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 parntership 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.

Reduce attrition from 8.5% _to 6% students by the end of the year. (A.4.09)

During the first 6 weeks of school, interactive framework employees will have a minimum rating of effective in the area of building positive relationships, with 95% percent accuracy. (53 Staff) (A1.07)

During the first 6 weeks of school, interactive framework employees will have a minimum rating of effective in the area of Norms and Procedures, with 95 percent accuracy. (A.1.07)

During the 2023-2024 school year, reduce chronic absenteeism from 23% to 18%. (A4.09)

During the 2023-2024 school year, SWD achievement will grow from 11.4 (ACH) to 25 (ACH) on school performance grade overview.

During the 2023-2024 school year, ELS achievement will grow from 27.7 (ACH) to 37 (ACH) on school performance grade overview.

! = 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:	School Culture: ABCD Goal 1- During the first 6 weeks of school, interactive framework employees will have a minimum rating of effective in the area of building positive relationships, with 95% percent accuracy. (53 Staff) (A1.07) ABCD Goal 2 -During the first 6 weeks of school, interactive framework employees will have a minimum rating of effective in the area of norms and procedures, with 95% percent accuracy. (53 Staff) (A1.07)	Limited Development 10/29/2021		
How it will look when fully met:	During the first 6 weeks of school, interactive framework employees will have a minimum rating of effective in the area of building positive relationships and the area of norms and procedures, with 95% percent accuracy. (53 Staff) (A1.07)		**Luann Kophamer**	**06/28/2025**
Actions		**5 of 8 (62%)**		
10/10/22	All Deans will have created a short observations for culture by Oct. 14th in the classroom framework for first observation for all teachers in 23-24	Complete 10/24/2023	Mary Ellen Kitko	06/09/2024
Notes:	Oct. 22, Dec. 22, March 23, April 23			
10/16/22	Leadership will conduct a culture calibration for specific areas: Lunch, recess, intervention, arrival, dismissal, transition	Complete 06/18/2024	Mary Ellen Kitko	06/09/2024
Notes:	Sept. Jan April			
10/16/22	A New teacher committee will meet Monthly to offer a PLC In this area	Complete 06/18/2024	Luann Kophamer	06/12/2024
Notes:				
10/16/22	Leadership will do culture walkthroughs weekly in September and monthly for the rest of the year.	Complete 06/18/2024	Kelsey Martin	06/30/2024
Notes:				
10/16/22	Leadership team will udpate employee handbook with HR and teach a class on the handbook prior to school starting.	Complete 08/31/2023	Christy Harnsberger	09/30/2024

				Assigned To	Target Date
Notes:	NHA will review along with HR.				
10/16/22	Deans will coach the staff who are still developing in building relationships. 03's, 09's, planning, regional pd, plc, and data dives			Brandy Owen	06/12/2025
Notes:					
10/16/22	New staff and BT's will need coaching on routines and procedures. Plans will be reflected in PDP's and coached during 03, 09's, pds, plcs.			Brandy Owen	06/30/2025
Notes:					
6/26/23	FA will reboot the Behave with care program in 23-24 during opening PD. This will be a coaching focus for 23-24 with all teachers and deans. This will continue in 24-25. Staff will be train in capturing kids hearts program along with behave with care.			Megan Borders	06/30/2025
Notes:					

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**
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	Limited Development 11/15/2018		

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 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)

In August of 2022, teachers were trained on a new Science of Reading based program of phonics called Phonics to Reading. As of June 2023, kindergarten had only 8 % of kinder students were well below profiency, 15% of 1st graders were well below profiency. 31% of 2nd graders were well below profiency. This data reflects a decrease of well below profiency students compared to previous years. We will continue to track mClass data in the 23-24 school year. There will be a progress monitoring focus for the bottom 10% of students in grades 4-8th using aimsweb.

	In August of 2023, teachers will be trained in vocabulary instruction per our SIMR root case analysis. Flocabulary will also be instroduced to staff to enhance vocabulary instruction. As of June 2024, K-2 teachers decreased the number of tier 3 students by 18%. This data reflects a decrease of well below profiency students compared to previous years. We will add phonics assessments We will continue to track mClass data in the 24-25 school year. The k-2 dean will continue a push toward implementing change based on progress monitoring data. Also, there will be data reports teachers will be trained on for the phonics to reading assessments to help track their data and see the impact of teaching and learning. There will be a continued focus on progress monitoring focus for the bottom 10% of students in grades 4-8th using aimsweb. We are also looking to create phonics intervention plans in k-3.			
How it will look when fully met:	Admin,Teachers & Interventionists will utilize a standards-tracking-mastery dashboards 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, Math, and Science proficiency and growth will increase. Evidence: Ready data.		**Annie Joyner**	**06/30/2025**
Actions		**5 of 10 (50%)**		
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 where 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
Notes:	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
Notes:				
12/3/20	iReady parent letters where 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
Notes:	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.	Complete 06/13/2022	Kelsey Martin	06/11/2022
Notes:	Evidence: Conference log			
11/30/22	During the 2023--2024 school year, SWD achievement will meet or exceed growth. EC teachers will identify the goal for each SWD student and align to the IEP goals and this will be reported at the IEP meetings with all stakeholders. Progress monitoring data will be reviewed with the dean and team during data dives. Parents will be updated during progress reports and IEP meetings.		Annie Joyner	09/30/2024
Notes:				
11/30/22	During the 2024-25 school year, SWD achievement will grow from 12.4 (ACH) to 25 (ACH) on school performance grade overview. The dean of specials pops and principal will identify SWD data through EVAAS and share with stakeholders at IEPs, data dives, parent teacher conferences, and 03's.		Annie Joyner	10/30/2024
Notes:				
6/27/23	In 2023-25 FA will focus on vocabulary instruction. Teachers will attend a professional development and review standards throughout the year during data dives to see an increase in percentage on check-ins and		Annie Joyner	06/30/2025

	common assessments.			
Notes:				
6/28/24	During the 24-25 school year, Deans and C& I partners will place staff in a cycle for common assesments to coach them to implement change on their benchmark data.		Sam Barham	06/30/2025
Notes:				
11/30/22	During the 2024-2025 school year, ELL achievement will grow from 29.7 (ACH) to 37 (ACH) on school performance grade overview. Dean of special pops will monitor the data of this group during data dives and Iep Goal reviews		Annie Joyner	09/30/2025
Notes:	Data dive agenda 03 notes 09 notes IEP notes			

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**
Initial Assessment:	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.

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.

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 | Limited Development 11/15/2018 | | |

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.

FA works with a Curriculum & Instruction team. Monthly visits provides observations and supports for Regular, Special, and ELL 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.

In 22-23 we have over a 3rd of the staff is new to our school and we will need to continue this indicator.

In 23-24 we will have less than 15% of the staff is new, however, we do have many BT2 and BT3's. We will continue this indicator.

In June 24, the data and rate of improvment show:

Math At risk teacher (k-8):

Students based on existing data (NWEA, EOG), NC Check-in data, and teacher recommendations to serve in Tier 1 intervention groups this year. Scholars whose data indicated that they were in the "bubble" range. Over the course of the school year, Math interventionist served a total of 43 scholars in grades 3-8, with the aim of pushing the scholars into the proficiency range. Math EOG data indicates the following impacts of his instruction:

18/43 (42%) of the scholars worked with scored in the proficient range

12/43 (28%) of the scholars worked with scored in the "bubble" range (within 5 points of proficiency) and are being invited to summer school for a second chance at becoming proficiency

13/43 (30%) of the scholars worked with scored in the not proficient range

The proficiency levels by grade level are such:

Grade 3: 5/8 proficient (62.5%); 3/8 not proficient (37.5%)

Grade 4: 1/5 proficient (20%); 3/5 bubble (60%); 1/5 not proficient

(20%)

Grade 5: 3/11 proficient (27%); 3/11 bubble (27%); 5/11 not proficient (46%)

Grade 6: 7/9 proficient (78%); 1/9 bubble (11%); 1/9 not proficient (12%)

Grade 7: 2/6 proficient (34%); 3/6 bubble (50%); 1/6 not proficiency (16%)

Grade 8: 2/4 bubble (50%); 2/4 not proficient (50%)

At risk reading teacher 3-8:

M selected students based on existing data (NWEA, EOG), NC Check-in data, and teacher recommendations to serve in Tier 1 intervention groups this year. Scholars whose data indicated that they were in the "bubble" range. Over the course of the school year, this teacher served a total of 44 scholars in grades 3-4 and 6-8, with the aim of pushing the scholars into the proficiency range. Reading EOG data indicates the following impacts of his instruction:

22/44 (50%) of the scholars worked with scored in the proficient range

11/44 (25%) of the scholars worked with scored in the "bubble" range (within 5 points of proficiency) and are being invited to summer school for a second chance at becoming proficiency

11/44 (25%) of the scholars worked with scored in the not proficient range

The proficiency levels by grade level are such:

Grade 3: 7/12 proficient (58%); 2/12 (17%) bubble; 3/12 not proficient (25%)

Grade 4: 3/11 proficient (27%); 3/11 bubble (27%); 5/11 not proficient (46%)

Grade 6: 5/8 proficient (63%); 1/8 bubble (12%); 2/8 not proficient (25%)

Grade 7: 3/7 proficient (43%); 3/7 bubble (43%); 1/7 not proficient (14%)

	Grade 8: 4/6 (67%) proficient; 2/6 bubble (33%)			
	The reading Specialist:			
	The goal rate of improvement for scholars to bridge the gap between their present, below or well-below grade-level of performance and those of grade-level expectations in reading fluency is 1.5 times that of the norm. The reading specialist was, on average, able to impart an average rates of improvement on the 14 Kindergarteners to whom she provides reading interventions: 1.47 times that of the norm.			
	Throughout the school year, the reading specialist worked with a group of fourth graders to support core instruction. Of those 7 scholars with whom she worked, 3 passed the reading EOG. The data breaks down as such:			
	3/7 (42%) scholars were proficient			
	3/7 (42%) scholars were a bubble			
	1/7 (16%) scholars were not proficient			
	Intervention paras:			
	For all scholars served in reading intervention groups in grades 4-8, the scholars were able to improve at an average rate of 0.98 times the norm. This is slightly less than the norm expected rate of improvement and 0.52 less than the expected rate of improvement to close the gap between present level of performance and grade-level expectations.			
How it will look when fully met:	Teachers will utilize research from Science of Reading along with Phonics to Reading, 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. Tiered groups will show growth on assessment data. Evidence: formative and progress monitoring data.		**Brandy Owen**	**06/30/2025**
Actions		**2 of 11 (18%)**		

10/24/19	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.	**Complete 11/01/2019**	Sara Overman	11/01/2019
Notes: Evidence: Paraprofessional schedule				
10/23/23	Paras will utilize scripted researched based instruction to teach groups. Reading Mastery, Corrective, Reading, Bridges Math Evidence- 03 notes Progress monitoring data	**Complete 06/30/2024**	Brandy Owen	06/30/2023
Notes:				
10/29/21	Per our Simr root cause data analysis in 2023, Beginning teachers will be given an opportunity to conduct peer-to-peer observations across the building. This will allows teachers the opportunity to recreate highly effective instructional practices and time management in their classroom and build stronger collaboration amongst teams.		Brandy Owen	06/28/2025
Notes: Evidence: Calendarized observations for all teachers.				
10/23/23	Ec and EL will have specialized data dives with Dean to review subgroup data toward yearly goal. Evidence: Data dive agenda, Common Assesment data, progress monitoring, benchmarking data		Brandy Owen	06/30/2025
Notes:				
6/28/24	Create a new committe for stakeholder culture and engagment		Ashley Brown	06/30/2025
Notes:				
6/28/24	Create parent learning "Base Events" based on MTSS needs. Meet with parents 1x every 9 weeks		sara overman	06/30/2025
Notes:				
6/27/23	Per Simr root cause analysis data, At PLC meetings, teachers will be exposed to the research and data that support the Science of Reading and the company's shift to this new phonics curriculm.		Brandy Owen	06/30/2025
Notes:				
10/23/23	At-risk teachers will focus on the bubble students.		Brandy Owen	06/30/2025

				Implementation Status	Assigned To	Target Date
		Evidence: Data dives, PLC, 03's, 09's				
	Notes:					
	10/24/19	Students in grades 3-8 will be assessed for Corrective Reading needs. The Reading Specialist will create groups and meet with them based on what is prescribed to improve their fluency and decoding needs based on the program. This practice will continue to become a routine. In 2024 we will start intervention on day 1.			Brandy Owen	09/03/2025
	Notes:	Evidence: Weekly caseload completion & Data review				
	10/29/21	Students who have 'graduated' out of intervention services will be provided a 'certificate of completion'/Letter. This will help student motivation and ownership for their learning. This practice will continue this year to establish a routine.			Brandy Owen	09/30/2025
	Notes:	Evidence: Certificate of Completion template.				
	10/29/21	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.			Brandy Owen	09/30/2025
	Notes:	Evidence: Data Dive 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**
Initial Assessment:			In alignment with NC compliance, Forsyth Academy created a Social Emotional Learning and School Mental Health plan for the 2021-2022 school year, the 2022-2023 and continue for the 23-24. In 23-24, we will add a position of the Academic Behavioral specialsit role. This role will include caseloads for social emotional learning groups, group time that will be proactive and prevenative.	Limited Development 10/29/2021		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			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		**Megan Borders**	**09/30/2024**

	ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being. Evidence: discipline records; academic records; social contracts; needs assessment results; screener results; SEL group schedules; mental health screeners; Social worker case load schedule; surveys.			
Actions		**5 of 9 (56%)**		
10/29/21	Needs Assessment: 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. Strength Areas: --MTSS Teaming --Needs Assessment/Resource Mapping --Mental Health Screening --Tiers 2/3 Early Intervention and Treatment Areas of Need: --Tier 1 Mental Health Promotion --Funding and Sustainability --Impact (track and documenting)	Complete 09/30/2022	Megan Borders	09/30/2022
Notes:	Evidence: SHAPE Assessment results			
10/29/21	Universal Prevention: 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,	Complete 09/30/2022	Megan Borders	09/30/2022

	mindfulness, homelessness, etc.			
Notes:	Evidence: Wellness plan; "Responding to and Assessing Self-Harm/Suicidality" Guidebook; Miller et al. "Modified Scale for Ideation"; Social Worker powerpoint presentation/Handouts.			
10/29/21	**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.	Complete 09/29/2023	Megan Borders	09/30/2023
Notes:	Evidence: School Handbook; Zones of Regulation; Behavior Intervention Plans; Special Education Evaluation Review (SEER); Crisis/Emergency Plan			
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	Complete 09/30/2022	Megan Borders	09/30/2023
Notes:	Evidence: Board minutes; Title I powerpoint presentation			
10/29/21	**Staffing Ratios:** Forsyth Academy has secured 1 social worker and 1 Academic and Behavior Specialist who both are full-time. One social worker also works with SPED caseloads and provides service time.	Complete 06/30/2024	Megan Borders	06/30/2024
Notes:	Evidence: Staff Roster			
10/29/21	**Memorandum of Understanding:**		Megan Borders	09/30/2024

	School will ensure a third-party consent form in place for any scholars who we become aware are engaged in treatment with service providers.			
Notes:	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	09/30/2024
Notes:	Evidence: NHA "Responding to and Assessing Self-Harm/Suicidality" Guidebook. work with daymark			
10/29/21	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.		Megan Borders	09/30/2024
Notes:	Evidence: SEL/MH Plan			
10/29/21	Universal Prevention: 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.		Megan Borders	09/30/2024
Notes:	Evidence: SEL/MH groups and calendarization of groups			
Implementation:		11/28/2022		
Evidence	11/28/2023			

Experience	11/28/2023			
Sustainability	11/28/2023			

	A4.09	**The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		The Forsyth Registrar and the OA has built a culture with current and new families. The registrar has been with the company for 8 year. She is one of the most seasoned in the company. The registrar along with NHA has been working on improving the withdrawal process. The FA office staff and admin team have worked on improving attrition with monthly contact points. The whole staff has included a touch point with parents that is not just discipline or bad news. The admin team reviews weekly at admin meetings. Forsyth academy is a leader when it comes to parent learning and retention events. These events include: New Family Orientation Back to School Night Curriculum Night Trunk or treat- Community Moving up Night EIM- Community Come Grow With Me- Community Popsicle on the playground- ELL night/Hispanic Heritage Night EC Night Rock 'N' jump- Community- Daycares	Limited Development 10/16/2022		

	Principal Preschool Pals- Reading/Visits			
How it will look when fully met:	ABCD Goal 1: During the first 20 days, reduce attrition from _8 students__to 5 students_. (A.4.09) Performance Indicator: All students Data Source: SLE<Enrollment<School Attrition History Baseline Year: Sept. 21 Baseline: 6/.08% Target Date: First 20 days (9/21) Target: Actual: ABCD Goal 2: During the 2023-204 school year, reduce chronic absenteeism from 29% to 18%. Performance Indicator: All Students Data Source: SLE<Attendance<Yearly Averages Baseline: June 2022 Baseline: 36.1%		**Annie Joyner**	**09/30/2024**
Actions		0 of 7 (0%)		
10/16/22	School team created and submitted an attendance slogan--Attend today; Achieve tomorrow Continue the slogan for 2023-2025 to become a routine.		Luann Kophamer	09/30/2024
Notes:				
10/16/22	Phase 1: Between now and the first day of school Our best opportunity to stop attrition and bring in new families is during this phase. Communication: Welcome back newsletter with the specific first day of school information		Annie Joyner	11/01/2024

School Connect message to all families with the first day of school information

Utilize social media accounts to build anticipation for the start of school

Classroom/homeroom teacher check-in welcome call and email before the first day of school

Dean/principal (leadership) welcome call and email to all new families and unconfirmed re-enrolling families

Principal/dean introduces new teachers via email to impacted families

Events

School-wide Back to School Night/Welcome Back Event
New Family Orientation

Grade level/wing outing : Middle School Engagement night, KInder Camp

Host community events --Grandparents Tea, Trunk or Treat, Hispanic Heritage Night

Phase 2: The first week of school

Immediately follow up with no-shows (before lunch) on the first day of school and each day following

Accurate, timely attendance

Teachers personally call no-shows and any absent students at the end of the day to check in and determine needs

Deans provide scripts and support to new teachers so they can complete calls successfully

Backfill student openings ASAP

	If a class has a substitute teacher/vacancy: communicate clearly with families. What's the plan? How will my student be cared for until the teacher opening is filled? Celebrate the first week of school with families via social media Phase 3: The first week of school until count day Back-to-school event(s) – get families in the building to meet the staff and see the building Communicate good news and successes with families – through multiple modalities Utilize social media Weekly teacher calls or text to every family - lead with positives Weekly school leader newsletter School Reach calls Communicate with withdrawing families to problem solve Stay on top of accurate attendance			
	Notes:			
10/16/22	Use the attribution dashboard monthly to contact families who are at risk; complete one more year to become a routine		Megan Borders	06/12/2025
	Notes:			
10/16/22	Registrars and deans monitor attendance daily the first 2 weeks of school and then weekly.		Sam Barham	06/12/2025
	Notes:			
10/16/22	Leadership will use mynha for attendance; Principal will send letters once a week to notify parents		Megan Borders	06/12/2025
	Notes:			
10/16/22	FA Leadership will recognize good attendance(happened 1x a quarter at awards) and improved attendance (add for 24-25		Annie Joyner	06/12/2025

				Notes:		
		10/23/23	Social worker and Principal will meet with families when they get to 5 absences to address attendance concerns.		Megan Borders	06/30/2025
				Notes:		

	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**	**09/29/2024**
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.		Sharron Osia	09/30/2024
			Notes: Evidence: Sample agenda items.			
		10/29/21	Survey will be created for each orientation requesting stakeholder feedback.		Sharron Osia	09/30/2024
			Notes: Evidence: survey			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	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
Notes:					
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**	**Target Date**
Initial Assessment:		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. FA was able to secure a parent representative for our SIT meetings.	Limited Development 12/03/2020		

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).

Monday, September 20th, 2021 (SIT)

Monday, September 27th, 2021 (PLC)

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, 2021 (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	**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
Initial Assessment:	Annually, in collaboration with the Dean, the Principal conducts at least one informal/formal observation for each teacher. Feedback is	Limited Development 10/29/2021		

		provided on instructional quality and areas for school improvement.			
How it will look when fully met:		Interactive Classroom Framework shows completion of ratings entered for each teacher. Master schedule will reflect changes to maximize instruction for all students and subgroups.		**Kelsey Martin**	**09/30/2024**
Actions			1 of 3 (33%)		
	10/29/21	Interactive Classroom Framework will be successfully completed for all teachers.	Complete 06/30/2024	Christy Harnsberger	09/30/2024
	Notes:	Evidence: Interactive Classroom Framework showing all ratings have been completed and entered.			
	10/24/23	Create an intentional schedule to allow intervention time for reteaching, progress, monitoring to direct instruction, and supportive electives to enhande growth and proficiency

Evidence:
Common Assessment Data
Check in data
EOG data
Progress monitoring data | | Emily Holman | 09/30/2024 |
| | *Notes:* | | | | |
| | 10/24/23 | Intentionally plan pullout schedule for special populations (EC/ELL/TIER3) to maximize instructional time and priority standards

Evidence:
Pull out group schedule
Master schedule
Caseloads
Progress Monitoring data | | Danielle Sutton | 09/30/2024 |
| | *Notes:* | | | | |

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:	ABCD Goal: During the 2022-2023 school year, SWD achievement will grow from 10.4 (ACH) to 25 (ACH) on school performance grade overview.	Limited Development 11/15/2018		
	State assessment data is formed using subgroups. This data is reviewed over the summer for trends among disaggregated groups. Data from the 2021-2022 school year showed major learning loss for SWD students. Past EOG trends in data has also shown that our SPED subgroup has struggled to gain proficiency grounds. Due to this, EC will have their own data dives and goal just as our other students have in the past.			
	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.			
	Per our 2023 Simr root cause analysis, FA identified that Displine and classroom managment are concerns. This data is represented in our Glint and VOP scores. In addition to the Simr focus group data. NHA and FA will reboot Behave with Care in the 2023 and 2024 opening PD and yearly focus.			
	Unfortunately, we can't count scholars who exited before the end of the year towards our proficiency. So, with that in mind, here are the numbers:			
	*Note, they may be slightly different as we qualified some scholars right after the EOG was given and I don't know if that gets put towards our proficiency scores. Also, this does not take into account any re-takes. This does take into account NCExtend.			

Grade # of EC Scholars ELA Passed ELA % Prof. Math Passed Math % Prof. Sci. Passed Sci. % Prof.

Grade	# of EC Scholars	ELA Passed	ELA % Prof.	Math Passed	Math % Prof.	Sci. Passed	Sci. % Prof.
3	12	1	8.3%	3	25%	N/A	N/A
4	10	4	40%	0	0%	N/A	N/A
5	11	0	0%	2	20%	0	0%
6	19	4	21%	5	26%	N/A	N/A
7	12	0	0%	0	0%	N/A	N/A
8	13	1	7.6%	0	0%	2	15.8%
Totals	77	10	13%	10	13%	2	8.3%

Total SWD n-Count: 22; Total SWD tests: 178;

Total SWD proficiency: 12.36%

Grade # of EL Scholars ELA Passed ELA % Prof. Math Passed Math % Prof. Sci. Passed Sci. % Prof.

Grade	# of EL Scholars	ELA Passed	ELA % Prof.	Math Passed	Math % Prof.	Sci. Passed	Sci. % Prof.
3	16	2	12.5%	5	31.25%	N/A	N/A
4	19	9	47%	8	42%	N/A	N/A
5	17	3	17.6%	3	17.6%	6	35.3%
6	22	5	22.7%	6	27.3%	N/A	N/A
7	20	4	20%	3	15%	N/A	N/A
8	22	1	4.5%	1	4.5%	5	22.7%
Totals	116	24	20.69%	26	22.4%	11	28%

Total EL n-Count: 61; Total EL tests: 271;

Total EL proficiency: 22.5%

Per the BOY data dive, our proficiency for the 2021-2022 school year

was such:

EL: 32.5%

EC: 10.4%

The goals that we set for ourselves for 2022-2023 proficiency were such:

EL - 40%

EC - 20%

We did have about a 2% gain in SWD proficiency. However, this is not at the rate we hoped for to achieve our SWD proficiency goal.

School-wide Goals were created, as follows--

Outcome Goal #1: 70% of students will perform at a 3.0 or higher on weekly Math and ELA common assessments.

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. (aimsweb and mClass)

How it will look when fully met:	2024-25 EOG data will show an overall increase in growth and proficiency for all subgroups.		**Mary Ellen Kitko**	**06/30/2025**
Actions		**8 of 13 (62%)**		
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
Notes:	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	Complete 06/11/2021	Lisa Hamilton	06/11/2021

	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.			
Notes: Evidence: Intervention Caseloads				
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.	Complete 11/30/2022	Wendy Barajas	09/30/2022
Notes: Evidence: Observation schedule; weekly lesson plans; scope and sequence progress check.				
10/29/21	Outcome Goal #2: Intervention: Grade level and Intervention PLC meet every 6 weeks to monitor Common Assessment data/Check In and plan for interventions.	Complete 06/12/2023	Sharron Osia	09/30/2022
Notes: Evidence: Outlook calendar of meeting dates/PLC meeting notes.				
10/29/21	Outcome Goal #1: 2-Hour Data Dives will be conducted once a quarter to analyze data trends and identify/review/adjust student intervention groups.	Complete 06/12/2023	Sara Overman	09/30/2022
Notes: 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.	Complete 06/12/2023	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: Gen Ed: K-8 Teams analyze DIBELS/Corrective Reading data to determine class areas of need and develop intentional instructional plans aligned to support student growth.	Complete 06/12/2023	Sara Overman	09/30/2022
Notes: Evidence: PLC grade level meeting notes, workshop schedule/agenda; intervention lesson plans				
10/29/21	Outcome Goal #1: PLC meeting/03/09 conducted bi-weekly with teachers to review upcoming priority standards, exit tickets, and/or common assessment data.		Kelsey Martin	09/30/2024
Notes: Evidence: Outlook calendar of meeting dates/PLC meeting notes.				
6/27/23	Teachers will participate in professional development centered around practical classroom managment stratagies/Behave with Care reboot and be trained in capturing kids heart in Aug. 2025		Ashley Brown	06/30/2025
Notes:				

10/29/21	Outcome Goal #2: Students not meeting growth goals during progress monitoring will be scheduled for additional intervention support.	Complete 06/12/2023	Mary Ellen Kitko	06/30/2025
Notes:	Evidence: Weekly schedules for instruction, lesson plans, observations.			
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	09/30/2025
Notes:	Evidence: Weekly Lesson Plan; Reassessment; lesson observation			
10/29/21	Outcome Goal #1: Deans and C&I visits will support teachers in unpacking unites to identify key concepts and priority standards.		Mary Ellen Kitko	09/30/2025
Notes:	Evidence: PLC agenda; annotated unpacking documents			
10/29/21	Outcome Goal #1: Deans and C&I will support teachers in reviewing common assessments/unit assessments prior to teaching.		Mary Ellen Kitko	09/30/2025
Notes:	Evidence: PLC Agenda			

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**
Initial Assessment:	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**
Initial Assessment:	All parents have access to a parent portal, which houses various items such as academics, email addresses, account balances and attendance.	Full Implementation 10/29/2021		

	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.			