



## **ACIP**

Forest Hills Elementary School

Florence City Schools

Mr. Michael South  
101 Stovall Drive  
Florence, AL 35633

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information .....	8

## **Improvement Plan Stakeholder Involvement**

Introduction.....	10
Improvement Planning Process.....	11

## **Student Performance Diagnostic**

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	22
Report Summary.....	25

## **2018-2019 ACIP Assurances**

Introduction ..... 27

ACIP Assurances ..... 28

**FHES ACIP 2017-2018**

Overview ..... 31

Goals Summary ..... 32

    Goal 1: Parent and Family Engagement ..... 33

    Goal 2: All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas ..... 33

    Goal 3: Culture ..... 43

    Goal 4: Professionals ..... 45

Activity Summary by Funding Source ..... 47

**Stakeholder Feedback Diagnostic**

Introduction ..... 51

Stakeholder Feedback Data ..... 52

Evaluative Criteria and Rubrics ..... 53

Areas of Notable Achievement ..... 54

Areas in Need of Improvement ..... 56

Report Summary ..... 58

**2018-2019 Title I Schoolwide Diagnostic**

Introduction ..... 60

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) ..... 61

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) ..... 63

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 101

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 102

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).... 103

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 105

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 106

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 107

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 109

Component 10: Evaluation (Sec.1114(b)(3)):. .... 110

**2018-2019 Title I Targeted Assistance Diagnostic**

Introduction..... 113

Component 1: Comprehensive Needs Assessment..... 114

Component 2: Services to Eligible Students..... 115

Component 3: Incorporated Into Existing School Program Planning..... 116

Component 4: Instructional Strategies..... 117

Component 5: Title I and Regular Education Coordination..... 119

Component 6: Instruction by Qualified Staff..... 120

Component 7: High Quality and Ongoing Professional Development..... 121

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 122

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources.....

Component 10: Evaluation ..... 124

**2018-2019 Coordination of Resources - Comprehensive Budget**

Introduction ..... 126

FTE Teacher Units ..... 127

Administrator Units ..... 128

Assistant Principal ..... 129

Counselor ..... 130

Librarian ..... 131

Career and Technical Education Administrator ..... 132

Career and Technical Education Counselor ..... 133

Technology ..... 134

Professional Development ..... 135

EL Teachers ..... 136

Instructional Supplies ..... 137

Library Enhancement ..... 138

Title I ..... 139

Title II ..... 140

Title III ..... 141

Title IV ..... 142

Title V ..... 143

Career and Technical Education-Perkins IV ..... 144

Career and Technical Education-Perkins IV ..... 145

Other..... 146

Local Funds..... 147

**2018-2019 Parent and Family Engagement**

Introduction..... 149

Parent and Family Engagement..... 150

# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.



## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

In September of 1963, Forest Hills Elementary School opened with a student population of 450 in grades one through eight and a faculty of 15 in addition to one principal. In the fall of 1997, Forest Hills became a kindergarten through fifth grade elementary school. Beginning in 2002-2003, the fifth grade was moved to Hibbett Middle School. Presently, Forest Hills serves students in kindergarten through fourth grades. The school from its inception until the present time has had the support of parents and the community as evidenced through strong leadership in the Parent/Teacher Organization and community volunteers. This support system has proven to be a valuable resource to the students, faculty and administration in their combined efforts to promote a positive and progressive educational climate. With the meshing of this support system and the assistance of the Florence City Board of Education, numerous improvements have been made to the Forest Hills campus. Forest Hills continues to be the educational choice for many Florence residents. The school has a current population of approximately 857 students in Pre-kindergarten through fourth grade. The faculty and staff numbers 95 including 62 certified teachers, 10 teaching assistants, two custodians, six child nutrition workers, an instructional partner, an English Learner teacher (shared with other schools) and a school nurse. One full time Title I teacher who services students with needs in reading and/or math. Special education services are provided for students with a variety of disabilities with instruction occurring in one of the resource rooms, self-contained and inclusive settings. A system-wide Autism/behavioral specialist provides services to students with spectrum disorders as needed. Speech-language services are provided by one full-time and one part-time speech-language pathologist. Forest Hills students who qualify through various assessments have the benefit of a gifted education specialist for enrichment. Fine and applied arts are available through physical education, two full-time art and music teachers. These departments also provide adaptive services for students who need small-group, specialized instruction for optimal success. A variety of factors contribute to the positive school environment and climate on a daily basis. Two full-time counselors provide guidance and counseling services. The counselors conduct regular sessions in general education classrooms as well as individual counseling services. In addition, the guidance department devotes much time and effort to the fulfillment of character education requirements. Guidance counselors and one office secretary maintains attendance records, enrollment and withdrawals as well as student record maintenance. A full-time resource officer assists the administration in maintaining a safe school campus.

Technologically, great advancements have been made. A safety plan is updated annually and regular drills are conducted each month. All drills and plans are uploaded to the Virtual Alabama site. Each self-contained classroom has one iPad or Chromebook per student. In 2011, classrooms were equipped with SmartBoards. Teachers continue to receive professional development, training, and support to ensure full integration of this tool into instruction. Classrooms also include projection systems to enhance student engagement and teacher feedback. Chalkable/iNow is the administrative software used for grade/attendance reporting and as a method of communication with parents. As a part of the district's continued commitment to technological advancement, all teachers receive an iPad and laptop to support classroom instruction. Forest Hills is an elementary school with various strengths. A primary strength is certainly the ability to reach and teach all students. The school has a diverse population with many students coming from homes in which education is valued. A majority of our students come to Forest Hills with a wealth of background experiences and a rich vocabulary. Many families make Forest Hills the educational choice for their children because of the strong parental involvement and high student achievement associated with the school. The strength of Forest Hills is the ability to bridge the gap between differing student groups and maintain high expectations for all with 21st Century educational goals. The Forest Hills staff is committed to every instructional strategy, research finding, intervention, resource, program, professional development, and community partnerships which will afford all students the opportunity to succeed.



## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

System Brand: Your System...Our Community...One Florence

Vision: Tomorrow...Today

Mission: Empower students to explore, create, challenge, innovate and lead

Core Beliefs:

- \* We believe learning is the primary purpose for everything we do as a school district.
- \* We believe all students, teachers and administrators can grow, succeed, and reach their full potential by being engaged in the learning process.
- \* We believe our school district's relationships with students' families and community partners are crucial to our success.
- \* We believe our school district must use innovative approaches to meet the needs of our diverse population.
- \* We believe in a classroom culture in which students feel safe to learn.

The Florence City Schools' Instructional Roadmap and Strategic Plan outline the primary goals for each school within the system. At Forest Hills, we strive to:

1. Maintain a safe and healthy environment in well-maintained facilities. A key contributor to this goal is promoting and celebrating student successes. In addition, the staff is committed to strengthening the connection between home and school. One vital part of a safe environment is addressing harassment and bullying as well as digital citizenship. Finally, the school always strives to expand community relationships.
2. The staff at Forest Hills is committed to helping students reach and exceed learning gains and narrow the achievement gap between all subgroups to help students be prepared for the next level of learning. In addition, it is a priority to increase the number of students scoring proficient on the Scantron Performance Series (grades 3 &4).
3. Actively engage all students in a challenging curriculum through the implementation of Alabama's College-and-Career Ready Standards. In order to accomplish this goal, the staff engages in analyzing subgroup achievement data and improving student engagement through the use of learning targets, quality questioning, and think time.
4. Access all available resources, both human and financial, for continuous improvement. The staff is committed to analyzing all assessment data for instructional improvement as well as integrating technology across the curriculum. The RTI process is also crucial for continuous improvement. The Problem Solving Team meets four times a year to review students with academic or behavioral needs. If needs arise prior to a scheduled PST meeting, the team meets to plan interventions to address the particular concern.

Forest Hills adheres to the system theme of 5 Star Service. The components are:

1. Performance - High expectations are set for all students, staff, and stakeholders at Forest Hills
2. Professionalism - There is an expectation that all communication, appearance, and presentation be characterized by professionalism.
3. Partnerships - The faculty at Forest Hills strives daily to cultivate school, district, and community partnerships.
4. Proactive - There is a commitment to being proactive with regard to all aspects of the school.
5. Personalized Service - The staff at Forest Hills adheres to meeting individual needs.

The Florence City Instructional Framework K-12 is the primary mechanism for program offerings and expectations for students. The components are as follows:

1. Challenging Curriculum - Forest Hills' teachers provide a challenging curriculum through the Renaissance Gifted Education Program, the Alabama Courses of Study, College-and-Career Ready Standards and student engagement.
2. Strategic Teaching - This component is fulfilled via the Alabama Best Practices Center, the Alabama Mathematics, Science, and Technology Initiative (AMSTI & OGap), reading and math pacing guides, and student engagement.
3. Ongoing Assessment - Ongoing assessment is accomplished through administration of Dynamic Indicators of Basic Early Literacy (DIBELS) in grades K-2, benchmark assessments in reading and math using Scantron Achievement Series (grades 2-4), Scantron Performance (grades 1-4) and standards-based report cards (grades K-3).
4. College and Career Success - Forest Hills' teachers provide for this component by implementing the Alabama College and Career Readiness Standards for Mathematics and Language Arts.
5. Differentiated Instruction - This component is fulfilled by implementation of common assessments, data meetings, the RTI process, student engagement practices (Alabama Best Practices Center), AMSTI/OGap interventions, and the Targeted Optional Placement for Success (TOPS) program.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Forest Hills' Notable Achievements and Areas of Improvement in the last four years:

- Recognized by the Alabama Attorney as one of the Safe Schools in Alabama in May 2017
- Growth of student population from 740 to 840 over five years.
- Construction in three phases to provide adequate space for the increased student population. The construction provided for a new office wing, new cafeteria, new gymnasium, and 13 new classrooms.
- Significant reduction in student absences with implementation of new policy regarding trips/vacations for students
- Installation of Smart Boards in every pre-kindergarten through fourth grade classroom.
- Increased technology integration with LCD projectors, Hovercams, Smart Boards, and iPads/iPad Minis.
- iPads for all teachers and administrators.
- Expansion of the fine arts program to serve as a feeder program for the Fine Arts Magnet High School.
- Started a paid After School Program (Forest Hills After School Program) in January 2017 to meet the needs of students who need after school care
- Refined implementation of the RTI process resulting in more differentiated instruction for students.
- Refined procedures and forms for use with the Problem Solving Team.
- Renovation of self-contained special education classrooms to allow for more technology as well as a sensory integration room.
- Refined implementation of the Alabama College and/or Career Readiness Standards and the Alabama Mathematics, Science, and Technology Initiative with more problem solving and critical thinking in math.

Areas that Forest Hills will strive to improve in the next three years:

- Increase percentage of students scoring in top two quartiles of "above average" and "high average" for grades 3-4 in reading and math
- Increase the level of student engagement in grades K-4
- Continue to increase technology integration across the curriculum
- Continue to implement the Alabama College-and-Career Ready Standards
- Increase percentage of students who make adequate learning gains on the Scantron/Global Scholar Performance Series

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

One area that is a particular strength at Forest Hills is the engagement of families and community. The faculty at Forest Hills holds the belief that it must cultivate partnerships with other educators, parents, and community members to form a school learning community which will enhance students' learning opportunities. Research shows that such an environment will improve schools, strengthen families, invigorate community support, and increase student achievement. Several strategies are used at Forest Hills to accomplish this goal. First, two-way communication between families and the community has been established. Forest Hills uses weekly class calendars, a school website, Facebook, Twitter, SeeSaw, a marquee, and the School Cast calling/texting system. Furthermore, several teachers use the Remind 101 text message app for communicating with parents. In addition, all staff members are available to meet the needs of families related to their children. The school conducts Parent Involvement Meetings which are a Title I requirement and are beneficial in building relationships. The school also organizes one Open House per year in which parents and the community are invited to tour the school and converse with the faculty. Two parent-teacher conferences are scheduled during the school year (September & February). Any parent willing to communicate will certainly have the opportunity at Forest Hills.

Next, the use of volunteers is a means of engaging families and the community. Forest Hills is well known for the number of volunteers on campus daily. Parents can be seen in teacher workrooms daily completing tasks for teachers. They can also be seen regularly in classrooms assisting with classroom activities. The annual Book Fair is completely organized and run by parent volunteers. A Fall Festival is organized and run cooperatively with the PTO and teachers. Finally, Forest Hills uses parental involvement in student learning to engage families and the community. During the aerobic unit in PE, parents are invited to bring canned foods to use as weights for aerobics. After Parent Aerobics Day, all canned foods are donated to the Salvation Army. There is a Parent/Teacher Volleyball Game to raise money for St. Jude's Research Hospital. Parents enjoy playing and students love the competition. All funds from this event are donated to St. Jude's as our students also learn about childhood cancer. Engaging families and the community is a definite strength at Forest Hills. It is believed that much of the student population growth has come from the school's reputation of welcoming families and community members. A grandparent volunteer program is being planned and will be implemented this school year.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.



## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of Forest Hills stakeholders and all willingly participated in the planning process for this ACIP in the hopes of producing a plan which will ultimately guide instruction at Forest Hills. The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Data reviewed in the planning process included the comparison of 2014-2015, and 2015-2016, 2016-2017 and Scantron Scholar data, discipline data, attendance data, Educator Effectiveness, DIBELS data, EL data, AAA data, technology survey data, STAR data, and AR data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Instructional Leadership Team in May 2017 and reviewed with faculty during a data meeting in August 2017. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as before with parents an organized PTO meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program at Forest Hills. Strategies to improve upon strengths and weaknesses were developed by faculty academic leaders and were always shared and reviewed with all stakeholders, including parents, via regular PTO meetings on the first Thursday of each month. It is the earnest desire of the Instructional Leadership Team that through the implementation of this ACIP, all stakeholders will work together to help all students experience "Tomorrow...Today" in the 2017-2018 school year.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The Instructional/Leadership Team included principal, assistant principal, instructional partner, academic leaders, Title I teacher, special education teacher, guidance counselor, and related arts teacher. Parent input was collected via parent surveys in May 2017 and September 2017 and a parent committee along with the system social worker/parental involvement coordinator and Federal Programs Coordinator reviewed the results.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan/continuous improvement plan will be shared with the faculty during a called meeting, shared with the PTO during one of their monthly meetings, published on the school's website, and made available in the school office.

# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	No	Documentation was collected and analyzed by the school leadership team.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Areas above the expected level for grades K-2 (Spring 2017)

- The DIBELS composite score for grade K was at least 91% at or above benchmark, based on the end-of-year scores.  
Goal was 119 (avg. 157)
- The DIBELS composite score for grade 1 was at least 77% at or above benchmark, based on the end-of-year scores.  
Goal was 155 (avg. 205)
  
- Kindergarten - NWF (CLS)- 91% at or above benchmark  
PSF - 96% at or above benchmark
- 1st Grade - NWF (WWR) - 93% at or above benchmark
- 1st Grade - ORF (Words Correct) - 71% at or above benchmark

Based on the Scantron Performance Series, given to grades 2 - 4 (Spring 2017), the percentage of students scoring "above average" or "high average" in reading and math were:

#### READING

- Gr. 2: Above Average - 43%; High Average - 34%
- Gr. 3: Above Average - 38%; High Average - 28%
- Gr 4: Above Average - 40%; High Average - 35%

#### MATH

- Gr. 2: Above Average - 48%; High Average - 30%
- Gr. 3: Above Average - 31%; High Average - 28%
- Gr. 4: Above Average - 44%; High Average - 31%

Areas above the expected level for grades K-2 (Spring 2016)

- The DIBELS composite score for grades K-2 was at least 92% at or above benchmark, based on the end-of-year scores.  
Goal was 119 (avg. 168.3)
- Kindergarten - NWF (CLS)- 97% at or above benchmark  
PSF - 99% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Words Correct) - 78% at or above benchmark

Based on the Scantron Performance Series, given to grades 2 - 4 (Spring 2016), the percentage of students scoring "above average" or "high average" in reading and math were:

#### READING

- Gr. 2: Above Average - 45%; High Average - 31%
- Gr. 3: Above Average - 38%; High Average - 36%
- Gr 4: Above Average - 54%; High Average - 28%

**MATH**

- Gr. 2: Above Average - 42%; High Average - 34%
- Gr. 3: Above Average - 53%; High Average - 30%
- Gr. 4: Above Average - 44%; High Average - 32%

Areas above the expected level for grades K-2 (Spring 2015)

- The DIBELS composite score for grades K-2 was at least 82% at or above benchmark, based on the end-of-year scores.
- Kindergarten - Phoneme Segmentation PSF - 99% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Retell) - 91% at or above benchmark
- 2nd Grade - ORF (Words Correct) - Number of intensive students decreased from 9% to 6% (fall to spring)
- 2nd Grade - (Retell) increased from 82% at or above benchmark to 87% at or above benchmark.

Based on the Scantron Performance Series, given to grades 3 and 4, the percentage of students scoring "above average" or "high average" in reading and math were:

**READING**

- Gr. 3: Above Average - 37%; High Average - 36%
- Gr 4: Above Average - 32%; High Average - 35%

**MATH**

- Gr. 3: Above Average - 46%; High Average - 17%
- Gr. 4: Above Average - 30%; High Average - 27%

**Describe the area(s) that show a positive trend in performance.**

Areas above the expected level for grades K-2 (Spring 2017)

- The DIBELS composite score for Kindergarten has been at least 91% at or above benchmark, based on the end-of-year score for the past two years.
- We have maintained at least 93% core in DIBELS Nonsense Word Fluency/Whole Words Read for the past two years in grade 1.

Based on the Scantron Performance Series , the following positive trends in math were identified:

- We had an increase of 2% proficiency (76-78%) in math Scantron Performance Series in grade 2.
- We had increase of students meeting their growth targets in Scantron Performance Series math in grade 2 (55-73%).
- Students in grade 4 maintained at least a 75% proficiency in math in the Scantron Performance Series.

Based on the Scantron Performance Series , the following positive trends in reading were identified:

- Students in grade 2 maintained at least a 76% proficiency in reading in the Scantron Performance Series.
- We had increase of students meeting their growth targets in Scantron Performance Series in math in grade 3 (59-61%).

Areas above the expected level for grades K-2 (Spring 2016)

- The DIBELS composite score for grades K-2 was at least 92% at or above benchmark, based on the end-of-year scores.
- Goal was 119 (avg. 168.3)

## ACIP

Forest Hills Elementary School

---

- Kindergarten - NWF (CLS)- 97% at or above benchmark
    - PSF - 99% at or above benchmark
  - 1st Grade - NWF (WWR) - 92% at or above benchmark
  - 1st Grade - ORF (Words Correct) - 78% at or above benchmark
- Student Performance Diagnostic

Based on the Scantron Performance Series, given to grades 2 - 4 (Spring 2016), the percentage of students scoring "above average" or "high average" in reading and math were:

### READING

- Gr. 2: Above Average - 45%; High Average - 31%
- Gr. 3: Above Average - 38%; High Average - 36%
- Gr 4: Above Average - 54%; High Average - 28%

### MATH

- Gr. 2: Above Average - 42%; High Average - 34%
- Gr. 3: Above Average - 53%; High Average - 30%
- Gr. 4: Above Average - 44%; High Average - 32%

Areas above the expected level for grades K-2 (Spring 2015)

- The DIBELS composite score for grades K-2 was at least 82% at or above benchmark, based on the end-of-year scores.
- Kindergarten - Phoneme Segmentation PSF - 99% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Retell) - 91% at or above benchmark
- 2nd Grade - ORF (Words Correct) - Number of intensive students decreased from 9% to 6% (fall to spring)
- 2nd Grade - (Retell) increased from 82% at or above benchmark to 87% at or above benchmark.

Based on the Scantron Performance Series, given to grades 3 and 4, the percentage of students scoring "above average" or "high average" in reading and math were:

### READING

- Gr. 3: Above Average - 37%; High Average - 36%
- Gr 4: Above Average - 32%; High Average - 35%

### MATH

- Gr. 3: Above Average - 46%; High Average - 17%
- Gr. 4: Above Average - 30%; High Average - 27%

## Which area(s) indicate the overall highest performance?

The areas that indicate the overall highest performance based on the data from Spring 2017 are as follows:

### Kindergarten

- 38% increase in the students who were benchmarked on the DIBELS composite score from 53% to 91%.
- 96% of kindergarteners benchmarked on Phoneme Segmentation Fluency (PSF)

### 1st Grade



## ACIP

Forest Hills Elementary School

---

- There was a 15% increase in students who benchmarked in Nonsense Word Fluency (WWR) from the beginning of the year to the end of the year (78% to 95%).

### 2nd Grade

- 72% of students in grade 2 scored proficient in reading on the Scantron Performance Series administered in Spring 2017.
- 73% of students in grade 2 reached their growth target in math on the Scantron Performance Series administered in Spring 2017.

### 3rd Grade

- 69% of students in grade 3 scored proficient in math on the Scantron Performance Series administered in Spring 2017.
- 61% of students in grade 3 reached their growth target in reading on the Scantron Performance Series administered in Spring 2017.

### 4th Grade

- 78% of students in grade 4 scored proficient in reading on the Scantron Performance Series administered in Spring 2017.
- 65% of students in grade 4 reached their growth target in reading on the Scantron Performance Series administered in Spring 2017.

### Areas above the expected level for grades K-2 (Spring 2016)

- The DIBELS composite score for grades K-2 was at least 92% at or above benchmark, based on the end-of-year scores.

Goal was 119 (avg. 168.3)

- Kindergarten - NWF (CLS)- 97% at or above benchmark  
PSF - 99% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Words Correct) - 78% at or above benchmark

Based on the Scantron Performance Series, given to grades 2 - 4 (Spring 2016), the percentage of students scoring "above average" or "high average" in reading and math were:

### READING

- Gr. 2: Above Average - 45%; High Average - 31%
- Gr. 3: Above Average - 38%; High Average - 36%
- Gr 4: Above Average - 54%; High Average - 28%

### MATH

- Gr. 2: Above Average - 42%; High Average - 34%
- Gr. 3: Above Average - 53%; High Average - 30%
- Gr. 4: Above Average - 44%; High Average - 32%

### Areas with the overall highest performance the expected level for grades K-2 (Spring 2015)

- The DIBELS composite score for grades K-2 was at least 82% at or above benchmark, based on the end-of-year scores.
- Kindergarten - Phoneme Segmentation PSF - 99% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Retell) - 91% at or above benchmark
- 2nd Grade - ORF (Words Correct) - Number of intensive students decreased from 9% to 6% (fall to spring)
- 2nd Grade - (Retell) increased from 82% at or above benchmark to 87% at or above benchmark.

Based on the Scantron Performance Series, given to grades 3 and 4, the percentage of students scoring "above average" or "high average" in reading and math were:

**READING**

- Gr. 3: Above Average - 37%; High Average - 36%

- Gr 4: Above Average - 32%; High Average - 35%

**MATH**

- Gr. 3: Above Average - 46%; High Average - 17%

- Gr. 4: Above Average - 30%; High Average - 27%

**Which subgroup(s) show a trend toward increasing performance?**

The white population showed a trend toward increasing performance. However, it important to note the demographic breakdown of the school for the last two years.

## 2016-2017 School Year

American Indian/Alaskan Native (3) - less than 1% (.035)

Asian (4) - less than 1% (.47)

Black/African American (194) - 23%

Two or more races (22) - 3%

White (590) - 69%

Hispanic (44) - 5%

Total 857

## 2015-2016 School Year

American Indian/Alaskan Native (2) - less than 1% (.002)

Asian (6) - less than 1% (.007)

Black/African American (160) - 19%

Two or more races (31) - less than 1% (31)

White (591) - 70%

Hispanic (51) - 6%

Total 841

## 2014-2015 School Year

American Indian/Alaskan Native 1 - .1%

Asian 6 - .7%

Black 139 - 17%

Multi Race - Two or More Races 27 - 3%

Not Specified 19- 2%

White 615- 76%

Total: 807

**Between which subgroups is the achievement gap closing?**

The achievement gap between Black/African American and White/Caucasian students in kindergarten is closing to some degree.

**Which of the above reported findings are consistent with findings from other data sources?**

Findings from DIBELS, Scantron Achievement Series(local benchmark assessments) and Performance series are consistent with the previous data reviews.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

#### Areas Below the Expected Levels of Performance

Based on the 2016-2017 DIBELS data in grades K-1, the following percentage of students did not meet the expected level of performance:

K - Nonsense Word Fluency - NWF(CLS) - 9% did not benchmark

1st - NWF (WWR) - 7%

1st (Oral Reading Fluency - ORF) - 29%

Based on the Spring 2016-2017 Scantron Performance Series testing the following areas are below the expected level of performance in grades 2-4:

#### READING

Grade 2 - Low Average 18%; Below Average 4%

Grade 3 - Low Average 22%; Below Average 11%

Grade 4 - Low Average 17%; Below Average 8%

#### MATH

Grade 2 - Low Average 18%; Below Average 4%

Grade 3 - Low Average 28%; Below Average 12%

Grade 4 - Low Average 16%; Below Average 8%

Based on the 2015-2016 DIBELS data in grades K-2, the following percentage of students did not meet the expected level of performance:

K - Nonsense Word Fluency - NWF(CLS) - 8% did not benchmark

1st - NWF (WWR) - 7%

1st (Oral Reading Fluency - ORF) - 22%

Based on the Spring 2015-2016 Scantron Performance Series testing the following areas are below the expected level of performance in grades 2-4:

#### READING

Grade 2 - Low Average 17%; Below Average 7%

Grade 3 - Low Average 22%; Below Average 3%

Grade 4 - Low Average 19%; Below Average 4%

#### MATH

Grade 2 - Low Average 20%; Below Average 5%

Grade 3 - Low Average 12%; Below Average 4%

Grade 4 - Low Average 19%; Below Average 5%

Based on the 2014-15 DIBELS data in grades K-2, the following percentage of students did not meet the expected level of performance:

K - Nonsense Word Fluency - NWF(CLS) - 8% did not benchmark

1st - NWF (WWR) - 7%

1st (Oral Reading Fluency - ORF) - 17%

2nd (ORF) - 24%

Based on the Spring 2014-2015 Scantron Performance Series testing the following areas are below the expected level of performance in grades 2-4:

**READING**

Grade 2 - 7%

Grade 3 - 8%

Grade 4 - 12%

**MATH**

Grade 2 - 10%

Grade 3 - 10%

Grade 4 - 18%

**Describe the area(s) that show a negative trend in performance.**

Based on the 2016-2017 end of year scores the following negative trends were found.

- Kindergarten DIBELS Next data indicates that we went from 95% to 91% in Nonsense Word Fluency (Correct Letter Sounds).
- 1st Grade DIBELS Next data indicates that there was a decrease in Oral Reading Fluency (Words Correct) from 77% to 71%.
- 3rd Grade Scantron Performance Series data (Spring 2017) indicates a decrease in math achievement from 83% to 59%.
- 4th Grade Scantron Performance Series data (Spring 2017) indicates a decrease in math achievement from 69% to 55%.

Based on the 2015-2016 end of year scores in DIBELS Next, second grade showed a 4% decrease in oral reading fluency when compared to 2014-2015 data.

Based on the 2014-15 end of year scores in DIBELS Next, first grade showed a 7% decrease in oral reading fluency when compared to the 2013-2014 data.

**Which area(s) indicate the overall lowest performance?****2016-2017 Data**

1. Based on the 2016-2017 DIBELS Next, the group in K-1 with the overall lowest performance was first grade in the area of oral reading fluency - words correct (29% did not benchmark).
2. Based on the 2016-2017 Spring Scantron Performance Series data, 4% of students in grade 2 scored "below average" in math & reading.
2. Based on the 2016-2017 Spring Scantron Performance Series data, 12% of students in grade 3 scored "below average" in math & reading.
3. Based on the 2016-2017 Spring Scantron Performance Series data, 8% of students in grade 4 scored "below average" in math & reading..

**2015-2016 Data**

1. Based on the 2015-2016 DIBELS Next, the group in K-1 with the overall lowest performance was first grade in the area of oral reading fluency - words correct.
2. Based on the 2015-2016 Spring Scantron Performance Series data, 4% of students in grade 3 scored "below average" in math.
3. Based on the 2015-2016 Spring Scantron Performance Series data, 3% of students in grade 4 scored "below average" in reading.

**2014-2015 Data**

1. Based on the 2014-2015 DIBELS Next, the group in K-2 with the overall lowest performance was second grade in the area of oral reading fluency - words correct.
2. Based on the 2014-2015 Spring Scantron Performance Series data, 18% of students in grade 4 scored "below average" in math.
3. Based on the 2014-2015 Spring Scantron Performance Series data, 12% of students in grade 4 scored "below average" in reading.

**Which subgroup(s) show a trend toward decreasing performance?**

- Black/African American students in grade 1 showed a decrease of the number of students who benchmarked on DIBELS Next (Composite Score) when comparing data from 2015-2016 to 2016-2017 (81% to 68%).
- Male students in grade 1 showed a decrease of the number of students who benchmarked on DIBELS Next (Composite Score) when comparing data from 2015-2016 to 2016-2017 (80% to 73%).
- In grade 2, 50% of Black/African American students met the reading goal in Scantron Performance Series as compared to 68% of White/Caucasian students.
- In grade 3, 55% of Black/African American students met the math goal in Scantron Performance Series as compared to 62% of White/Caucasian students.
- In grade 4, 60% of Black/African American students met the reading goal in Scantron Performance Series as compared to 66% of White/Caucasian students.

**Between which subgroups is the achievement gap becoming greater?**

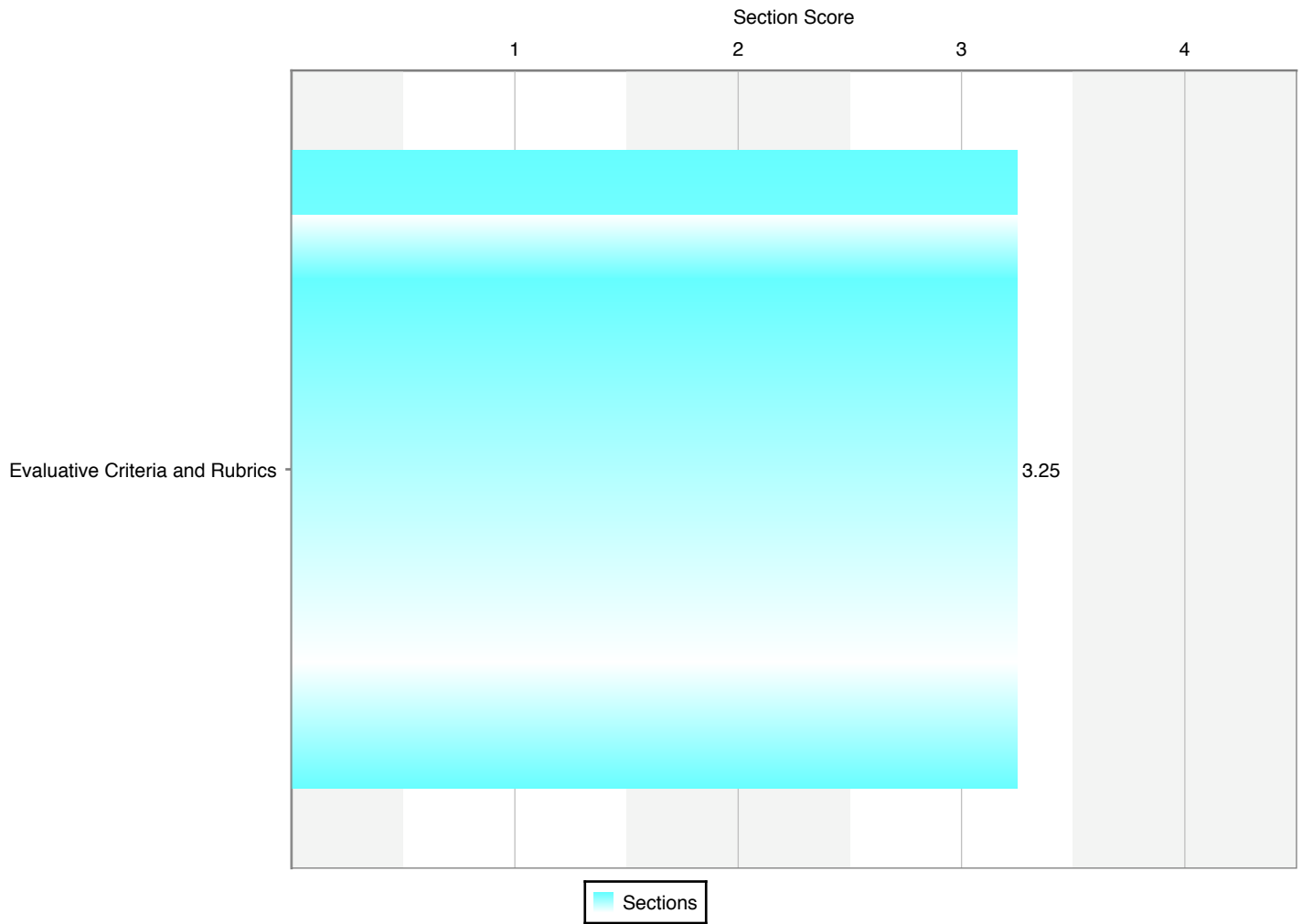
The achievement gap is greater between the Black/African American and White students.

**Which of the above reported findings are consistent with findings from other data sources?**

STAR Reading, Scantron Achievement Series (benchmark) and report card grades are consistent with the previous data reported on DIBELS and Scantron Performance Series.

## Report Summary

### Scores By Section



## **2018-2019 ACIP Assurances**



## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Forest Hills has Instructional Leadership team that is comprised of a diverse group of stakeholders in order for various perspectives and expertises to be accessed. The Forest Hills Instructional Team 2017-2018 worked meticulously on developing the CIP that will guide instruction.	2017-18 FHES Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Forest Hills complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the US Department of Education. The school's statement regarding Equal Education/Employment Opportunity can be found within the Florence City Schools Parent Student Handbook (2017-2018).	2017-2018 Parnet Student Handbook (Spanish) 2017-2018 Parent Student Handbook (English)

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Forest Hills falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Parent Student Handbook, page 4. The person designated to coordinate efforts to comply and carry out nondiscrimination responsibilities is as follows: Mrs. Connie Roberts Wallace, Assistant Superintendent and CSFO P.O. Box 10 Florence, AL 35631 256-768-3000	

**ACIP**

Forest Hills Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Forest Hills Elementary has a Parent Involvement Plan as required by NCLB Section 1118. The plan is reviewed and revised each year at the Fall Title I Parent Meeting. The plan contains the mandatory component of a School Parent Compact as well as flexible meeting times, means of notifying parents, and evaluation of parent involvement annually. The Florence City Parent Involvement Plan contains all mandatory requirements for Parents' Right To Know.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Forest Hills has a School-Parent Compact for the current school year. The School-Parent Compact contains all required components and was jointly developed with parents from the school. The current compact was reviewed and revised with parents at the Spring Annual Title I Parent Meeting in May 2016. Parents were notified of the Fall Annual Title I Meeting via notices sent home with students, an automated call out and on the Forest Hills' marquee. School Parent Compacts are signed and available in students' classrooms.	

# **FHES ACIP 2017-2018**

## Overview

### Plan Name

FHES ACIP 2017-2018

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Parent and Family Engagement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15822
2	All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas.	Objectives: 11 Strategies: 5 Activities: 7	Academic	\$288679
3	Culture	Objectives: 4 Strategies: 4 Activities: 5	Organizational	\$0
4	Professionals	Objectives: 3 Strategies: 3 Activities: 4	Organizational	\$0

## Goal 1: Parent and Family Engagement

### Measurable Objective 1:

collaborate to increase parental involvement by 05/17/2018 as measured by the feedback from the parent surveys.

### Strategy 1:

Parent communication - The strategy will be implemented Fall 2017,

Category: Other - Develop/implement strategies for improving home/school connection

Activity - Improve parent communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clearly identify how parents will receive information and provide feedback.	Parent Involvement	08/10/2017	05/17/2018	\$15822	Title I Schoolwide	Administration , teachers, parents and staff

## Goal 2: All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas.

### Measurable Objective 1:

75% of Kindergarten grade students will demonstrate a proficiency in Nonsense Word Fluency of 10 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

### (shared) Strategy 1:

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0	District Funding	Classroom teacher & Instructional Partner

### (shared) Strategy 2:

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

**ACIP**

Forest Hills Elementary School

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administrational Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration

**(shared) Strategy 3:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 2:**

85% of First grade students will demonstrate a proficiency of 47 wpm in Oral Reading Fluency & 58 Correct Letter Sounds/13 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**(shared) Strategy 1:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement



**ACIP**

Forest Hills Elementary School

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0	District Funding	Classroom teacher & Instructional Partner

**(shared) Strategy 2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College &amp; Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administrational, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration

**(shared) Strategy 3:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College &amp; Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration
Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Forest Hills Elementary School

Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher
--	--------------------------	------------	------------	----------	--------------------	--

**Measurable Objective 3:**

85% of First grade students will increase student growth meeting their projected growth target in Mathematics by 05/01/2018 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration

**(shared) Strategy 2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration
Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Forest Hills Elementary School

Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher
--	--------------------------	------------	------------	----------	--------------------	--

**Measurable Objective 4:**

80% of Second grade students will demonstrate a proficiency of benchmark in Oral Reading Fluency and Comprehension in Reading by 05/04/2018 as measured by DIBELS Next .

**(shared) Strategy 1:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0	District Funding	Classroom teacher & Instructional Partner

**(shared) Strategy 2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 5:**

80% of Second grade students will demonstrate a proficiency based on Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**(shared) Strategy 1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration

**(shared) Strategy 2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 6:**

85% of Third grade students will increase student growth in meeting the Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**(shared) Strategy 1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administration , Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 7:**

85% of Third grade students will increase student growth in meeting the Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**(shared) Strategy 1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administration , Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Forest Hills Elementary School

Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration
---	--------------------------	------------	------------	-----	------------------	---

**(shared) Strategy 2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 8:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**(shared) Strategy 1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Forest Hills Elementary School

Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration
---	--------------------------	------------	------------	-----	------------------	---

**(shared) Strategy 2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 9:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Reading by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**(shared) Strategy 1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	District Funding	Classroom teacher, Instructional Partner & Administration
---	--------------------------	------------	------------	-----	------------------	---

**(shared) Strategy 2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 10:**

55% of English Learners students will demonstrate student proficiency (pass rate) of making APLA (.05 gain) in English Language Arts by 05/24/2018 as measured by the ACCESS Test in the area ELA.

**Strategy 1:**

EL Committee - The EL Committee (Content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an individualized English Language Plan (IELP) for any student scoring 4.8 or greater.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student assessment data from multiple sources will be analyzed	Academic Support Program	09/20/2017	05/04/2018	\$0	District Funding	EL Teacher, Classroom Teacher, Administration



**Measurable Objective 11:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in meeting the Alabama Standards in Art & Humanities by 05/04/2018 as measured by mastery of standards and skills .

**Strategy 1:**

Collaboration - Teachers will collaborate with community partners such as the University of North Alabama and the Kennedy Performing Arts Center to display work or perform programs.

Category: Implement Community Based Support and Intervention System

Activity - Artist Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite area performers and artists to enrich current Art and Music Programs	Community Engagement	10/02/2017	05/24/2018	\$0	Booster Fund	Art & Music Teachers, Administration

**Goal 3: Culture****Measurable Objective 1:**

collaborate to achieve a common shared vision by 05/25/2018 as measured by teacher participation rate and collaborative conversations in relation to FLCN Professional Learning Days.

**Strategy 1:**

Falcon Learning Conversation Network - Teachers will attend motivational professional development with Dr. Eric Thomas to improve the shared vision and culture of the school system.

Category: Develop/Implement Professional Learning and Support

Activity - What's Your Why?	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students & teachers will be encouraged to describe and practice their reason for making a positive impact on the school and district culture	Professional Learning	08/07/2017	05/25/2018	\$0	District Funding	Central Office Admins, School Admins, teachers, support staff and students

**Measurable Objective 2:**

demonstrate a behavior that promotes the importance of students, faculty and parents of being respectful, responsible and safe by 05/18/2018 as measured by the number of office referrals.

**Strategy 1:**

Three B's - The faculty and administration developed the three B's (Be respectful, responsible & safe) during the first faculty meeting in August 2017. Administrators

communicated the three B's with parents at fall orientation and posted anchor charts throughout the school building.

Category: Develop/Implement Student and School Culture Program

Activity - Daily Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will remind the students of the importance of building a positive culture through practicing the three B's.	Behavioral Support Program	08/10/2017	05/24/2018	\$0	No Funding Required	Administration, teachers, students & parents

### Measurable Objective 3:

collaborate to have a clear understanding and practice a culture of data analysis by 05/18/2018 as measured by the progress of administration and faculty practicing effective data meetings based on the Bambrick-Santoya Model.

### Strategy 1:

Training - The administration, faculty and Instructional Partners will be trained how to lead whole and one-on-one data meetings.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete at least one peer observation using the ELEOT tool.	Professional Learning	10/09/2017	05/18/2018	\$0	No Funding Required	Teachers

### Measurable Objective 4:

collaborate to promote Positive Behavior Intervention Supports in all areas of the school at FHES by 05/18/2018 as measured by the increase or decrease in the number of incidences on the Student Incident Report (SIR).

### Strategy 1:

Behavior Plan - Administrators and teachers collaborated to create school-wide expectations for the purpose of increase positive behaviors. The three expectations are: 1) Be Respectful; 2) Be Respectful; and 3) Be Safe. Each of the three B's are posted in different areas to help students understand what they behaviors look like.

Category: Develop/Implement Student and School Culture Program

Activity - Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will review the three B's with parents and students. Daily announcements remind students to practice better behaviors.	Behavioral Support Program	08/10/2017	05/24/2018	\$0	General Fund	Administration, teachers, parents and students

Activity - Praise Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administration will provide teachers with praise referral forms to praise students who are practicing the three B's. Parents will be called in the presence of the student when possible. Teachers also use "high five" cards for the purpose of sending students to the office for a "high five" from the principal or assistant principal.	Behavioral Support Program	08/25/2017	05/18/2018	\$0	No Funding Required	Administration and teachers
--	----------------------------	------------	------------	-----	---------------------	-----------------------------

## Goal 4: Professionals

### Measurable Objective 1:

collaborate to create a professional learning community by 05/18/2018 as measured by the growth of all faculty and student growth/performance.

### Strategy 1:

Prepared Teachers - The administration will collaborate with teachers to provide feedback on formal and informal observations/walkthroughs and will provide all resources needed to support teacher growth and student learning.

Category: Develop/Implement Professional Learning and Support

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a self-assessment and create a professional learning plan. Teachers on full cycle will be observed at least one time. They will also select two other activities for the purpose of growing professionally.	Academic Support Program, Professional Learning	09/10/2017	05/18/2018	\$0	No Funding Required	Administration & teachers

### Activity - Walkthroughs

Central office, school administration and teachers will complete walkthroughs each nine week period.

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office, school administration and teachers will complete walkthroughs each nine week period.	Academic Support Program	08/10/2017	05/18/2018	\$0	No Funding Required	Central Office, School Administrators, and teachers

### Measurable Objective 2:

collaborate to develop all faculty & staff to grow professionally by 05/18/2018 as measured by the participation in the Falcon Learning Conversation Network and the implementation of strategies learned from professional development.

### Strategy 1:

FLCN - Teachers will participate in four professional learnings days (FLCN). The morning will include a motivational seminar with Dr. Eric Thomas while the afternoon will include training on Alabama Reading Initiative Strategies.

Category: Develop/Implement Professional Learning and Support

**ACIP**

Forest Hills Elementary School

Activity - FLCN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System-wide professional activities	Professional Learning	08/07/2017	05/18/2018	\$0	District Funding	Central office, school administration , teachers, and support staff

**Measurable Objective 3:**

collaborate to learn how to analyze student data by 05/18/2018 as measured by the percentage of students meeting growth targets and scoring proficient on all assessments (DIBELS & Scantron Achievement/Performance).

**Strategy 1:**

One-on-One Data Meetings - Administration will meet with all teachers following benchmark assessment in Scantron Assessment to analyze student performance and identify areas of growth. Teachers will then adjust instruction to meet the learning needs of all students.

Category: Develop/Implement Professional Learning and Support

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Leaders will lead weekly meetings to analyze data or student work for the purpose of improving instruction.	Professional Learning	10/13/2017	05/18/2018	\$0	District Funding	Administrational Partner, & Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Announcements	The administration will review the three B's with parents and students. Daily announcements remind students to practice better behaviors.	Behavioral Support Program	08/10/2017	05/24/2018	\$0	Administration, teachers, parents and students
<b>Total</b>					\$0	

### Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Artist Visits	Invite area performers and artists to enrich current Art and Music Programs	Community Engagement	10/02/2017	05/24/2018	\$0	Art & Music Teachers, Administration
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Improve parent communication	Clearly identify how parents will receive information and provide feedback.	Parent Involvement	08/10/2017	05/17/2018	\$15822	Administration, teachers, parents and staff
Additional Intervention	Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher
<b>Total</b>					\$304501	

### No Funding Required

**ACIP**

Forest Hills Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0	Classroom teacher, administration
Peer Observations	Teachers will complete at least one peer observation using the ELEOT tool.	Professional Learning	10/09/2017	05/18/2018	\$0	Teachers
Praise Referrals	Administration will provide teachers with praise referral forms to praise students who are practicing the three B's. Parents will be called in the presence of the student when possible. Teachers also use "high five" cards for the purpose of sending students to the office for a "high five" from the principal or assistant principal.	Behavioral Support Program	08/25/2017	05/18/2018	\$0	Administration and teachers
Walkthroughs	Central office, school administration and teachers will complete walkthroughs each nine week period.	Academic Support Program	08/10/2017	05/18/2018	\$0	Central Office, School Administrators, and teachers
Common Planning Time	Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0	Administration, Instructional Partner, Classroom Teacher
Educator Effectiveness	Teachers will complete a self-assessment and create a professional learning plan. Teachers on full cycle will be observed at least one time. They will also select two other activities for the purpose of growing professionally.	Academic Support Program, Professional Learning	09/10/2017	05/18/2018	\$0	Administration & teachers
Daily Announcements	Administration will remind the students of the importance of building a positive culture through practicing the three B's.	Behavioral Support Program	08/10/2017	05/24/2018	\$0	Administration, teachers, students & parents
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
What's Your Why?	Students & teachers will be encouraged to describe and practice their reason for making a positive impact on the school and district culture	Professional Learning	08/07/2017	05/25/2018	\$0	Central Office Admins, School Admins, teachers, support staff and students

**ACIP**

Forest Hills Elementary School

Implement Regular Progress Monitoring	Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0	Classroom teacher & Instructional Partner
FLCN	System-wide professional activities	Professional Learning	08/07/2017	05/18/2018	\$0	Central office, school administration, teachers, and support staff
Common Planning Time	Academic Leaders will lead weekly meetings to analyze data or student work for the purpose of improving instruction.	Professional Learning	10/13/2017	05/18/2018	\$0	Administrational, Instructional Partner, & Teachers
Triangulation of Data	Student assessment data from multiple sources will be analyzed	Academic Support Program	09/20/2017	05/04/2018	\$0	EL Teacher, Classroom Teacher, Administration
Technology Integration	Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0	Classroom teacher, Instructional Partner & Administration
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic



## Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All stakeholder feedback was gathered during the District Accreditation Process. Areas of notable achievement and areas for focus were derived from the Stakeholder Feedback.	

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

According to the Climate & Culture Survey completed by parents in Fall 2017, the following areas received the highest level of satisfaction:

1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

- "We will working on" (19%)
- "You got it right" (18%)
- "You are learning" (13%)

2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?

- Listening to the teacher (18%)
- Completing worksheets (16%)
- Working with others (16%)
- Thinking (13%)

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

- Supportive (18%)
- Respectful (17%)
- Helpful (17%)
- Comfortable (13%)

According to the Parent Involvement Survey given in the spring of 2017, the following areas received the highest level of satisfaction based on the 222 surveys returned:

1. Parents feel welcome (222 out of 222)
2. The school encourages the parent to be involved in their child's education (211 out of 222)
3. Parents understand report cards and test scores (209 out of 222)
4. Parents are aware of volunteer opportunities at school (199 out of 222)
5. Parents know what their child should know and be able to do in reading and/or math for their present level (academic content standards) - 195 out of 222
6. Parents are able to reach their child's teacher to discuss needs (198 out of 222)
7. Teachers remind teachers of the School-Parent Compact (166 out of 222)

According to the Climate & Culture Survey completed by students in grade 3 and 4 in Fall 2017, the following areas received the highest level of satisfaction:

1. Question #1: Which four of the following words or phrases best describe, in general, what you think of your teachers?

- Honest (253 out of 292) - 22%
- Fun (273 out of 292) - 24%

- Caring (255 out of 292) - 22%
- Active (223 out of 292) - 19%

2. Question #2: Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?

- Listen to teachers (210 out of 292) - 18%
- Write (177 out of 292) - 15%
- Complete worksheets (166 of of 292) - 14%
- Think (163 out of 292) - 14%

3. Which four of the following words would best describe, in general, how you feel while at school?

- Happy (217 out of 292) - 19%
- Excited (186 out of 292) - 16%
- Tired (149 out of 292) - 13%
- Interested (121 out of 292) - 11%

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

An analysis of the data collected from the Climate & Culture Survey indicate that parents believe Forest Hills has a positive and supportive learning environment. Parents feel their children are respected and provided the help needed to prepare them for the next level of learning.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The most recent Title I Parent Involvement Survey administered in August 2017 indicate that the majority of our parents feel welcome at Forest Hills. Parents believe the school encourages the parent to be involved in their child's education. Parents are aware of the academic goals and their child's present level of achievement. Parents also believe that there is a strong line of communication between the school and home.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Based on the Climate & Culture Survey completed by the parents in the fall of 2017, the following items received had the lowest scoring items:

Question 1: Which of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

- You are being taught (3%)
- What are you doing? (2%)
- Repeat what you said (2%)
- What are you thinking (1%)
- You should do it this way (1%)

Question 2: Which four of the following words or phrases best describes, in general, the kind of things your child is most often DOING while at school?

- Memorizing (4%)
- Completing easy work (4%)
- Working alone (3%)
- Completing brief projects (2%)

Question #3: Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

- Important (6%)
- Brief (6%)
- Empowering (1%)
- Distant (1%)
- Useless (1%)

Based on the feedback from the 2016-17 Parental Involvement Survey given in Spring 2017, the following areas had the lowest level of satisfaction. The three lowest areas were in regards to the review of Parental Involvement Plan.

- The District's Parental Involvement Plan (115 out of 173)
- Your School's Parental Involvement Plan (123 out of 180)
- The School -Parent Compact (126 out of 194)

Based on the Climate & Culture Survey completed by the students in the fall of 2017, the following items received had the lowest scoring items:

1. Question #1: Which four words or phrases best describe, in general, what you think of your teachers?

- Lazy (2%)
- Don't care (1%)
- Mean (1%)
- Unfair (1%)

2. Question #2: Which of the following words or phrases best describe, in general, the things you most often DO while in class at school?

- Work alone (74 out of 292) - 6%
- Complete short projects (52 out of 292) - 5%
- Complete long projects (9 out of 292) - 3%
- Memorize (7 out of 192) - 3%

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

The area that may indicate a trend of decreasing satisfaction was in the area of the parents' ability to review the District and School's Parental Involvement Plan along with the school-parent compact. Parents are aware of the plans, but are unsure how and where to review the plans.

**What are the implications for these stakeholder perceptions?**

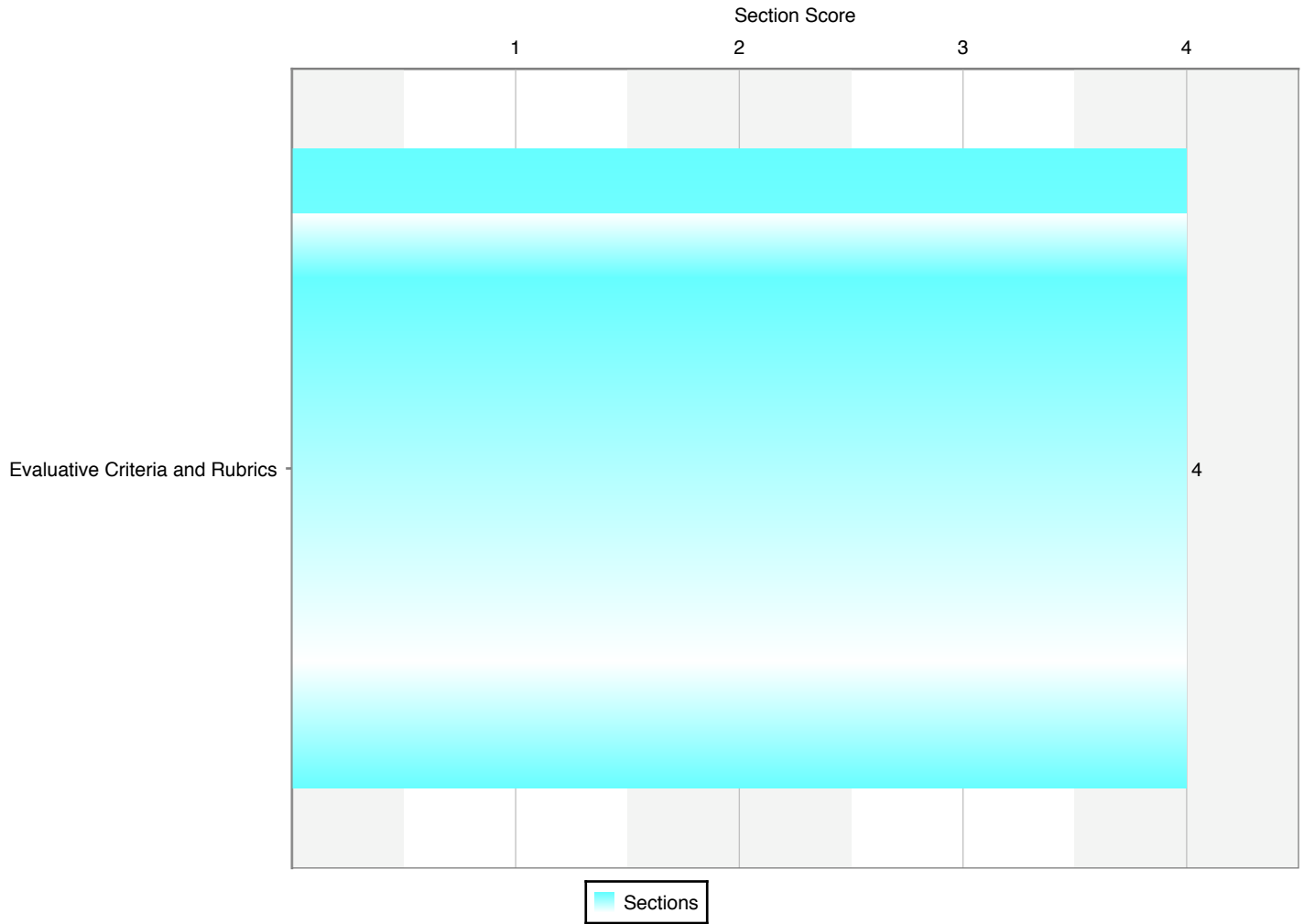
Even though parents indicated there was a strong line of communication between the home and school, the district and school should be more intentional in communicating how parents can review the district and parent involvement plan.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The Title I Parental Involvement Survey provides the most specific feedback.

## Report Summary

### Scores By Section





# **2018-2019 Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

### How was the comprehensive needs assessment conducted?

The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Data reviewed in the planning process included the following data from 2016-17: Scantron Performance and Achievement Series, discipline referrals, attendance (students & teachers), Educator Effectiveness, DIBELS, EL ACCESS, AAA, technology survey, STAR, and AR. Preliminary strengths and weaknesses were identified at collaborative meetings of the Instructional Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting in August, as well as before with parents during an organized PTO meeting.

### What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment related directly to student achievement indicate the following areas below the expected levels of performance:

Based on the 2016-2017 DIBELS data in grades K-1, the following percentage of students did not meet the expected level of performance:

K - Nonsense Word Fluency - NWF(CLS) - 9% did not benchmark

1st - NWF (WWR) - 7%

1st (Oral Reading Fluency - ORF) - 29%

Based on the Spring 2016-2017 Scantron Performance Series testing the following areas are below the expected level of performance in grades 2-4:

#### READING

Grade 2 - Low Average 18%; Below Average 4%

Grade 3 - Low Average 22%; Below Average 11%

Grade 4 - Low Average 17%; Below Average 8%

#### MATH

Grade 2 - Low Average 18%; Below Average 4%

Grade 3 - Low Average 28%; Below Average 12%

Grade 4 - Low Average 16%; Below Average 8%

### What conclusions were drawn from the results?

The majority (91%) of kindergarten students are making adequate progress in the category of Nonsense Word Fluency (Correct Letter Sounds) and the majority (93%) of students in grade 1 are making adequate progress in the category of Nonsense Word Fluency (Whole Words Read). Also, the majority (71%) of students in grade 1 are making adequate progress in the category of Oral Reading Fluency

(Words Correct). However, we concluded that we need to identify strategies to meet the needs of those students identified as strategic and intensive in DIBELS Next in the afore mentioned categories.

**What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

The analysis of multiple data sources concluded that a large majority of our parents feel connected to the school and have a positive perception of their child's education. Forest Hills is blessed with a very active PTO and a high level of parental involvement and monetary supports. The analysis of the academic data will be used to create the goals to meet the needs of all the students.

**How are the school goals connected to priority needs and the needs assessment?**

School goals were written based on the analysis of the student achievement data, parents needs assessment, and faculty/staff input from the 2016-2017 school year.

**How do the goals portray a clear and detailed analysis of multiple types of data?**

School goals were written based on the analysis of the student achievement data, parents needs assessment, and faculty/staff input over the last three years.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

The goals reflect the academic needs of all students. School goals are written to address the learning needs of the whole school population, but gaps in achievement between subgroups are examined to determine the specific needs of each along with the course of action to raise level of learning. Each classroom teacher provides tiered instruction in reading and math to address the needs of each student. Small group instruction and other strategies are used to increase student engagement. Students not making adequate progress are provided additional instruction by the classroom teacher and Title I support. When students do not make adequate progress, the classroom teacher keeps a log of tier 2 instruction for a minimum of forty days. If goals are not met, the teacher presents the students academic data to the Problem Solving Team (PST). The PST makes suggestions or assign a teacher to provide tier 3 instruction.

## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

### Goal 1:

Parent and Family Engagement

### Measurable Objective 1:

collaborate to increase parental involvement by 05/17/2018 as measured by the feedback from the parent surveys.

### Strategy1:

Parent communication - The strategy will be implemented Fall 2017,

Category: Other - Develop/implement strategies for improving home/school connection

Research Cited:

Activity - Improve parent communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clearly identify how parents will receive information and provide feedback.	Parent Involvement	08/10/2017	05/17/2018	\$15822 - Title I Schoolwide	Administration, teachers, parents and staff

### Goal 2:

All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas.

### Measurable Objective 1:

75% of Kindergarten grade students will demonstrate a proficiency in Nonsense Word Fluency of 10 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

### Strategy1:

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy3:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Measurable Objective 2:**

85% of Third grade students will increase student growth in meeting the Alabama College & Career Readiness Standards in Reading by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 3:**

85% of Third grade students will increase student growth in meeting the Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 4:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in meeting the Alabama Standards in Art & Humanities by 05/04/2018 as measured by mastery of standards and skills .

**Strategy1:**

Collaboration - Teachers will collaborate with community partners such as the University of North Alabama and the Kennedy Performing Arts Center to display work or perform programs.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Artist Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite area performers and artists to enrich current Art and Music Programs	Community Engagement	10/02/2017	05/24/2018	\$0 - Booster Fund	Art & Music Teachers, Administration

**Measurable Objective 5:**

55% of English Learners students will demonstrate student proficiency (pass rate) of making APLA (.05 gain) in English Language Arts by 05/24/2018 as measured by the ACCESS Test in the area ELA.

**Strategy1:**

EL Committee - The EL Committee (Content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an individualized English Language Plan (IELP) for any student scoring 4.8 or greater.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student assessment data from multiple sources will be analyzed	Academic Support Program	09/20/2017	05/04/2018	\$0 - District Funding	EL Teacher, Classroom Teacher, Administration



**Measurable Objective 6:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Reading by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Measurable Objective 7:**

85% of First grade students will increase student growth meeting their projected growth target in Mathematics by 05/01/2018 as measured by Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 8:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

### Strategy2:

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

### Measurable Objective 9:

85% of First grade students will demonstrate a proficiency of 47 wpm in Oral Reading Fluency & 58 Correct Letter Sounds/13 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

### Strategy1:

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College &amp; Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy3:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Measurable Objective 10:**

80% of Second grade students will demonstrate a proficiency of benchmark in Oral Reading Fluency and Comprehension in Reading by 05/04/2018 as measured by DIBELS Next .

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Measurable Objective 11:**

80% of Second grade students will demonstrate a proficiency based on Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$288679 - Title I Schoolwide	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas.

**Measurable Objective 1:**

80% of Third grade students will demonstrate a proficiency of Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

**ACIP**

Forest Hills Elementary School

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 2:**

85% of First grade students will demonstrate a proficiency of 47 wpm in Oral Reading Fluency & 58 Correct Letter Sounds/13 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**Strategy1:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College &amp; Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy3:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College &amp; Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 3:**

80% of Second grade students will demonstrate a proficiency of benchmark in Oral Reading Fluency and Comprehension in Reading by 05/04/2018 as measured by DIBELS Next .



**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Measurable Objective 4:**

85% of First grade students will increase student growth meeting their projected growth target in Mathematics by 05/01/2018 as measured by Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 5:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in meeting the Alabama Standards in Art & Humanities by 05/04/2018 as measured by mastery of standards and skills .

**Strategy1:**

Collaboration - Teachers will collaborate with community partners such as the University of North Alabama and the Kennedy Performing Arts Center to display work or perform programs.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Artist Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite area performers and artists to enrich current Art and Music Programs	Community Engagement	10/02/2017	05/24/2018	\$0 - Booster Fund	Art & Music Teachers, Administration

**Measurable Objective 6:**

55% of English Learners students will demonstrate student proficiency (pass rate) of making APLA (.05 gain) in English Language Arts by 05/24/2018 as measured by the ACCESS Test in the area ELA.

**Strategy1:**

EL Committee - The EL Committee (Content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an individualized English Language Plan (IELP) for any student scoring 4.8 or greater.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student assessment data from multiple sources will be analyzed	Academic Support Program	09/20/2017	05/04/2018	\$0 - District Funding	EL Teacher, Classroom Teacher, Administration

**Measurable Objective 7:**

80% of Second grade students will demonstrate a proficiency based on Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 8:**

75% of Kindergarten grade students will demonstrate a proficiency in Nonsense Word Fluency of 10 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy3:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Measurable Objective 9:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

**ACIP**

Forest Hills Elementary School

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 10:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Reading by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Measurable Objective 11:**

80% of Third grade students will demonstrate a proficiency of Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

**•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

**•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

**ACIP**

Forest Hills Elementary School

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas.

**Measurable Objective 1:**

75% of Kindergarten grade students will demonstrate a proficiency in Nonsense Word Fluency of 10 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Strategy3:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.



**ACIP**

Forest Hills Elementary School

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 2:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 3:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in meeting the Alabama Standards in Art & Humanities by 05/04/2018 as measured by mastery of standards and skills .

**Strategy1:**

Collaboration - Teachers will collaborate with community partners such as the University of North Alabama and the Kennedy Performing Arts Center to display work or perform programs.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Artist Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite area performers and artists to enrich current Art and Music Programs	Community Engagement	10/02/2017	05/24/2018	\$0 - Booster Fund	Art & Music Teachers, Administration

**Measurable Objective 4:**

85% of First grade students will demonstrate a proficiency of 47 wpm in Oral Reading Fluency & 58 Correct Letter Sounds/13 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**ACIP**

Forest Hills Elementary School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Strategy3:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 5:**

80% of Third grade students will demonstrate a proficiency of Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

### Strategy2:

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

### Measurable Objective 6:

80% of Second grade students will demonstrate a proficiency based on Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

### Strategy1:

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 7:**

80% of Third grade students will demonstrate a proficiency of Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 8:**

55% of English Learners students will demonstrate student proficiency (pass rate) of making APLA (.05 gain) in English Language Arts by 05/24/2018 as measured by the ACCESS Test in the area ELA.

**Strategy1:**

EL Committee - The EL Committee (Content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an individualized English Language Plan (IELP) for any student scoring 4.8 or greater.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student assessment data from multiple sources will be analyzed	Academic Support Program	09/20/2017	05/04/2018	\$0 - District Funding	EL Teacher, Classroom Teacher, Administration

**Measurable Objective 9:**

85% of First grade students will increase student growth meeting their projected growth target in Mathematics by 05/01/2018 as measured by Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 10:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Reading by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Measurable Objective 11:**

80% of Second grade students will demonstrate a proficiency of benchmark in Oral Reading Fluency and Comprehension in Reading by 05/04/2018 as measured by DIBELS Next .

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner



**English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**

All students at Forest Hills Elementary School will meet and/or exceed grade level proficiency in all academic areas.

**Measurable Objective 1:**

80% of Second grade students will demonstrate a proficiency based on Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**ACIP**

Forest Hills Elementary School

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Measurable Objective 2:**

85% of First grade students will increase student growth meeting their projected growth target in Mathematics by 05/01/2018 as measured by Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 3:**

SY 2017-2018

Page 92

**ACIP**

Forest Hills Elementary School

80% of Third grade students will demonstrate a proficiency of Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 4:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Reading by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

**ACIP**

Forest Hills Elementary School

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 5:**

80% of Second grade students will demonstrate a proficiency of benchmark in Oral Reading Fluency and Comprehension in Reading by 05/04/2018 as measured by DIBELS Next .

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Forest Hills Elementary School

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Measurable Objective 6:**

55% of English Learners students will demonstrate student proficiency (pass rate) of making APLA (.05 gain) in English Language Arts by 05/24/2018 as measured by the ACCESS Test in the area ELA.

**Strategy1:**

EL Committee - The EL Committee (Content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an individualized English Language Plan (IELP) for any student scoring 4.8 or greater.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student assessment data from multiple sources will be analyzed	Academic Support Program	09/20/2017	05/04/2018	\$0 - District Funding	EL Teacher, Classroom Teacher, Administration

**Measurable Objective 7:**

80% of Third grade students will demonstrate a proficiency of Alabama College & Career Readiness Standards in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Measurable Objective 8:**

75% of Kindergarten grade students will demonstrate a proficiency in Nonsense Word Fluency of 10 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**Strategy1:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

**Strategy2:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy3:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implement Regular Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Measurable Objective 9:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in meeting the Alabama Standards in Art & Humanities by 05/04/2018 as measured by mastery of standards and skills .

**Strategy1:**

Collaboration - Teachers will collaborate with community partners such as the University of North Alabama and the Kennedy Performing Arts Center to display work or perform programs.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Artist Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite area performers and artists to enrich current Art and Music Programs	Community Engagement	10/02/2017	05/24/2018	\$0 - Booster Fund	Art & Music Teachers, Administration

**Measurable Objective 10:**

70% of Fourth grade students will increase student growth and meet growth target based on individual performance in Mathematics by 05/04/2018 as measured by the mid and end-of-year performance on the Scantron Performance Series.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

**Strategy2:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

Activity - Additional Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Measurable Objective 11:**

85% of First grade students will demonstrate a proficiency of 47 wpm in Oral Reading Fluency & 58 Correct Letter Sounds/13 Whole Words Read in Reading by 05/01/2018 as measured by DIBELS Next.

**Strategy1:**

Lesson Planning - Teachers will plan lessons based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:



**ACIP**

Forest Hills Elementary School

<b>Activity - Common Planning Time</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will meet weekly to analyze student work, data, and/or plan lessons to meet the academic needs of the students.	Professional Learning	08/11/2017	05/18/2018	\$0 - No Funding Required	Administration, Instructional Partner, Classroom Teacher

<b>Activity - Technology Integration</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will use one of Internet-based programs for the purpose of reinforcing standards and/or skills taught.	Academic Support Program	08/11/2017	05/24/2018	\$0 - District Funding	Classroom teacher, Instructional Partner & Administration

**Strategy2:**

Progress Monitoring - Students will be progress monitored based on their performance on DIBELS Next assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

<b>Activity - Implement Regular Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will progress monitoring students based on their progress on DIBELS Next (Intensive-weekly; strategic-twice a month; benchmark - once each nine weeks). Instructional Partner will assist in tracking student progress.	Academic Support Program	10/02/2017	05/01/2018	\$0 - District Funding	Classroom teacher & Instructional Partner

**Strategy3:**

Strategic Teaching - Teachers will present lessons that engage students in whole and small group activities based on the Alabama College & Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited:

<b>Activity - Direct Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will plan lessons weekly documenting standards taught and will post them weekly in the shared Google document.	Direct Instruction	08/11/2017	05/24/2018	\$0 - No Funding Required	Classroom teacher, administration

<b>Activity - Additional Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will coordinate additional intervention to students needing additional tier II or III support.	Academic Support Program	08/21/2017	05/18/2018	\$0 - Title I Part A	Classroom teacher, Title I Intervention Teacher or Assistant, or Retired Teacher

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

Parents of English Learners will be provided achievement results and interpretation of the the results through the assistance of the EL teacher.

**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

**Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

Forest Hills benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the University of North Alabama.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

**What is the school's teacher turnover rate for this school year?**

Forest Hills had a total of 62 certified staff members at the end of the 2016-17 school year. One teacher with special education certification transferred to Hibbett Middle School in June 2017.

**What is the experience level of key teaching and learning personnel?**

Forest Hills has 22 teachers with a BS, 33 teachers with an MA, 7 teachers with an Ed.S

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

Forest Hills Elementary does not have a high turnover rate. However, the district has implemented a new teacher mentoring program.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

### **Describe how data is used from academic assessments to determine professional development.**

Professional development activities planned for the 2017-18 school year that are high quality, effective, and researched based include:

- \* Florence Learning Conversation Network (FLCN) -
- \* The District continues to partner with the Alabama Best Practices Center through the participation in the various networks available which involves principals, assistant principals, instructional partners and teacher representatives.
- \* Academic Leaders meet with their grade level each Friday for Common Planning Time (CPT). The learning from FLCN is reinforced during the CPT. The district is providing additional training for the Academic Leaders to be equipped to lead data meetings during CPT.
- \* District has built three days into the calendar for each school to review student achievement data and make adjustments to meet the students' needs.

### **Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

- \* Professional development for teachers, principals, paraprofessionals, and other staff are provided four times a year. This professional development is coordinated by the central office staff.
- \* Principals, Instructional Partner, and/or specific academic leaders at each school participates in the Key Leaders Network, Powerful Conversations Network, and Instructional Partners Network.

### **Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

New teachers attend a two-day orientation at the beginning of the school year. Each grade level at FHES has an Instructional Partner who provides support for new or inexperienced teachers. The district also implemented a teacher mentoring program for new teachers during the 2016-17 school year.

### **Describe how all professional development is "sustained and ongoing."**

Many strategies are employed to identify professional development needs at Forest Hills. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the Florence City Instructional Roadmap. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible. Funding from central office is provided to each school, regardless of whether the state

**ACIP**Forest Hills Elementary School

---

allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. There are four full days of Professional Development and three data days built in the school calendar to allow professional development to be ongoing and embedded.

## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

### Goal 1:

Parent and Family Engagement

### Measurable Objective 1:

collaborate to increase parental involvement by 05/17/2018 as measured by the feedback from the parent surveys.

### Strategy1:

Parent communication - The strategy will be implemented Fall 2017,

Category: Other - Develop/implement strategies for improving home/school connection

Research Cited:

Activity - Improve parent communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clearly identify how parents will receive information and provide feedback.	Parent Involvement	08/10/2017	05/17/2018	\$0 - No Funding Required	Administration, teachers, parents and staff

## **Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**

**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers in grades 1-4 are given the opportunity to review assessment results from the Scantron Performance Series during data meetings and in the development of pacing guides and benchmark tests. Academic Leaders provide feedback to the administration as to needed adjustments in pacing as well strengths and weaknesses in the instruction of Alabama College and Career Readiness Standards.



## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

**What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Classroom teachers provide tier 1 and 2 (whole & small group) instruction daily to all students. Students not making adequate receive an additional tier of instruction. Instruction in tier 2 may be provided by the classroom teacher, Title I teacher, or Special Education teacher. Funds are provided by the system to hire retired teacher(s) to provide additional academic support for grades 3-4. If adequate progress is not made, a referral is made to the Problem Solving Team by the classroom teacher to determine if tier III is needed. The team develops strategies or interventions to be used by the classroom teacher. A special education referral is only submitted if no improvement is made after a specified time period and all interventions have been unsuccessful.

**How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Additional assistance is provided in the following ways:

- \* Small group math and reading instruction provided by classroom teacher
- \* Special Education Program
- \* Title I assistance
- \* Additional math intervention provided by part-time math intervention teacher (grades 3-4)
- \* Tutoring provided by retired teacher(s)
- \* Forest Hills After School Program

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Classroom teachers identify the academic level of each student through formative and summative assessments for the purpose of providing appropriate instruction for each student. Students functioning at or above grade level are challenged through higher level instruction and learning activities. Students functioning below grade level are given multiple opportunities for remediation in and out of the classroom.

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

The system employees key personnel to meet the challenges of each of the following subgroups:

- \* Migrant - No students at FHES has been identified as migrant. A system is in place to give parents the opportunity to alert the District if they

are migrant workers.

\* English Language Learners - Jessica McCarley works with each school to write learning goals (IELPs). She works with each classroom teacher to meet any challenges those students may experience.

\* Special Education - Students served in special education are monitored by one of the special education teacher assigned to them. Challenges that arise are addressed by the IEP Team.

\* Economically Disadvantaged - When problems arise due to economic difficulty, resources are made available to make sure each child receives a free and appropriate education. Their needs are met by State, Federal, district and community resources.

\* Neglected and/or Delinquent - The parents of students with attendance or issues of neglect are contacted by District representatives for the purpose of identifying solutions to these challenges.

\* Homeless - The HOPE program provided by the District meets the needs of students identified as homeless

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

N/A

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

The District applies all earned Foundation teacher units at Forest Hills Elementary. Title I & II funds are used to supplement the instructional programs by providing one and one-half teachers and 2 teacher assistants. The teacher and assistants provide additional instruction to students as needed. Students identified with the greatest need are served. Students with identified learning disabilities are served by the special education teachers. Local resources assist in providing other necessary materials, supplies, or support as needed.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

The entire faculty and staff of FHES along with the District strive to provide a safe and engaging learning environment for all students. Procedures are outlined and explained in the Parent-Student Handbook. Additional school procedures are explained in the Forest Hills A-to-Z Handbook. Students are reminded daily of the school rules which emphasize respect for all. Both of the school counselors teach a unit on recognizing, preventing, and reporting bullying at school. They also provide additional instruction related to Erin's Law to help students recognize inappropriate touch. Faculty and staff participated in and completed mandatory reporting for recognizing signs of child abuse (Darkness to Light). All teachers seek to meet the needs of each student and report any concerns to the administration. The Child Nutrition Program serves breakfast, lunch, and provides snacks for the Falcon After School Program daily

## Component 10: Evaluation (Sec.1114(b)(3)):

### How does the school evaluate the implementation of the schoolwide program?

The school evaluates the implementation of the schoolwide program by:

- \* Annual review of past year's CIP and revision of new school year CIP;
- \* During annual Title I parent meeting
- \* Through the annual parent needs assessment conducted in the fall;
- \* Formal and informal observations/walkthroughs by administration;
- \* Monthly review of student achievement data.

### How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The results by the schoolwide program are evaluated:

- \* A Regular review of student achievement data;
- \* Daily review of student attendance and truancy issues;
- \* Yearly review (fall of each year) of previous year's CIP to determine if goals were met;
- \* Review of results from the needs assessment completed by each parent/guardian in the fall.

### How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Student data results from DIBELS Next, Scantron Performance, standards-based report cards (K-3), numeric report cards (grade 4) and local benchmark tests aligned to the Alabama College and Career Readiness Standards are used to determine if instruction and learning have been effective. Students who are furthest from achieving the standards receive additional tiered support in the classroom and through Title I teacher/assistant. If adequate progress is not made, teachers follow the for Rtl and referral to the Problem Solving Team for additional interventions. If these interventions are exhausted without improvement from the student, then a special education referral will be considered by the PST.

### What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The CIP is reviewed during the fall inservice each year by the entire faculty. Information gained from the parent/guardian needs assessment is reviewed as well during this time. The school's leadership team determines the strengths and weaknesses of each program based on student and other related data. The goals within the CIP are also reviewed each month during one of the PD/Data days to check progress of each goal. Based on the review of data in the fall, the CIP is updated by School Leadership Team in collaboration with the parents.



# 2018-2019 Title I Targeted Assistance Diagnostic

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

N/A

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

N/A

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

N/A



## Component 2: Services to Eligible Students

**1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs , tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii))**

N/A

**2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))**

N/A

**3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))**

N/A

**4. How are students with the greatest needs receiving services?**

N/A

**5. What are the multiple criteria by which students may exit the program?**

N/A

**6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))**

N/A

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing School Improvement planning process?**

N/A

## Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

N/A

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

N/A

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

N/A

4. English Language Proficiency Goal (Should address identified weaknesses and gaps):

**Goal 1:**

Adequate Progress in Language Acquisition

**Measurable Objective 1:**

70% of English Learners students will demonstrate a proficiency on the state assessment in English Language Arts by 05/04/2018 as measured by performance on the ACCESS for ELL's 2.0.

**Strategy1:**

Student Goal Setting - During the first 30 days of school, the ESL and classroom teachers schedule EL Committee Meetings to set individual goals for all ELs, to write an expanded IELP focusing on those students who did not make APLA during the 2015-2016 school year, and to review and analyze each EL's comprehensive data.

Category: Other - Student Goal Setting

Research Cited: WIDA Standards

**ACIP**

Forest Hills Elementary School

<b>Activity - Triangulation of Data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
ACCESS Scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition . Reading scores from the Global Performance Series assessments will be analyzed to determine students' academic strengths or weaknesses. EL Student Data Sheet will be updated annually and used during EL Committee Meeting for Student Goal Setting.	Other - Triangulation of Data	09/15/2016	05/15/2017	\$0 - No Funding Required	EL Facilitators and general education teachers

<b>Activity - Student Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Student progress toward the attainment of language goals will be monitored through bi-annual EL Committee meetings that will take place in September and January. Students who have not shown gains in specific language domains will be assessed bi-annually prior to the IELP review meeting. Changes to the IELP will be made if necessary to ensure that the student is progressing.	Other - Student Progress Monitoring	09/15/2016	05/15/2017	\$0 - No Funding Required	EL Facilitators and general education teachers

<b>Activity - IELP's</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The EL Committee will fill out and sign the IELPs in which research-based accommodations for EL students in the classroom will be identified and recommended. As the students gain English proficiency, they will be given fewer accommodations until they are not needed anymore.	Other - IELP's	09/15/2016	05/15/2017	\$0 - No Funding Required	EL Facilitators and general education teachers

## **Component 5: Title I and Regular Education Coordination**

**1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))**

N/A

**Component 6: Instruction by Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	N/A	

## Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

N/A

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

**1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

N/A

**2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))**

N/A

**3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)**

N/A

**4. How are students' individual needs being addressed through differentiated instruction in the classroom?**

N/A



## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

N/A

**2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))**

N/A

**3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F))**

N/A

## Component 10: Evaluation

**1. How does the school evaluate the implementation of the Targeted Assistance program?**

N/A

**2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?**

N/A

**3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

N/A

**4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))**

N/A

**5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.**

N/A

**6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

N/A

# **2018-2019 Coordination of Resources - Comprehensive Budget**

## **Introduction**

List all federal, state, and local monies that the school uses to run its program.

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	53.88

Provide the number of classroom teachers.

54

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3699126.0

Total

3,699,126.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	127298.0

Total

127,298.00

**Assistant Principal**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Assistant Principal assigned units.	1.0

**Provide the number of Assistant Principals.**

1

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Assistant Principal.	88108.0

Total

88,108.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	173697.0

Total

173,697.00



### Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	71306.0

Total

71,306.00

### Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

### Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

## Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12348.0

Total

12,348.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4527.0

Total

4,527.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	24608.0

Total

24,608.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1777.0

Total

1,777.00



**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	304501.75

**Provide a brief explanation and breakdown of expenses.**

Funds to support supplemental resource teachers and paraprofessionals. This supplemental staff facilitate remediation and gap closure for reading and math, for students who show a deficit in reaching academic proficiency.

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	28658.0

**Provide a brief explanation and a breakdown of expenses.**

Title II Staff Development funds are held at the district level for district-wide initiatives.

**Title III**

Label	Question	Value
1.	For English Learners. Provide the total.	5446.0

**Provide a brief explanation and a breakdown of expenses.**

Title III funds are used to support district wide EL staff members, software for English Learners, and staff development. All funds are held at the district level.

**Title IV**

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A School district does not receive any 21CCLC funding.

**Title V**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

FCS does not receive rural and low-income schools funding.

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

**Provide a brief explanation and breakdown of expenses.**

Funds housed at district level, available to school based on needs.

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

**Provide a brief explanation and breakdown of expenses.**

Funds housed at district level, available to school based on needs.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

Florence City Schools did not receive a school improvement grant for FY18.



## Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# **2018-2019 Parent and Family Engagement**

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

Forest Hills convenes an annual meeting each Fall to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program. The school also offers a flexible number of informational parent meetings and attempts to build a strong home/school connection, foster parenting skills and literacy development. In addition, Forest Hills involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of school programs. The school strives to provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities where parents can provide input and school personnel can respond promptly to parent suggestions. Finally, the school provides parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school. The school involves parents in the development of the school-wide plan through collaborative meetings.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

Forest Hills works hard to involve parents in the implementation of the school-wide plan. Partnerships are encouraged and training is provided for teachers, administrators, and parents to strengthen the ability of strong parent-school partnerships to enhance student achievement. Parents are involved in jointly developing appropriate parental involvement policies and in reviewing school improvement through a flexible number of meetings (morning and evening) with the school and also through the system's Parent Advisory Committee. The district social worker strives to meet the needs of families by providing transportation when needed to the fall and spring Title I meetings. The district social worker also makes home visits to ensure that families of Title I students are involved in their student's education and the family's needs are being met. Policies developed through this process are distributed to parents of students attending Title I schools. Additionally, the Board provides coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student achievement and school improvement. The school coordinates and integrates parental involvement strategies with other programs as appropriate. Funds are used to provide one social worker for all schools receiving Title I funds in Florence City Schools. Materials for parent meetings are also purchased using parent involvement funds.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school.

This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

Forest Hills works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Provide parents the opportunity to review and revise the School-Parent Compact;
- c. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- d. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- e. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- f. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school during annual and requested conferences during which the School-Parent Compact is reviewed as a reminder of the partnership.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

In the fall of each year, the principal and faculty outlines specific ways that parents may contact the school personnel. Currently, no specific procedure is in place, but the school administration encourages parents to provide their input and concerns about our Continuous Improvement Plan during the fall and spring parent meetings. The CIP may be reviewed online or parents may review a hard copy in the office. The principal has an open door policy that allows parents the opportunity to express any needs or concerns that may arise.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Forest Hills and the school board work to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.
- f. Provide the opportunity for parents to express concerns and make suggestions for improvement at the monthly PTO meetings. The administration or his representative attends each meeting.
- g. Provide materials and training to help parents work with their children to improve the children's achievement. Parents and students are given login information to online websites that can be accessed at home. Parents are also given access to their child's iNow portal to monitor academic performance.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

The School-Parent Compact is revised annually during the fall parent meeting in collaboration with the school faculty and the District's social worker. The Compact outlines the agreement and how the partnership can be strengthened to improve student achievement. Classroom teachers provide additional materials upon request from parents. Additional materials are also available at the District's Technology and Professional Development Center. The school offers training to parents during parent meetings to address identified needs. Teachers also share additional resources during parent-teacher conferences that may be used to strengthen parents' ability to help students at home.

As part of the fall inservice and throughout the year, the principal encourages teachers to:

- \* Seek parent input throughout the year
- \* Encourage parents to volunteer in the classroom;
- \* Provide clear communication in multiple ways (electronic, phone calls, & weekly folder) to parents of their child's progress;
- \* Use the School-Parent Compact during parent-teacher conferences
- \* Become a member of the Parent-Teacher Organization;
- \* Attend any and all parent meetings.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

A parent resource center is available to all parents at the Technology and Professional Center located at the Richards Center. The District also employs a full-time social worker who works with each principal to plan activities and programs that will encourage and support parents and/or guardians in participating in the education of their children. The social worker also attends each PST meeting to provide additional support for families.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

All information related to school and parent programs/activities is disseminated in the home language of each student. When a student enrolls in Florence City School, a language survey is completed by each parent/guardian. The information gained from this survey is used to determine the home language of each child. The District employs an EL Teacher to assist in training teachers and meeting the needs of EL students.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Parents are provided the opportunity to express their needs in a formal way through the use of a needs survey in the fall and spring of each school year. The school administration, faculty, and staff work together to provide multiple opportunities for involvement at school.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

A home language survey is completed by the parent/guardian of each child when he/she enrolls in Florence City Schools. A parent orientation each fall provides teachers the opportunity to identify other parent needs. Information and reports sent home with parents are provided in their home language and many are available online. Parents are encouraged to call or come by the office should other needs arise.