT meetings.

Implementation:		10/29/2021		
Evidence	10/29/2021 Name of parent is Nisa McMillan.			
Experience	10/29/2021 Frequent communication through weekly school reach messages, Title I night, and school newsletter was provided to solicit participation of parent representative. A parent did respond and will be coming to monthly SIT meetings, starting 11/8/2021.			
Sustainability	10/29/2021 Ensure parent representative has ongoing SIT dates and times.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Each teacher has been provided a planning period daily, as reflected in the Master Calendar.	Full Implementation 10/29/2021		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Annually, in collaboration with the Dean, the Principal conducts at least one informal/formal observation for each teacher. Feedback is provided on instructional quality and areas for improvement, and documented in the classroom framework.	Limited Development 10/29/2021		
<i>How it will look when fully met:</i>		Interactive Classroom Framework shows completion of ratings entered for each teacher.		Wendy Barajas	09/30/2022
Actions			0 of 1 (0%)		
	10/29/21	Interactive Classroom Framework will be successfully completed for all teachers.		Wendy Barajas	09/30/2022
<i>Notes:</i> Evidence: Interactive Classroom Framework showing all ratings have been completed and entered.					

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
Initial Assessment:			<p>State assessment data is formed using subgroups. This data is reviewed over the summer for trends among disaggregated groups. Data from the 2020-2021 school year showed major learning loss for students in all subgroups. Past EOG trends in data has also shown that our ELL & SPED subgroup has struggled to make growth. Due to this, all instructional learning PD was focused around addressing the learning loss due to COVID. All 2020-2021 training and PLC meetings are centered around utilizing all data to inform intervention instruction. Teachers will continue to track student mastery of high priority standards and report out at weekly one-on-one meetings with their Dean. Deans will report out trends, concerns, celebrations at weekly Admin meetings. Frequent Data Dives will occur once every 3-5 weeks, versus waiting to the end of the quarter. Modifications to pacing, instruction, and intervention will be made based on these Data Dives.</p> <p>School-wide Goals were created, as follows--</p> <p>Outcome Goal #1: 70% of students will perform at a 3.0 or higher on weekly Math and ELA common assessments.</p> <p>Outcome Goal #2: 65% of students will meet or exceed their Words per Minutes goal based on progress monitoring assessments; 75% of students in grades 4-8 receiving fluency intervention will meet or exceed their Words per Minute goal based on progress monitoring assessments.</p>	Limited Development 11/15/2018		
How it will look when fully met:			2021-2022 EOG data will show an overall increase in growth and proficiency for all subgroups.		Wendy Barajas	10/31/2022
Actions				2 of 12 (17%)		
	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	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.	Complete 06/11/2021	Lisa Hamilton	06/11/2021
	<i>Notes:</i> Evidence: Intervention Caseloads			
10/29/21	Outcome Goal #1: Deans will support teachers in unpacking unites to identify key concepts and priority standards.		Emily Holman	09/30/2022
	<i>Notes:</i> Evidence: PLC agenda; annotated unpacking documents			
10/29/21	Outcome Goal #1: Deans will support teachers in reviewing common assessments/unit assessments prior to teaching.		Mary Ellen Kitko	09/30/2022
	<i>Notes:</i> Evidence: PLC Agenda			
10/29/21	Outcome Goal #1: Principal and Dean will observe instruction to ensure lessons aligned to common assessments are delivered as planned and expected. Include DSQ at school visits first 9 weeks.		Wendy Barajas	09/30/2022
	<i>Notes:</i> Evidence: Observation schedule; weekly lesson plans; scope and sequence progress check.			
10/29/21	Outcome Goal #1: Students scoring below 3.0 on exit tickets and weekly assessments will receive small group support targeted to standards.		Kelsey Martin	09/30/2022
	<i>Notes:</i> Evidence: Weekly Lesson Plan; Reassessment; lesson observation			
10/29/21	Outcome Goal #1: PLC meeting conducted bi-weekly with teachers to review upcoming priority standards, exit tickets, and/or common assessment data.		Kelsey Martin	09/30/2022
	<i>Notes:</i> Evidence: Outlook calendar of meeting dates/PLC meeting notes.			
10/29/21	Outcome Goal #1: 2-Hour Data Dives will be conducted once every 3-5 weeks to analyze data trends and identify/review/adjust student intervention groups.		Sara Overman	09/30/2022
	<i>Notes:</i> Evidence: outlook calendar of meeting dates; data dive minutes; student groups.			
10/29/21	Outcome Goal #1: 1 hour PLC meeting with General Education and SPED/ELL teachers to review progress of students in intervention groups; adjustment to Tier 3 groups as needed.		Jordan Turner	09/30/2022

Notes: Evidence: Outlook calendar of meeting dates; meeting agenda and notes with follow up steps.

10/29/21 Outcome Goal #2: K-8 Teams analyze DIBELS/Corrective Reading data to determine class areas of need and develop intentional instructional plans aligned to support student growth.

Lisa Hamilton

09/30/2022

Notes: Evidence: PLC grade level meeting notes, workshop schedule/agenda; intervention lesson plans

10/29/21 Outcome Goal #2: Students not meeting growth goals during progress monitoring will be schedule for additional intervention support.

Kelsey Martin

09/30/2022

Notes: Evidence: Weekly schedules for instruction, lesson plans, observations.

10/29/21 Outcome Goal #2: Grade level and Intervention PLC meet every 6 weeks to monitor DIBELS/Corrective Reading growth and plan for interventions.

Sharron Osia

09/30/2022

Notes: Evidence: Outlook calendar of meeting dates/PLC meeting notes.

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Forsyth Academy works in conjunction with our Management company, National Heritage Academies to recruit, hire, and retain teachers. This is done through frequent collaboration meetings to ensure recruitment efforts, in addition to ensuring candidates have successfully completed the hiring process. Working with our financial department also occurs to successfully retain teachers.	Full Implementation 10/29/2021		

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	All parents have access to a parent portal, which houses various items such as academics, email addresses, account balances and attendance. In addition, weekly phone messages, emails, and texts go out to remind parents of upcoming events. The school also sends out monthly newsletters to parents.	Full Implementation 10/29/2021		
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