

## 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:**

- Goal 1: Eliminate opportunity gaps by 2027
- Goal 2: Improve school and district performance by 2027
- Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



! = Past Due Objectives      KEY = Key Indicator

Core Function:		NC SBE Goal 1:			
Effective Practice:		Eliminate opportunity gaps by 2027			
	G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Forsyth has established a School Improvement Team. The team is diverse, including an administrator, teachers from each wing, support staff, a school social worker, and parent representatives. Forsyth created a behavior support team eight years ago, which started with a book study. This team comprises different mindsets aimed at eliminating a punitive culture. The team researched the prison-to-pipeline data.	Limited Development 10/15/2024		

The current needs assessment evaluates the existing schoolwide discipline program and identifies behavior problems. Parent and teacher surveys also provide opportunities for feedback on our behavior practices. The Schoolwide Rules and Procedures are based on the Behave with Care program and the Capturing Kids' Hearts curriculum. Teachers and students collaboratively create a social contract, which is a set of clearly defined, positively stated characteristics of ideal members of the community. These contracts are effectively communicated to students, teachers, and parents through newsletters, meetings, and visible postings around the school. Some classrooms have also started student ambassador programs.

Staff are provided training sessions during the New Teacher Summit, opening professional development days, and regional professional developments. Administrators have opportunities to learn during the July Leadership Professional Development each year. The school plans for professional development focused on effective classroom management practices and the importance of consistency in enforcing rules. This training is also revisited and problem-solved during the beginning teacher committee meetings that occur monthly. Professional Learning Communities (PLCs) are held throughout the year. The school has established a Capturing Kids' Hearts process with a Champions Team to support new staff during onboarding and maintain the program throughout the year, promoting shared leadership.

The school created a new position this year called the Dean of Students. This dean will work closely with the social worker, teachers, and parents, and will analyze current behavior data. She is working to establish a system for regularly monitoring rule enforcement and providing feedback to staff.

Forsyth Academy strives to foster safe and orderly learning environments. National Heritage Academies has created a framework

similar to NCEES but more in-depth. This framework includes the physical environment as an indicator to ensure classrooms are clean, organized, and conducive to learning.

Forsyth Academy has safety protocols in place to review and reinforce safety procedures with staff and students, creating a secure atmosphere. Training is provided twice a year, and drills are practiced monthly to prepare for potential safety incidents.

Forsyth Academy promotes positive relationships within a student-centered culture. Our motto is: "Students learn when they feel cared about." Building a supportive culture is a top priority. Teachers are taught to foster positive relationships with students by employing engaging instructional strategies and maintaining open communication.

Students and staff are provided opportunities for engagement through our Moral Focus Virtue program and curriculum. The master schedule reflects dedicated time in our day to teach virtues like respect, wisdom, perseverance, encouragement, etc. Students attend both virtual and in-person assemblies throughout the year to celebrate and learn about our culture and virtues. Monthly, students are awarded virtue awards, which are recognized and displayed at the front of the school.

***How it will look when fully met:***

The school can create a supportive environment that promotes positive behaviors, effective teaching practices, and meaningful student engagement, ultimately enhancing the overall learning experience for all students. Tier 2 behavior should decrease yearly by 5%.

Data Analysis: Utilize data from behavior incidents and academic performance to assess the effectiveness of implemented strategies.

**Ben Cook**

**06/30/2027**

<b>Actions</b>			<b>0 of 3 (0%)</b>	
10/15/24	Regular Review and Adapt at Regular Meetings: Schedule periodic meetings (December and June) for the school improvement team to review progress, share successes, and adjust the action plan as needed.		Ben Cook	06/30/2025
<i>Notes:</i>				
10/15/24	Ongoing Training: Offer continuous professional development opportunities focused on classroom management, inclusive practices, and effective communication.		Jenay Lewis	06/30/2025
<i>Notes:</i>				
10/15/24	Parental Involvement: Host workshops to educate parents on school policies and encourage their active involvement in supporting school initiatives.		Jenay Lewis	06/30/2025
<i>Notes:</i>				
	<b>G1.02</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		<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, 4 full-time ELL staff, 6 full-time SPED teachers, 4 Sped Paras, 4.5 full-time Title I paras.</p> <p>Scholars making limited progress in tier 2 are referred to tier 3, with a 1/3 qualifying for SPED services. School data shows that as a school we have a large number of scholars who score just below the proficiency. These students are considered on the 'bubble', and are served with Intervention staff, along with differentiated classroom instruction.</p> <p>Teachers are concentrating in the K-2 classrooms on foundational focus skills in small groups based on mclass data. In upper elementary</p>	Limited Development 10/04/2024	

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.

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 2024, the data and rate of improvement 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 for intervention groups 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:** 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 for intervention groups 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.

In Tier II intervention groups, paraprofessionals are using evidence-based curricular tools - Reading Mastery (decoding, K-3), Corrective Reading (fluency, 3-8), and Bridges Intervention (K-8). The paraprofessionals have received and continue to receive training to make sure that the curriculum is being used with fidelity.

**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:

**Kelsey Martin**

**06/30/2027**

	formative and progress monitoring data.			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/14/24	Use universal screeners and diagnostic assessments to regularly evaluate student progress and determine tier placements		Mary Black	06/27/2025
<i>Notes:</i>				
10/14/24	Offer PD/PLCs on differentiated instruction, data analysis, and effective teaching strategies, focusing on teacher needs identified through surveys and data.		Kelsey Martin	06/30/2025
<i>Notes:</i>				
10/14/24	Conduct professional development sessions to define and explain the MTSS framework and its tiers, referencing state guidelines and research.  Beginning Teacher Meetings 03's/09's Data Dives		Kelsey Martin	06/30/2025
<i>Notes:</i>				
10/14/24	Schedule regular, structured meetings for teachers to discuss instructional practices and share feedback on classroom strategies and collaborate.		Kevin Anderson	06/30/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>NC SBE Goal 2:</b>		
<b>Effective Practice:</b>		<b>Improve school and district performance by 2027</b>		
	<b>G2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Forsyth Communication Channels and Family Engagement Initiatives  Communication Channels: Forsyth employs a comprehensive school communication plan that includes:	Limited Development 10/15/2024	
				<b>Target Date</b>



- Monthly Newsletters: Updates from the office and grade levels.
- Emails: Regular communication to keep parents informed.
- School Connect: A platform for timely updates.
- Social Media: Engagement with the school community.
- Website Resources: A dedicated section on the school website for resources and updates related to parental involvement and student progress.
- Family Engagement Plan: Forsyth has a robust family engagement plan that includes various events designed to support parental involvement: Workshops and Informational Sessions: Regular workshops are held for parents to learn how to support their child's learning at home (e.g., homework strategies, reading programs).

Events Include:

- Meet the Teacher Night/Open House
- Title I Night/ Back to School Night
- Hispanic Heritage Night
- EC Night
- RTA Parent Meeting
- Moving Up Night for 5th Grade
- New Parent Orientation
- Come Grow With Me Program
- Base( Behavior/Academics/Social Emotional) Events-New in 2024

Parents are also required to sign a parent compact, which is reviewed during the fall parent-teacher conferences. The school provides resources such as tip sheets and guides that help parents create a supportive learning environment at home, focusing on homework monitoring, reading habits, and fostering positive attitudes toward education.

Curriculum Integration: Forsyth's math curriculum includes "Curriculum of the Home" books, newsletters, and online programs like Lexia and DreamBox to aid in individual learning plans. A monthly "Home Learning Calendar" is distributed, featuring suggested activities aligned with the school curriculum.

Teacher Training: In 2023, teachers received training on the National Heritage Academies communication plan, coinciding with the introduction of the School Messenger and Parent Portal app. Teachers are encouraged to communicate regularly with parents about their child's progress, not just in times of concern.

Parental Feedback: Parents are surveyed multiple times a year to gather feedback on school practices and share ideas for enhancing family engagement. This input is vital for involving parents in decision-making processes regarding school policies and programs.

Positive Communication: Teachers and administrators make regular phone calls to share positive news about students' achievements. The administration logs monthly attendance calls to combat absenteeism and attrition. Additionally, teachers maintain a parent communication log, which is monitored bi-monthly during the Monday Admin Meeting.

Interactive Homework: Many teachers create interactive homework assignments that require collaboration between students and parents, reinforcing skills taught in class.

Support for Families in Crisis: Forsyth offers various resources to support families in crisis, including:

- Backpack Food Program
- Coat/Uniform Closet
- Food Pantry
- School Supplies Closet

	<ul style="list-style-type: none"> <li>Access to a Social Worker: Providing support programs for families experiencing trauma or difficulties, helping to reestablish positive interactions and engagement in their child's education.</li> </ul>			
<b>How it will look when fully met:</b>	The school can strengthen the connection between home and school, fostering an environment where both educators and parents collaboratively support student learning and success. The parent satisfaction survey will reflect an increase of highly satisfied and satisfied by 5% per year.		Ward Owen	06/30/2027
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/15/24	Administration in partnership with the MTSS team will host a series of Base Events for Parents to attend. The agenda will address Behavior, Absenteeism, and Social/Emotional events.		Emily Holman	06/30/2025
<i>Notes:</i>				
	<b>G2.02</b>	<b>Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>	<p>Forsyth academy has worked on creating collaborative instructional teams. Each instructional team will include general education teachers, ELL specialists, and special education teachers to ensure a comprehensive approach to meeting diverse learning needs. Teams will meet to design, review, and revise instructional units based on student needs and feedback.</p> <p>Curriculum and Development has created Instructional Units for teachers to use in their prepping for daily lessons. Learning Goals have been identified in the plans. The I cans establish clear, standards-aligned learning objectives for each unit. The NHA Curriculum and Instruction team have created assessments. All stakeholders use data from formative assessments and student profiles to inform instructional groups, plans, and intervention. Teachers plan for multiple means of representation, engagement, and expression within each unit. The EL and Sped Support staff also work with the Curriculum and instruction team to include diverse learners:</p> <p>Pre-teach ELL Students: Embed language supports, such as visuals and bilingual resources. (WHAT HOW WHY anchors)</p> <p>Special Education Students: Utilize individualized supports based on IEPs, including tailored instructional strategies. Our NHA curriculum</p>	Limited Development 10/04/2024		

provide a range of resources, including digital tools, hands-on activities, and diverse reading materials, to cater to different learning preferences. The plans include ideas for engagement strategies: Each ELA classroom has a provided library that implements interest-based learning activities to foster motivation for Read alouds and shared reading. The curriculum includes time for monitoring progress. The curriculum includes formative assessments. There is scope and sequence to conduct regular check-ins through quizzes, discussions, and exit tickets to gauge understanding and adjust instruction accordingly. Pause days are included to help with the pace of learning and fidelity. Summative Assessments were created. They develop varied assessment methods (e.g., portfolios, group projects, presentations) that allow students to demonstrate their learning in multiple ways. These assessments are uploaded to an online platform called edcite. This allows students to practice online testing for EOGs and check-ins. It is a system for providing timely and constructive feedback to students, emphasizing growth and areas for improvement. Edcite helps the teacher grade the assessments. Case managers craft individualized IEP goals that target student needs and are aligned to grade level standards.

Board configurations in classrooms include displays learning goals prominently in classrooms and communicate them regularly to students to foster understanding and ownership of their learning. Students have goals and self-assessment practices to enhance accountability and reflection on their learning journey

Setting rigorous standards for all students while ensuring that supports are in place to help them meet those standards are constantly being discussed with teachers throughout the year. Teachers use tiered activities and flexible grouping to meet the varying levels of readiness and interest among students.

***How it will look when fully met:***

This school improvement plan aims to create a supportive and inclusive learning environment that addresses the diverse needs of all students. By focusing on targeted strategies and community involvement, the school can enhance student outcomes and foster a culture of continuous improvement.

- Improve academic achievement for Tier 2 students.
- Increase proficiency in reading and math
- Reduce the number of Tier 2 students by 25% in two years.

**Ben Cook**

**06/30/2027**

	<ul style="list-style-type: none"> <li>Enhance support for English Language Learners (ELLs).</li> <li>Provide targeted ELL instruction leading increase in language proficiency scores.</li> <li>Address the needs of students with learning disabilities.</li> <li>Implement individualized support plans for 100% of students identified with learning disabilities.</li> </ul>			
<b>Actions</b>		<b>0 of 7 (0%)</b>		
10/4/24	<p>EC and EL will have specialized data dives with Dean to review subgroup data toward yearly goal.</p> <p>Evidence: Data dive agenda, Common Assessment data, progress monitoring, benchmarking data</p>		Sharron Osia	06/30/2025
<i>Notes:</i>				
10/14/24	Use culturally relevant materials and resources to engage ELL students and Provide after-school tutoring specifically for ELLs.		Marina Cruz	06/30/2025
<i>Notes:</i>				
10/14/24	Increase collaboration between general education and special education staff while regularly review and adjust Individualized Education Programs (IEPs).		Ben Cook	06/30/2025
<i>Notes:</i>				
10/14/24	<p>Host workshops for parents on supporting their children’s education at home, including resources for literacy and numeracy.</p> <p>New Family Events Base Events' EL Night EC Learning Night Come grow with us</p>		Abbie Evers	06/30/2025
<i>Notes:</i>				
10/15/24	The Sped dean is working with the curriculum and instruction team to bring the Bridges Intervention program to our sped program.		Sharron Osia	06/30/2026
<i>Notes:</i>				

10/15/24	k-5 EL teachers will use the what, how, why anchor to preteach during pullout.		Danielle Sutton	06/30/2026
<i>Notes:</i>				
10/15/24	Identify SWD in 3rd grade who are performing below the 40%ile in ORF as measured by MClass/Dibels. -Review IEP to verify or implement for a fluency goal -Align the child's services with gen ed intervention with Reading Mastery or Corrective Reading.		Cassie Andrews	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>NC SBE Goal 3:</b>			
<b>Effective Practice:</b>		<b>Increase Educator preparedness to meet the needs of every student by 2027</b>			
	<b>G3.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	<p>State assessment data is formed using subgroups. This data is reviewed 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. Due to this, Sped will have their own data dives and goals just as our other students have in the past. (3x a year)</p> <p>Past EOG trends in data has also shown that our ELL &amp; SPED subgroup has struggled to make growth. 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 mini response to data meetings will occur once every 4-6 weeks, versus waiting to the end of the quarter. Modifications to pacing, instruction, and intervention will be made based on data.</p> <p>Per our 2023 SiMR root cause analysis, FA identified that Discipline and classroom management 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. FA will take part in the Capture Kids Hearts PD in</p>		Limited Development 10/04/2024		

2024.

Data Link: [Data: G3.01](#)

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)

<p><b>How it will look when fully met:</b></p>	<p>Admin, Teachers &amp; 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. 2024-25 EOG data will show an overall increase in growth and proficiency for all subgroups.</p> <p>Evidence: tracking template; assessment data; PLC/data minutes.</p> <p>According to EOG data, our overall Reading, Math, and Science proficiency and growth will increase.</p> <p>Evidence: Ready data.</p>		<p><b>Jenay Lewis</b></p>	<p><b>06/30/2027</b></p>
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
<p>10/4/24</p>	<p>Students scoring below 3.0 on common assessments and or benchmarks will receive small group support targeted to standards.</p> <p>Evidence: Weekly Lesson Plan; Reassessment; lesson observation</p>		<p>Kevin Anderson</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>10/4/24</p>	<p>Deans and C&amp;I visits will support teachers in unpacking units to identify key concepts and priority standards.</p> <p>Evidence: PLC agenda; annotated unpacking documents</p>		<p>Jenay Lewis</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>10/14/24</p>	<p>Monitor Progress Continuously Implement Formative Assessments: Use frequent formative assessments to gauge student understanding and provide timely feedback, adjusting instruction as needed.</p>		<p>Jenay Lewis</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>10/14/24</p>	<p>Communicate Learning Goals Clearly Articulate Goals: Ensure that both teachers and students clearly understand lesson goals and expected outcomes, using visual aids or posting them prominently in the classroom.</p>		<p>Kevin Anderson</p>	<p>06/30/2025</p>



	Board Configuration I can Statements What/How/Why Anchor Charts			
<i>Notes:</i>				
10/14/24	Use the response to data protocol during 03s and 09s with deans and teachers using common assessment data.  Common assessment hub		Sam Barham	06/30/2025
<i>Notes:</i>				
	<b>G3.02</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		National Heritage academies and Forsyth Academy conduct a needs assessment and data review yearly.  NHA and FA conduct surveys with teachers to assess current PD effectiveness and needs for every PD event hosted. The admin review student learning, behavioral, and social-emotional data to identify areas for PD focus.  NHA and FA have created a green week schedule and protocol for collaborations between schools and Curriculum and instruction partners. This is a time to monitor progress, review data and needs, and then create a plan of support and next steps. This occurs 3x a school year.  These data points and survey dates are analyzed. Results and data trends are documented and discussed during faculty meetings. school visits (Curriculum and Superintendent Partners), and planning meetings.	Limited Development 10/15/2024	
<b>How it will look when fully met:</b>		The school can create a culture of continuous professional growth that aligns with its instructional goals and effectively supports teachers in enhancing their practices. Monitoring the outcomes and adjusting strategies based on feedback will be crucial for sustained improvement. We will decrease the number of ineffective and developing teachers based on upon the interactive framework data for 2025.		<b>Abbie Evers</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>	<b>06/30/2026</b>

10/15/24	Schedule regular PLC meetings for collaboration and sharing of best practices.		Kelsey Martin	06/30/2025
<i>Notes:</i> Monitoring Process/Data Collected: Document meeting agendas, participation, and outcomes from PLC discussions.				
10/15/24	Focus on response to data using common assessment data ( Formative)		Kevin Anderson	06/30/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>CSI and/or ATSI School Indicators</b>			
<b>Effective Practice:</b>		<b>Provide supports (personnel, programmatic, financial, etc.) for instructional priorities</b>			
	<b>CSI-ATSI.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>NHA and FA align resource allocation (money, time, human resources) with the school's instructional priorities to enhance student learning and achievement. Needs assessments and surveys are collected from stakeholders and then analyzed by:</p> <ol style="list-style-type: none"> <li>1. Data Collection: Gather data on current resource allocation, including financial expenditures, staffing levels, teacher experience, and student demographics.</li> <li>2. Identify Gaps: Analyze the data to identify inequities in resource distribution and areas requiring additional support.</li> <li>3. Stakeholder Input: Conduct surveys and focus groups with parents, students, teachers, and community partners to gather insights on resource needs and priorities.</li> <li>4. Establish Resource Allocation Priorities</li> </ol> <p>Then the school defines priorities: Based on the needs assessment, collaboratively define resource allocation priorities linked to student performance goals.</p> <p>NHA, the grants coordinator, District of School Quality partner, business partner and principal meet 2x year. The team uses a resource allocation template: this outlines how resources will be distributed, ensuring alignment with instructional goals and adhering the law. During our meeting we review existing budgets and analyze current budgets to identify funds that can be redirected towards high-priority</p>	Limited Development 10/14/2024		

areas. During the meeting the discussion includes equitable distribution of resources by:

- Targeted Allocation: Direct additional resources (funding, personnel, support) to schools and students with the greatest needs.
- Staffing Strategies: Implement hiring practices that prioritize experienced and effective teachers for high-need areas.
- Monitor Resource Use: Regularly review how resources are being utilized to ensure they align with the instructional priorities.

The Professional development plan is reviewed and identifies training needs: Assess staff professional development needs based on instructional goals and student performance data.

Targeted PD Programs: Develop or source targeted professional learning programs that align with identified needs and instructional priorities.

Data [link:https://docs.google.com/document/d/1PgJbAv18iDbbAah-nlByBgThCVytBtqqAck2pCGlrIE/edit?usp=sharing](https://docs.google.com/document/d/1PgJbAv18iDbbAah-nlByBgThCVytBtqqAck2pCGlrIE/edit?usp=sharing)

<p><b>How it will look when fully met:</b></p>	<p>The school can ensure that its resources are effectively aligned with its instructional priorities, ultimately leading to improved student outcomes and school performance.</p> <ul style="list-style-type: none"> <li>• A responsive resource allocation strategy that evolves with the needs of the school community.</li> <li>• Increased transparency and accountability in resource allocation efforts.</li> <li>• Enhanced teacher effectiveness linked directly to school improvement goals.</li> <li>• Resource allocation strategy that responds to emerging needs and student performance data.</li> <li>• Identify inequities and prioritize resource needs based on instructional goals.</li> </ul>		<p>Christy Harnsberger</p>	<p>06/27/2025</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>10/14/24</p>	<p>Conduct a Comprehensive Needs Assessment yearly</p>		<p>Christy Harnsberger</p>	<p>03/01/2025</p>
<p><i>Notes:</i></p>				
<p>10/14/24</p>	<p>Hold a yearly meeting with DSQ and Business partner to create equitable distribution of resources, focusing on schools with the greatest needs and review resource allocation effectiveness, adjusting as necessary based on ongoing data collection. During this meeting, conduct a review of current staff capabilities and align hiring, placement, and professional development with school improvement goals.</p>		<p>Christy Harnsberger</p>	<p>05/30/2025</p>
<p><i>Notes:</i></p>				
<p>10/14/24</p>	<p>Create a stakeholder engagement plan to include input from teachers, parents, students, and community partners. (Surveys) Collect and analyze the feedback from the surveys.</p>		<p>Christy Harnsberger</p>	<p>06/27/2025</p>
<p><i>Notes:</i></p>				
<p>10/14/24</p>	<p>Create a professional development plan that addresses identified areas of need among staff, aligning with instructional priorities.</p>		<p>Christy Harnsberger</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				

