

Forsyth County Schools A.I.M.

School: North Forsyth High School

Principal: Beth Hebert

SY 2010-2011

Action Plan

Goal Statement(s):

To increase student achievement in all courses as evidenced by GHSGT, EOCT, final course grades, AP, SAT, PSAT, ACT and PLAN scores by improving assessment strategies and differentiation of instruction based on classroom formative and summative assessments.

Specific academic areas within content and/or subgroup to address:

SWD—ELA meets/exceeds will increase to 88% on the GHSGT (5.3% inc)
 SWD—ELA exceeds will increase to 37.5% on the GHSGT (1% inc)
 SWD---Writing exceeds will increase to 3% on the GHSGT (1% inc)
 SWD—Math meets/exceeds will increase 75% on the GHSGT (9% inc)
 SWD—Math exceeds will increase 44.4% on the GHSGT (1% inc)
 Hispanic--- ELA exceeds will increase to 56% on the GHSGT (2.5% inc)
 Hispanic---Writing exceeds will increase to 3% on the GHSGT (1% inc)
 Hispanic---Math meets/exceeds will increase to 88% on the GHSGT (4.7% inc)
 Hispanic---Math exceeds will increase to 63% on the GHSGT (1.1% inc)
 ED—ELA exceeds will increase to 51% on the GHSGT (2.4% inc)
 ED--Math meets/exceeds will increase to 75% on the GHSGT (4.6% inc)
 ED---Math exceeds will increase to 51% on the GHSGT (1.9% inc)
 All students---ELA advanced/honors percentage will increase to 72% on the GHSGT (1.4% inc)
 All students---Math exceeds will increase to 76% on the GHSGT (1.6% inc)
 All students---Writing exceeds will increase to 12% on the GHSGT (3% inc)
 All students---Increase SAT & ACT averages
 All students---Increase the graduation rate

SMART Goals:

Specific and Strategic

Measurable

Attainable

Relevant

Time Oriented

Actions / Strategies / Interventions	Monitoring of Interventions (Artifacts)	Evidence of Impact (Student Learning Data)
Departments will closely monitor department AIM goals, meeting monthly to discuss progress	Department meeting minutes; Admin attending meetings	-Decrease in failure rate for individual courses; -Increase in average SAT scores; -Increase in % of students scoring in the Exceeds categories on the GHSGT -Decrease in the % of students who score in the Does Not Meet categories on the GHSGT; -Increase in the number of students who score a 3 or higher on AP exams
Extend use of Edusoft to differentiate instruction	Common assessments in Edusoft; Data output based on weaknesses; 1-on-1 assistance with Keith Whitaker	
Restructuring of IF-Utilizing 2 rotations for students who need assistance in more than one subject; Specific RTI IF groups; Specific remediation for students who have failed GHSGT and are at-risk of failing;	Feedback from Julie Benvenuto;	
APEX lab extended to allow more students in some periods	Log of courses completed; Parent contact logs; Student attendance log	
English special groupings to help students recover credit while undergoing intense remediation; Teacher and students remain together for the next English class	Portfolios of student work	
Emphasis on content literacy strategies & writing across the curriculum; Pilot with SS World History teachers using the Criterion Writing Program	PL plan; Lesson plans; PAC portfolio	
Extra Time during 5 th period—Time used to pull RTI students for 3X a week remediation; Mondays classes work on SAT words and questions; Tuesdays classes work on writing prompt; Fridays classes use the time for reading.	Lesson plans; RTI Student attendance log;	
Advisement teacher closely monitoring grades	Observation	
Administrator at-risk student list (Top 100)-20 students to each administrator who periodically monitors progress	List with logs of visits/outcomes	
Establish a culture of working towards success in a rigorous curriculum; Incorporate DOK questioning strategies into assessments;	Celebrate academics Hall of Fame; Academic pep rally Reward for high grades and improved grades; Rigorous Assessments	