

### School Plan for Improvement

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Forsyth Academy (Charter)	Forsyth Academy	34-F	2015-16
<b>Principal Name (or Designee)</b>	Wendy Barajas	<b>Principal Name (or Designee) Email</b>	<a href="mailto:25.wbarajas@nhaschools.com">25.wbarajas@nhaschools.com</a>
<b>School Mission</b>	To ensure 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.		
<b>School Vision</b>	Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.		
<b>Data Analysis:</b> Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<b>See attached document - "Forsyth - Data Analysis"</b>			

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<b>GOAL #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Forsyth Academy End of Grade proficiency rates will increase in reading from 42% to 50%, in math from 36% to 45%, and in science from 42% to 50% as measured by the spring 2016 EOG.</i></b>		
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	Forsyth Academy is the LEA.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented	
<b>GOAL #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Forsyth Academy will meet or exceed expected growth in reading, math, and science as measured by the spring 2016 EOG assessment.</i></b>		
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	Forsyth Academy is the LEA.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented	
<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Forsyth Academy will reduce student absence rates.</i></b>		
	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible	
	LEA Goal Alignment:	Forsyth Academy is the LEA.	
	Indistar Indicator: (if applicable)		
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<b>Strategy #1:</b> Describe the strategy that will support this goal	<b><i>Deans, interventionists, and classroom teachers will form a support team for students and meet regularly to identify students, plan intervention strategies, and monitor student progress.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>1-Identify Intevention Team roles/responsibilities and inform staff. 2-Create and distribute weekly grade level PLC schedule and determine which PLC meetings intervention staff will attend (1x per month). 3-Create and distribute monthly intervention team meeting schedule. 4-Develop PLC and Intervention Team Agenda template that focuses on student data, progress monitoring and intervention plans. 5-Review interim assessment data for trends/areas of improvement (ongoing). 6- Revisit pacing based on interim assessment results (January). 7- Make necessary changes to intervention caseloads (January).</i></b>		
	Evidence: (Identify documents and artifacts)	1-PLC/Intervention Team Agendas and Minutes 2-Student Intervention Plans 3-Meeting Schedules	
	Person(s) Responsible:	Dean of Intervention	
	Timeline:	Began in September 2015. Progress monitoring meetings are scheduled monthly: September 23, October 21, November 18, December 16, January 13, February 10, March 23, April 20, May 18. In addition, school visits by the Executive Director of School Performance are scheduled for October 14, November 16, and December 10.	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
<b>Strategy #2:</b> Describe the strategy that will support this goal	<b><i>Prior to instruction, teacher identifies standards to be assessed and analyzes their complexity to understand the appropriate level of rigor. Teachers will adhere to a year long plan and ensure all content standards are taught by effectively pacing units and weekly lessons.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
	<b><i>1-Require staff to personally take and review each interim assessment. 2-Provide PD on lesson planning blueprint which includes a review of unpacking documents and year long planner. 3- Deans attend grade level planning sessions to model and provide coaching. 4-Implement posting of standards on whiteboards. 4- Create document to track mastery of standards using formative and interim assesssments (November). 5- Require staff to take the Interim Assessment II (November).</i></b>		

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<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	1-Staff completed interim assessments 2-PD Presentation 3-PD Sign in sheet 4-Year long plans 5-Unit/weekly lesson plans 5-PLC agendas and minutes		
	Person(s) Responsible:	Principal, Deans		
	Timeline:	Began on September 21. Expected to be fully implemented by October 30. Progress monitoring meetings are scheduled monthly: September 23, October 21, November 18, December 16, January 13, February 10, March 23, April 20, May 18. In addition, school visits by the Executive Director of School Performance are scheduled for October 14, November 16, and December 10.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b><i>Diagnostic assessments are administered to identified students and results are used to design comprehensive, targeted intervention plans for students. Interventionists and teachers regularly monitor the progress of students receiving intervention services to ensure every student is making necessary growth and resvise intervention plans as needed.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Has Begun		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>1-Administer iReady diagnostic assessments K-8. 2-Determine intervention caseloads. 3-Use diagnostic data and EOG data to develop intervention plans. 4-Develop progress monitoring schedule. 5-Begin intervention plan reviews in PLC meetings. 6-Begin progress monitoring schedule. 7-Ensure intervention plans are prepared by teachers and provided to intevention paras.</i></b>			
	Evidence: (Identify documents and artifacts)	iReady data, student intervention plans, PLC agendas and minutes, intervention lesson plans, progress monitoring schedule, progress monitoring data, intervention caseloads		
	Person(s) Responsible:	Principal, Deans and Teachers		
	Timeline:	Diagnostics will be complete by October 15. Intervention plans will be completed by October 30. Progress Monitoring schedule will begin in November. Caseloads are fluid and may chage throughout the year. Initial caseloads were created in September.		
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<b>GOAL #3:</b>	<i>Forsyth Academy will reduce student absence rates.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Monitor absence rates weekly to identify students with excessive absences.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>1-Monitor Excessive Absence Report each Friday to identify students at risk.</i>		
	Evidence: (Identify documents and artifacts)	Excessive Absence Report, PLC Notes	
	Person(s) Responsible:	Principal, Deans, Social Worker	
	Timeline:	September- June	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Meet weekly with social worker and dean to discuss students with excessive absences.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>1-Determine next steps for parent contact. 2-Document parent contact. 3-Gather teacher input 4-Report excessive truance to Forsyth County Court system.</i>		
	Evidence: (Identify documents and artifacts)	Meeting notes, parent contact logs, copies of parent letters sent	
	Person(s) Responsible:	Principal, Deans, Social Worker	
	Timeline:	September- June	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
<b>Strategy #3:</b> Describe the strategy that will support this goal	<i>Reduce absence rates by reducing suspension rates.</i>		

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<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>1- Implement the National Heritage Academies/ Forsyth Academy Classroom Framework-Classroom Culture Strategy. 2-Observe, coach and rate each teacher on the framework with the goal of moving every teacher to effective. 3-Increase positive parent contacts and monitor with phone logs. 4-Increase positive behavior recognition in morning assembly. 4-Provide additional coaching for teachers who are ineffective in culture on the first full lesson observation.</i></b>			
	Evidence: (Identify documents and artifacts)	Classroom Framework ratings, full lesson observation documents, coaching logs, parent phone logs		
	Person(s) Responsible:	Principal, Deans, Teachers		
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	



## Forsyth Academy Data Analysis

Forsyth Academy is a K-8 charter school located in Winston-Salem and has been in operation since 1999. Forsyth has been designated as a low-performing school in 2015-16, due to the accountability grade of "D" and a growth score of "not met expected growth." Forsyth received this growth score due to not meeting growth in math and science during the 2014-15 school year. School leadership and staff conducted a comprehensive review of data, including those outlined below.

### **Demographics:**

**Community.** Forsyth Academy is located in Winston-Salem, North Carolina. The City of Winston-Salem has a growing population that is projected to continue increasing. Median household income is lower than the state average, and the percentage of the population below the poverty level is considerably higher than the state average.

**Teacher.** Currently, Forsyth Academy has 37 active teachers, with 35 teachers licensed. Of those teachers, 11 have a master's degree or higher. Twenty-two teachers have at least four years of teaching experience. In addition, 36 teachers are highly qualified for their assignment.

**Student.** Student enrollment has fluctuated over time. The percent of students qualifying for free and reduced lunch (FRL) has increased, as well as the number of students qualifying for English language learner (ELL) services. These increases are significant factors to consider in school performance evaluation. The number of black and Hispanic students has also increased, while the number of white students has decreased. Overall, Forsyth is serving students with greater academic and environmental needs, which often translates to lower rates of proficiency.

Demographic	2013-14	2014-15	2015-16
Enrollment	701	725	716
Free Lunch	65%	70%	70%
Reduced Lunch	8%	9%	11%
ELL	10%	11%	14%
Exceptional Children	13%	12%	9%
Black	49%	52%	49%
White	18%	14%	10%
Hispanic	25%	29%	36%
Multi	5%	4%	3%
American Indian	0.4%	0.7%	1.0%
Asian	0.3%	0.3%	0.6%

### **EVAAS Growth Data Review**

Subject	2012-13	2013-14	2014-15	3 Year Average
Overall	Not Provided	Met	Not Met	N/A
Math	Exceeded	Exceeded	Not Met	Met
Reading	Met	Met	Met	Met
Science	Not Met	Not Met	Not Met	Not Met

## **EVAAS Growth Data Analysis**

The EVAAS data review in the subject of math shows Forsyth exceeded growth during the 2012-13 and 2013-14 school years. Forsyth did not meet growth in math during the 2014-15 school year. The root causes of the "Not Met" status were due to significant declines in fifth, seventh, and eighth grade math. Teacher turnover occurred over the summer in each grade, resulting in new staff assigned to these roles. The decision dashboard from EVAAS further showed that students in all achievement groups failed to make growth in these grade levels, with the exception of the middle (3) achievement group in seventh grade.

The EVAAS data review in science showed the school did not meet growth in fifth or eighth grade. Fifth grade had a -4.7 growth index, and eighth grade had a -1.6 growth index. Eighth grade has decreased the negative growth measure each of the past three years and fifth grade has fluctuated. The root causes of the fifth grade science "Not Met" status were due to teacher turnover and lack of growth across all achievement groups. The root causes of the "Not Met" status in eighth grade science was due to a lack of growth by students in the lowest and middle achievement groups.

The data review in reading showed the school has met growth the past 3 years. Growth has been especially strong in middle school.

From this EVAAS data review, we came to several conclusions:

- New staff were not adequately prepared and/or lacked the experience needed to provide effective and rigorous instruction in math and science.
- Students across all achievement groups did not make growth in math. We believe this may have been impacted by adopting a new curricular math tool, which may not have provided adequately rigorous practice.
- There was a lack of intervention support in math, as reading had taken priority.

## **End Of Grade (EOG) Proficiency Data Review**

### **EOG Achievement & Growth**

<b><u>Year</u></b>	<b>Achievement</b>			<b>Growth Index</b>	
	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>Reading</b>	<b>Math</b>
2014-15	42.3%	36.1%	42.0%	-1.1	-2.3
2013-14*	44.5%	38.9%	36.3%	0.1	1.9
2012-13	32.2%	29.8%	26.2%	-0.1	1.9

\*In 2013-14, the state assessment changed from four to five performance levels. Overall proficiency cannot be compared from 2012-13 to 2013-14.

### **EOG Proficiency by Tenure**

<b>Year</b>	<b>Math</b>		<b>Reading</b>	
	<b>3+ Years</b>	<b>&lt; 3 Years</b>	<b>3+ Years</b>	<b>&lt; 3 Years</b>
2014-15	34.6%	27.3%	40.8%	35.0%
2013-14	44.1%	30.2%	49.5%	36.2%
2012-13	32.9%	24.0%	35.6%	25.0%

A review of the data in the tables above indicates:

- Students enrolled for three or more years at Forsyth demonstrate greater proficiency on the state assessment than students enrolled for less than three years in both math and reading.
- Overall proficiency declined in reading in math from 2013-14 to 2014-15, but science has continued to improve.

#### **EOG Proficiency Analysis and Subgroup Findings Focused on 2014-15:**

- Females outperform males in reading by 9.1 percent.
- Females outperform males in math by 1.1 percent.
- White students outperform black students in reading by 21.9 percent and Hispanic students by 17.4 percent.
- White students outperform black students in math by 18.8 percent and Hispanic students by 12.5 percent.
- White students outperform black students in science by 27.5 percent and Hispanic students by 24.5 percent.
- Students with disabilities and ELL students significantly underperform their peers in reading, math, and science.
- Fourth, fifth, and sixth grades have reading proficiency rates below 40 percent this past school year.
- All grades except third and seventh have math proficiency rates below 40 percent.

#### **Beginning of Grade (BOG) 3/Read to Achieve Data Review**

<b><u>School Year</u></b>	<b><u>Beginning of Grade 3-Proficient</u></b>	<b><u>Average Scale Score</u></b>	<b><u># of new students in 3<sup>rd</sup> grade at Forsyth Academy</u></b>
2015-16	6 out of 77 (13%)	429.0	19 out of 77 (25%)
2014-15	17 out of 82 (21%)	430.2	20 out of 82 (24%)
2013-14	23 out of 76 (30%)	431.8	17 out of 76 (22%)

#### **Analysis of BOG Data**

Data analysis shows a decrease in the number of third grade students passing the BOG over the past three years. The average scale score has also decreased. We feel the root cause of this is teacher turnover in second grade. This has been a continuing concern, and we feel this has resulted in slightly lower performance in the beginning third graders. The increase in new students each year to third grade is also a concern. Students who have been enrolled at Forsyth Academy since kindergarten perform better than new students in third grade.

#### **Analysis of MClass Data (Beginning of Year Results from 2013-14, 2014-15, 2015-16)**

Overall MClass data shows a positive trend over the past three years in grades kindergarten through second grade, while third grade has declined slightly.

Kindergarten: The current school year shows a steady increase in students at grade level and steady decrease of students below grade level.

First Grade: The current school year shows an on-grade-level rate of 70 percent compared to 49 percent two years ago. Students entering first grade are better prepared for success.

Second Grade: The current school year shows an on-grade-level rate of 84 percent compared to 73 percent two years ago. Students entering second grade are better prepared for success.

Third Grade: The current school year shows an on-grade-level rate of 79 percent compared to 81 percent two years ago. Students are not coming into third grade more prepared over time. This decrease in performance matches the decrease in the BOG results.

**Root Causes:**

1. A new reading program was instituted during the 2014-15 school year. There are concerns with the lack of phonics in the program. Supplemental resources have been added.
2. Second grade has experienced teacher turnover in the past three years, and this may impact BOY scores for third grade.
3. The number of new students in third grade has impacted performance. Students enrolled at Forsyth Academy since kindergarten perform at higher proficiency rates than newly enrolled students.

**Student Attendance Data Review and Analysis**

Forsyth Academy has an average daily student attendance rate of 94.6 percent. During the 2014-15 school year, 46 percent of students had eight or more absences. This year, the school is utilizing a tracking system to identify students with excessive absences. A social worker was hired to work directly with the Forsyth County court system and students experiencing truancy. We believe reducing student attendance issues will have a positive impact on student achievement.

Below is a breakdown of students with eight or more absences during the 2014-15 school year. We've found students in second, seventh, and eighth grades to have the highest percentage of students with eight or more absences. This is of concern as eighth grade math had the lowest EOG proficiency results.

Forsyth 2014-15 Absences	
Grade	% w/ 8+ Absences
K	52.87%
1	40.23%
2	59.30%
3	38.82%
4	48.24%
5	49.41%
6	45.95%
7	59.52%
8	55.91%

### **Student Discipline Data Review**

The team looked at discipline data for the last three years to-date (10/9/15). Forsyth Academy had a steady decrease in overall behavior incidents in the month of August and September for the past three years. This has contributed to the purposeful and intentional focus on school and classroom culture. We feel building positive relationships with all stakeholders at the beginning of the school year is the key to building a strong, safe culture.

All “color change” incidents (minor infractions included) in the school behavior system are entered into our database. A snapshot of the August and September data is included below.

<b>Month</b>	<b>2013-2014 Infractions</b>	<b>2014-2015 Infractions</b>	<b>2015-2016 Infractions</b>
August	121	227	70
September	514	689	466

In addition to a decrease in overall behavior incidents, the amount of in-school suspensions (ISS) and out-of-school (OSS) suspensions, year-to-date (10/9/15), has also decreased.

<b>Suspension Type</b>	<b>2013-14</b>	<b>2014-2015</b>	<b>2015-2016</b>
ISS	24	24	20
OSS	10	12	4

### **Student Discipline Data Analysis**

There is a three year trend of higher discipline infractions in sixth and seventh grades. The most common infractions are students talking and/or laughing off-task, failure to follow directions, and minor disruption. Male students have a greater rate of discipline incidents than females. Black students have a greater rate of discipline incidents than other subgroups.

### **Teacher Turnover Data Review**

**2012-13:** 8 teacher positions turned over:

(1) EC, (1) Kindergarten, (1) 8<sup>th</sup> Math, (3) 2<sup>nd</sup> Grade, (1) 4<sup>th</sup> Grade

**2013-14:** 10 teacher positions turned over:

(1) ELL, (4) 5<sup>th</sup> Grade, (1) 7<sup>th</sup> Math, (4) 4<sup>th</sup> Grade, (1) 8<sup>th</sup> Math

**2014-15:** 12 teacher positions turned over:

(2) Kindergarten, (1) Music, (1) 8<sup>th</sup> Math, (1) 7<sup>th</sup>/8<sup>th</sup> Social Studies, (1) 3<sup>rd</sup> Grade, (2) 2nd grade, (1) EC, (1) 7<sup>th</sup> Math

### **Teacher Turnover Data Analysis**

Teacher turnover has increased over the past three years; three were terminated, 11 moved out of the area, nine moved to other schools, one was promoted, and two became stay-at-home parents. The turnover rate in second and fifth grades and middle school math has directly impacted student growth and proficiency in those grade levels.