ACIP

Forest Hills Elementary School

Florence City Schools

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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 of15 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 808 students in kindergarten through fourth grade. The faculty and staff numbers 103 including 60 certified teachers, nine instructional assistants, one technology assistant, five custodians, seven child nutrition workers, an instructional, an English Learner teacher and a school nurse. A full time Title I teacher services students with needs in reading. Special education services are provided for students with a variety of disabilities with instruction occurring in the resource, 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, full-time art and music services, as well as part time art and music teachers. These departments also provide adaptive services for students who need small-group, specialized instruction for optimal success. Forest Hills students benefit from an on-site After School Program focusing on reading and math intervention. Instruction is provided by certified teachers. This program is available for students in kindergarten through fourth grades. Transportation is provided.

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. A full-time guidance clerk focuses on attendance, 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. Each self-contained classroom has four computers with printer access six iPads or iPad Minis as well as access to email and Internet. 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 systemsto enhance student engagement and teacher feedback. Forest Hills utilizes two computer labs and three mobile laptop carts. 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 received an iPad 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. This group of students comes 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, and professional development 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.

Vision: A premier school district educating a diverse population for College and Career Readiness and Success

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

Core Beliefs:

We believe all students can learn, succeed and reach their full potential by setting high expectations for both students and staff.

We believe failure as an option can be diminished through the provision of equal educational access for diverse learners.

We believe the staff of Florence City Schools is a key to students' success as productive citizens and lifelong learners.

We believe the community's history and resources enhance the quality of the local education system.

We believe engaging the student's family and the community enhances learning and academic achievement.

We believe it is the system's responsibility to educate the whole child in a safe, orderly, and challenging environment.

We believe it is the system's responsibility to develop students who are environmentally aware, adept at integrating technology, and prepared to compete in a global society.

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 harrassment 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 ACT Aspire (grades 3 &4).

e. Discussion of "gaps" in relation to the accountability model.

3. Actively engage all students in a challenging curriculum through the implementation of College-and-Career Ready Standards. In order to accomplish this goal, the staff engages in analyzing subgroup achievement data and implementing Quadrant 4 instruction.

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.

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 Quadrant 4 instruction.

2. Strategic Teaching - This component is fulfilled via the Alabama Reading Initiative (ARI), the Alabama Mathematics, Science, and Technology Initiative (AMSTI), reading and math pacing guides, and Quadrant 4 instruction.

3. Ongoing Assessment - Ongoing assessment is accomplished through administration of Dynamic Indicators of Basic Early Literacy (DIBELS), benchmark assessments in reading and math, ACT Aspire (grades 3 & 4) and teacher-made assessments.

4. College and Career Success - Forest Hills' teachers provide for this component by implementing Quadrant 4 instruction and Common Core Standards for Mathematics and Language Arts.

5. Differentiated Instruction - This component is fulfilled by implementation of common assessments, data meetings, the RTI process, ARI and AMSTI 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:

- Named as one of three schools nationally as a finalist in math with Intel Schools of Distinction Awards Program in 2012. There was a monetary award of $5000.00. FHES was named a National Blue Ribbon School of Excellence through the US Department of Education in 2012. The awards ceremony will take

place in November in Washington, DC.

- Growth of student population from 740 to 812 over four 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 gymnatorium, and 13 new classrooms.

- A new Computer Lab was added in summer 2014. Significant reduction in student absences with implementation of new policy regarding trips/vacations for students.

- Installation of Smart Boards in every 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.

- Expansion of the After School Program to include the ability to serve more students and provide transportation.

- 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.

- Improved student achievement on the ARMT. Third graders were 79% proficient in math in 2009 and 95% proficient in 2012. Fourth graders were 88% proficient in 2009 and 95% proficient in 2012.

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

- Increase percentage of students scoring "ready" or "exceeding" on the ACT Aspire for grades 3-4.

- 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 scoring benchmark on the Scantron/Global Scholar Performance and Achievement 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 engaging 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, monthly principal newsletters, a website, a digital marquee, and the School Cast calling system. Furthermore, several teachers use the Remind 101 text message app for computing 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 which 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. 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 Basketball 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.

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 2012-13 and 2013-2014 ACT Aspire data, discipline data, attendance data, Educate Alabama data, DIBELS data, EL data, AAA data, technology survey data, STAR data, Global Scholar/Scantron data and AR data. Preliminary strengths and weaknesses were identified at a collaborative meeting 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, as well as before with parents

during an organized 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 committees and were always shared and reviewed with all stakeholders, including parents, via parent meetings on the first Thursday of each month.

It is the earnest desire of the Instructional Leadership Team that through implementation of this ACIP, all stakeholders will receive "5 Star Service" in the 2013-2014 school.

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 classroom teachers, Title I teacher, special education teacher, related arts teacher, and a parent/community representative. Input was also given during the fall 2013 Title I parent meeting.

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 was shared with faculty during a called meeting, shared with the PTO during their monthly meeting, published on the school's website, and made available in the school office.

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 Distric 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?

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

- Named as one of three schools nationally as a finalist in math with Intel Schools of Distinction Awards Program in 2012. There was a monetary award of $5000.00 with the possibility of an additional $5000.00 if the school wins the catergory during the awards ceremony in Washington, DC.
- Named a National Blue Ribbon School of Excellence through the US Department of Education in 2012.

- Growth of student population from 740 to 800 over three 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 gymnatorium, and 13 new classrooms.
- Implementation of a new Computer Lab.

- Significant reduction in student absences with implementation of new policy regarding trips/vacations for students.

- Installation of Smart Boards in every kindergarten through fourth grade classroom.

- Increased technology integration with LCD projectors, Hovercams, Smart Boards, Netbooks, iPad Minis, and iPads.

- iPads for all teachers and administrators.

- All classrooms have been issued 6 iPads (3rd-4th) or iPad Minis (K-2)

- Access to Wifi throughout all buildings on campus.

- Expansion of the fine arts program to serve as a feeder program for the Fine Arts Magnet High School. We presently have 90 students in our 4th Grade Show Choir Program.
- Expansion of the After School Program to include the ability to serve more students and provide transportation.

- Refined implementation of the RTI process resulting in more differentiated instruction for students.

- Renovation of self-contained special edcuation classrooms to allow for more technology as well as a sensory integration room.

- Refined implementation of Alabama Mathematics, Science, and Technology Initiative with more problem solving and critical thinking in math.
- Improved student achievement on the Stanford Achievement Test for the last two years it was administered. In 2009, total math for third graders was at the 66th percentile and in 2011 it was at the 81st percentile. Fourth graders' total math on the Stanford Achievement Test was at the 72nd percentile in 2009 and the 87th percentile in 2011.

- Improved student achievement on the ARMT. Third graders were 79% proficient in math in 2009 and 95% proficient in 2012. Fourth graders were 88% proficient in 2009 and 95% proficient in 2012.

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

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

- Increase percentage of students scoring at a proficient level on the new state assessment ACT Aspire.

- Continue to increase technology integration across the curriculum to increase student engagement and achievevement.

- Continue to implement College-and-Career Ready Standards in ELA and Math. All certified staff received five full days of training during the 2012-13 school year to prepare for the implementation of ELA and Math standards. Additional professional development was provided during the summer of 2013 in implementing the new Wonders reading series from McGraw-Hill. District will continue to provide professional development to increase student engagement and learning.
- Parents indicated FHES is a safe, clean, and healthy environment.
- Parents indicated FHES's leadershp provides a clear direction for improving student learning.

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

Parents have the opportunity to express concerns and help to develop the Parent-Student-Teacher Compact in the fall of each year. The PTO meets each month and is very involved with decision making which provides additional resources to the classrooms. Parents provide feedback during these informal meetings consistent with the information gathered from the formal surveys.

Areas in Need of Improvement

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

Survey results from the 2012 parent and student surveys indicated a high level of satisfaction with the peformanace of their students and all areas related to the school and faculty. The lower ranked items for student responses was only 2..52 out of 3 and 4.24 out of 5 on the parent surveys. However, the indicators with the lowest rating averages for students related to having clearly defined and comprehensive assessment system, engaging families in meaning ways through involvement and communicating student performance progress, and establishing policies and practices that ensure the effective administration of the school. Indicators from the parent survey with the lowest rankings related to the autonomy of school in relation to the day-to-day operations, students having an adult advocate, and engaging students in their learning through instructional strategies that ensure achievement of learning expectations.

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

Forest Hills Elementary has strong parental involvement which contributes to the financial and academic support. Parents have expressed a desire to be involved in a meaningful way in their child's school and education. As a result, the school works closely with parents to help them understand the important role they play in supporting their child's academic progress. The Parent-Teacher-Student Compact is cooperatively revised each year and reviewed during conferences. The school seeks to communicate each student's progess to parents through notes, email, conferences and phone conversations. Each student has a folder which the teacher uses to communicate daily assignments, the week's preview sheet, progress, and behavior issues. Parents have become an active part in developing goals, assisting in preparation of student materials, volunteering in the media center & classroom, and actively supporting the supportive atmosphere at FHES. A monthly newsletter is sent home to alert parents to upcoming activities.

What are the implications for these stakeholder perceptions?

Overall, all stakeholders are satisfied with the overal performance of the school and the impact it has on the overall growth of the students. However, the implementation of the new English Language Art and Math standards has been a challenge to all stakeholders. Survey data revealed that assessment systems needed to be improved and parents wanted to be actively involved in meaningful ways with their children's education. The school's instructional/leadership team has also seen the need to provide ways for parents to be actively involved in reinforcing skills taught at school. The Wonders reading series by McGraw-Hill provides an interactive way online for parents to reinforce reading skills taught each week. Homework activities also provides an active way for parents and students to interact. The school's instructional/leadership team will continue to collaborate to improve parental involvement and parent communication.

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

The Title I Parent meeting in September 2014 provided parents with a venue to communicate their concerns and to provide input for improving the overall communication between the school and home. The school will collect additional data in the spring 2015 to continue to

improve the home-school connection.

Report Summary

Scores By Section

Section Score
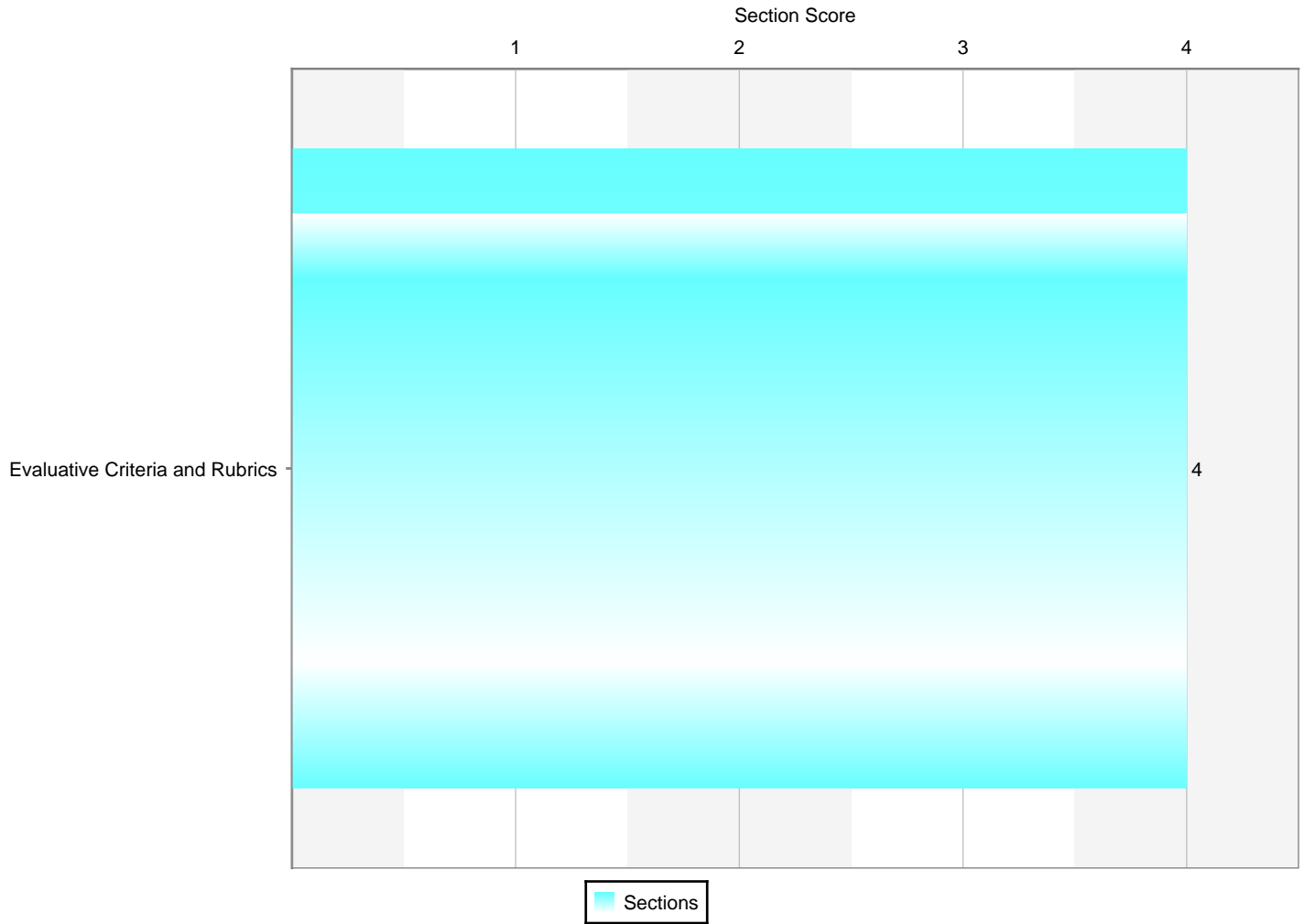
Student Performance Diagnostic

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

Label	Assurance	Response	Comment	Attachment
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 2014)

- The DIBELS composite score for grades K-2 was at least 85% at or above benchmark, based on the end-of-year scores.
- Kindergarten - NWF (CLS)- 87% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Retell) - 80% at or above benchmark
- 2nd Grade - DORF (Words Correct) - Increased from 72% at or above benchmark in fall 2013 to 86% at or above benchmark in spring 2014.
- 2nd Grade - DORF Retell increased from 74% at or above benchmark to 85% at or above benchmark.

Based on the ACT Aspire, given to grade 3-4, the following areas were at or above the expected level of performance in reading and math.

READING
- Reading ACT Readiness Benchmark: Gr. 3 - 50.36%; Gr. 4 - 68.52%
- Key Ideas and Details ACT Readiness Range: Gr. 3 - 55.4%; Gr. 4 - 55.6%
- Craft and Structure ACT Readiness Range: Gr. 4 - 72.84%
- Integration of Knowledge and Ideas ACT Readiness Range: 67.28%

MATH - ACT READINESS
- Foundations: Gr. 3 - 70%; Gr. 4 - 62%
- Justifications & Explanation: Gr. 3 - 66%; Gr. 4 - 76%
- Modeling: Gr 3 - 74%; Gr. 4 - 64%
- Number & Operations (Fractions): Gr. 4 - 70%
- Number & Operations (Base 10): Gr. 3 - 51%; Gr. 4 - 83%
- Operations & Algebraic Thinking: Gr. 3 - 58%; Gr. 4 - 77%
- Geometry - Gr. 3 - 56%; Gr. 4 - 70%
- Measurement & Data: Gr. 4 - 66%

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

For grades K-2 (DIBELS):

1. A significant gain of 22% was shown in the composite scores from fall 2013 to spring 2014 in Kindergarten

2. Only 1% of Kindergarten students scored below benchmark at the end of the 2013-2014 school year in NWF (CLS).

3. First grade students had a gain of 41% (51% to 92%) in NWF (WWR) at the end of 2013-14 school year.

4. 80% of first grade students scored at or above benchmark on DORF Retell at the end of the 2013-2014.

5. Second grade students had a DORF accuracy of 98% at the end of the 2013-2014 school year.

6. Second grade students had a DORF Retell of 85% at the end of the 2013-2014 school year.

For Grades 3-4 (ACT Aspire)

1. There was a 20% increase of student achievement in 6 out of the 12 areas in the reading and mathematics portions of the ACT Aspire from grade 3 to 4.

Which area(s) indicate the overall highest performance?

Grades K-2

The composite scores for grades K-2 at the end of the 2013-2014 school year on DIBELS were at or above 85% benchmark.

Grades 3-4

1. For grade 3:
- In the reading portion of the ACT Aspire, 55% of students scored "ready" or "exceeding" in the category of Key Ideas & Details.
- In the mathematics portion of the ACT Aspire, 74% of students scored "ready" or "exceeding" in the category of Modeling.

2. For grade 4:
- In the reading portion of the ACT Aspire, 73% of students scored "ready" or "exceeding" in the category of Craft & Structure.
- In the mathematics portion of the ACT Aspire, 83% of students scored "ready" or "exceeding" in the category of Number & Operations Base 10.

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.

2013-2014 School Year

American Indian/Alaskan Native 1 - 12%
Asian 11 - 1.37%
Black 140 - 17.48%
Multi Race - Two or More Races 23 - 2.87%
White 603- 75.28%
Hispanic-Ethnicity 23 - 2.87%
Total: 801

2014-2015 School Year

American Indian/Alaskan Native 0

Asian 4 - .05%

Black 143 - 17.72%

Multi Race - Two or More Races 36 - 4.46%

White 603- 73.23%

Hispanic-Ethnicity 33 - 4.09%

Total: 807

Between which subgroups is the achievement gap closing?

The achievement gap between students on free/reduced vs. those who are on paid lunch is closing to some degree.

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

Findings from DIBELS, ACT Aspire, Achieve ment 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?

Based on the 2013-14 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) - 12% did not benchmark

1st - NWF (WWR) - 8%

1st (Oral Reading Fluency - ORF) - 21%

2nd (ORF) - 13%

Based on the 2012-13 DIBELS data in grades K-2, the following percentage of students did not meet the expected level of performance:

K (Nonsense Word Fluency - NWF) - 16% did not benchmark

1st (NWF) - 10%

1st (Oral Reading Fluency - ORF) -13 %

2nd (ORF) - 19%

Based on the 2011-12 DIBELS data in grades K-2, the following percentage of students did not meet the expected level of performance:

K (Nonsense Word Fluency - NWF) - 17% did not benchmark

1st (NWF) - 9%

1st (Oral Reading Fluency - ORF) - 14%

2nd (ORF) - 15%

The ACT Aspire was piloted during the 2012-13 school year, but no scores were provided to the school. Based on the 2013-2014 ACT Aspire data in grades 3 and 4, the following percentage of students scored in the readiness levels of "close" or "in need of support" :

3rd (Reading Readiness) - 49%

(Math)- 29%

4th (Reading) - 31%

(Math) - 29%

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

Based on the 2013-14 end of year scores in DIBELS Next, first grade showed a 8% decrease in oral reading fluency when compared to the 2013-14 data.

Which area(s) indicate the overall lowest performance?

1. Based on the 2013-14 DIBELS Next, the group in K-2 with the overall lowest performance was first grade in the area of oral reading fluency - words correct.

2. Based on the 2013-14 ACT Aspire data, 59% of students in grade 3 did not reach the expected level of readiness in the area of "measurement and data".

3. Based on the 2013-14 ACT Aspire data, 38% of students in grade 4 did not reach the expected level of readiness in the area of "foundations".

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

1. Based on the end of the year composite scores for DIBELS Next, there was an increase in the number of Black/African American students who scored in the intensive range. However, all subgroups reached the benchmark level at least 81% or above.

Intensive - White 5%; Black/African American 16%

2. Based on the 2013-14 ACT Aspire data, males and Blacks/African Americans scored lower in math when compared to the overall performance of the entire third grade.
- Overall - 71%
- Females- 78%
- Males - 63%
- Black/African American - 46%
- White - 78%

3. Based on the 2013-14 ACT Aspire data, males and Blacks/African Americans scored lower in math when compared to the overall performance of the entire fourth grade.
- Overall - 71%
- Females- 78%
- Males - 65%
- Black/African Americans - 64%
- White - 74%

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 data and report card grades are consistent with the previous data reported on DIBELS and ACT Aspire.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3.25
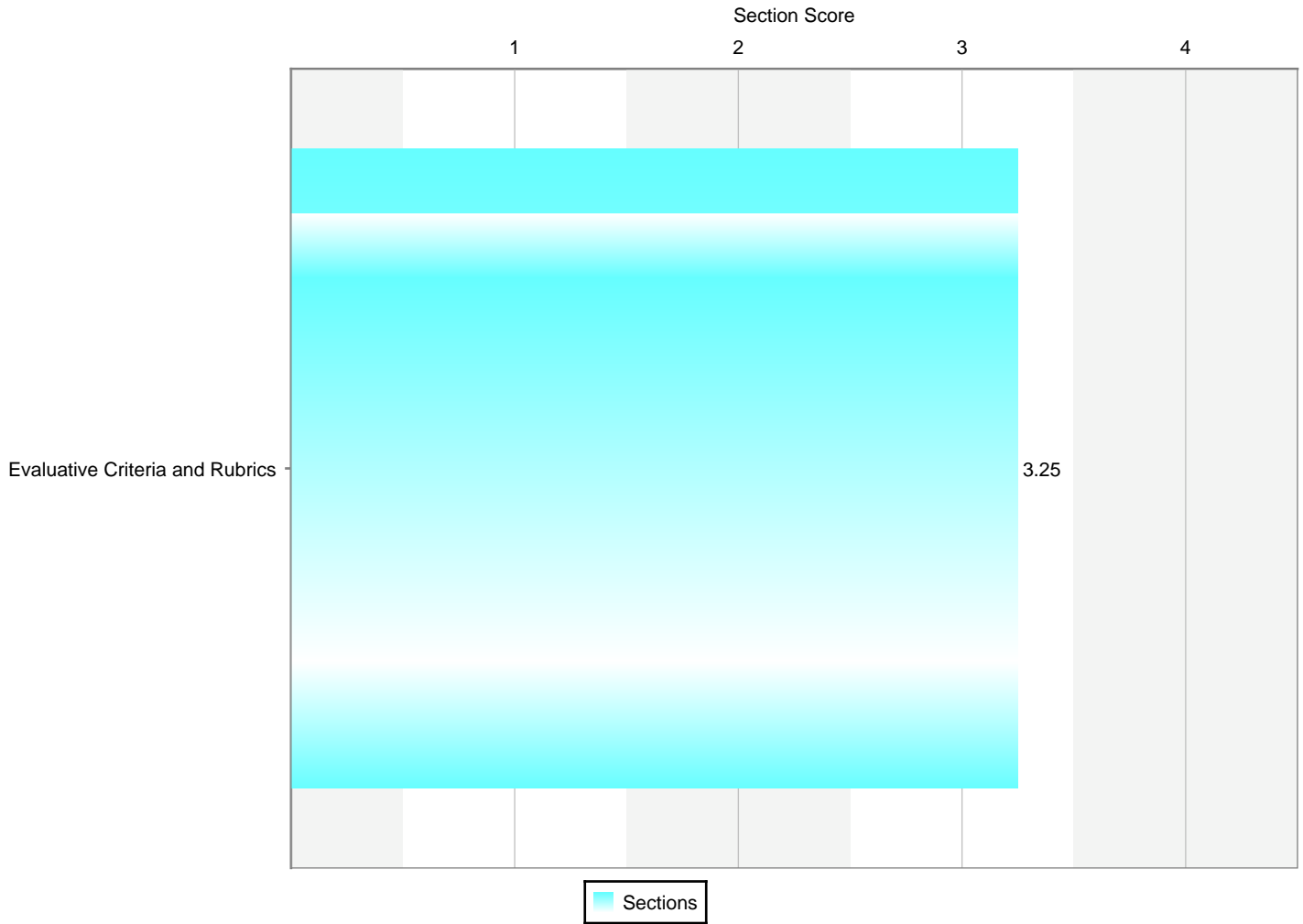
Sections

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, ELL, 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 an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be accessed. The Forest Hills' Instructional Leadership Team 2014-2015 worked meticulously and collaboratively to develop a CIP which will guide instruction. The Instructional Leadership Team list is attached.	

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 2014-2015, page 4.	

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 non-discrimination responsibilities is as follows: Mrs. Connie Roberts Wallace, Assistant Superintendent and CSFO P.O. Box 10 Florence, AL 35631 256-768-3000	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), 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.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) 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 Fall Annual Title I Parent Meeting on September 2014. 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.The School-Parent Compact for 2014-2015 is attached.	

Forest Hill Elementary's Plan to Address Academic Goals & School Culture

Overview

Plan Name

Forest Hill Elementary's Plan to Address Academic Goals & School Culture

Plan Description

Reading, Math, & Attendance

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	All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.	Objectives: 4 Strategies: 5 Activities: 7	Academic	$750
2	All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0
3	All students at Forest Hills Elementary School will meet or exceed the State attendance goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
4	Adequate Progress in Language Acquisition (APLA)	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

Goal 1: All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

90% of Kindergarten grade students will demonstrate a proficiency in Nonsense Word Fluency in Reading by 05/23/2014 as measured by winter and spring DIBELS benchmark testing.

(shared) Strategy 1:

DIBELS Next - Teachers are receiving training on how to administer and implement the new DIBELS Next.

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Teacher Training on DIBELS Next	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to administer the DIBELS Next during a grade level meeting by the grade level academic leader and instructional coach.	Professional Learning	10/14/2013	10/28/2013	$0	No Funding Required	Academic Leader, Instructional Coach, DIBELS Testing Team and Classroom Teachers

Strategy 2:

Progress Monitoring - Teachers will progress monitor on a regular basis according to the instructional level of each student (intensive - weekly; strategic - bi-monthly; benchmark - monthly).

Research Cited: DIBELS Next is a research based assessment for early literacy skills.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will consistently be progress monitored based on their instructional level.	Other	10/28/2013	05/16/2014	$750	Title I Part A	Classroom teachers, DIBELS testing team, and Instructional Coach

Measurable Objective 2:

90% of First grade students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/16/2014 as measured by data from the spring and fall DIBELS benchmark testing.

(shared) Strategy 1:

DIBELS Next - Teachers are receiving training on how to administer and implement the new DIBELS Next.

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Teacher Training on DIBELS Next	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to administer the DIBELS Next during a grade level meeting by the grade level academic leader and instructional coach.	Professional Learning	10/14/2013	10/28/2013	$0	No Funding Required	Academic Leader, Instructional Coach, DIBELS Testing Team and Classroom Teachers

Strategy 2:

Progress Monitoring - Teachers will progress monitor on a regular basis according to the instructional level of each student (intensive - weekly; strategic - bi-monthly;

benchmark - monthly).

Research Cited: DIBELS Next is a research based assessment for early literacy skills.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will consistently be progress monitored based on their instructional level.	Other	10/28/2013	05/16/2014	$750	Title I Part A	Classroom teachers, DIBELS testing team, and Instructional Coach

Measurable Objective 3:

90% of Second grade students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/16/2014 as measured by data from the spring and fall DIBELS benchmark testing.

(shared) Strategy 1:

DIBELS Next - Teachers are receiving training on how to administer and implement the new DIBELS Next.

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Teacher Training on DIBELS Next	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will be trained to administer the DIBELS Next during a grade level meeting by the grade level academic leader and instructional coach.	Professional Learning	10/14/2013	10/28/2013	$0	No Funding Required	Academic Leader, Instructional Coach, DIBELS Testing Team and Classroom Teachers

Strategy 2:

Progress Monitoring - Teachers will progress monitor on a regular basis according to the instructional level of each student (intensive - weekly; strategic - bi-monthly; benchmark - monthly).

Research Cited: DIBELS Next is a research based assessment for early literacy skills.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will consistently be progress monitored based on their instructional level.	Other	10/28/2013	05/16/2014	$750	Title I Part A	Classroom teachers, DIBELS testing team, and Instructional Coach

Measurable Objective 4:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/16/2014 as measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy 1:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly grade level meetings	Professional Learning	09/30/2013	05/16/2014	$0	No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Strategy 2:

Strategic Lessons - Teachers will present daily reading lessons and differentiated small group lessons/activities based on the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction	08/19/2013	05/16/2014	$0	No Funding Required	Classroom teacher, Instructional Coach, & Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other	11/04/2013	04/30/2014	$0	No Funding Required	Principal & Assistant Principal

Strategy 3:

Reading Intervention - Title I Teacher, Instructional Coach, and Special Education Teachers, Title I Assistants will provide additional tier II and III support to students considered the most at-risk.

Research Cited: The Wonders (McGraw-Hill) provides additional interventions for students not meeting standards.

Activity - Small Group Instruction (Tier II & III)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention support provided in small groups	Direct Instruction	08/19/2013	05/16/2014	$0	No Funding Required	Title I Teacher, Title I Assistants, Instructional Coach, & Special Education Teachers

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program	10/10/2013	05/16/2014	$0	No Funding Required	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)

Goal 2: All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/16/2014 as measured by the enVisions weekly and topic assessments.

Strategy 1:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides for Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other	08/19/2013	05/16/2014	$0	No Funding Required	Classroom teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal observations	Other	11/04/2013	04/30/2014	$0	No Funding Required	Principal & Assistant

Activity - Teacher Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal observations by administration	Other	11/01/2013	05/16/2014	$0	No Funding Required	Principal and Assistant Principal

Strategy 2:

Teacher Collaboration & Planning - Teachers will meet monthly in grade level planning meetings to discuss what supports during instruction have increased student achievement.

Research Cited: enVisions Math & Best Practices

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly grade level meetings to review best practices in math and student data.	Other	09/30/2013	05/16/2014	$0	No Funding Required	Classroom teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings following each grading period	Other	10/31/2013	05/16/2014	$0	No Funding Required	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Goal 3: All students at Forest Hills Elementary School will meet or exceed the State attendance goal

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior of at least 95% or above in attendance by 05/28/2014 as measured by the nine month student attendance rate for the 2013-2014 school year.

Strategy 1:

Monitor Attendance - Daily attendance will be monitored by office staff and principal to increase daily student attendance and decrease the number of tardies.

Research Cited: Increased attendance results in higher academic achievement

Activity - Family Vacations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Principal will require families to preapprove all family vacations. Only five days will be excused for such occasion. Principal will forward all excused absences to classroom teacher and attendance clerk. | Other | 08/19/2013 | 05/16/2014 | $0 | No Funding Required | Classroom teacher, attendance clerk, parents, and principal |

Activity - Increasing Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teacher and classroom teacher will monitor attendance to decrease the number of excessive absences, tardies, check-ins and check-outs. Parents will be contacted by phone and/or letter as part of this activity.	Other	08/19/2013	05/29/2014	$0	No Funding Required	Classroom teacher, attendance clerk, and principal

Goal 4: Adequate Progress in Language Acquisition (APLA)

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by making AMAO-A (APLA 0.5 gain) in English Language Arts by 05/28/2014 as measured by by data on the ACCESS Test for ELL's.

Strategy 1:

Student Goal Setting - ESL and classsroom teachers will schedule EL Committee Meetings to set individual goals for all ELL's. The EL Committee will write IELP's for

each student.

Research Cited: WIDA, ACCESS

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACCESS scores from various years will be analyzed to determine if students are making Adequate Progress in Language Acquisition. EL Data Sheet will be updated in EL Committee Meetings to set Student Goals.	Other	10/15/2013	05/28/2014	$0	No Funding Required	EL Facilitators, EL Committee

Activity - IELP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Committee will develop IELP's which include research based accommodations for EL students in the classroom.	Other	10/15/2013	05/28/2014	$0	No Funding Required	EL Facilitators, EL Comittee, classroom teachers

Activity - Ongoing Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student progress toward the attainment of language goals will be monitored bi-annually by the EL Committee and students that are not making progress will have their IELP adjusted.	Other	10/15/2013	05/28/2014	$0	No Funding Required	EL Facilitators, EL Committee

Activity - SIOP Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method for EL students to ensure that students are obtaining language objectives and content objectives simultaneously.	Direct Instruction	10/15/2013	05/28/2014	$0	No Funding Required	EL Facilitators, Classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Students will consistently be progress monitored based on their instructional level.	Other	10/28/2013	05/16/2014	$750	Classroom teachers, DIBELS testing team, and Instructional Coach
				Total	$750	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on DIBELS Next	Teachers will be trained to administer the DIBELS Next during a grade level meeting by the grade level academic leader and instructional coach.	Professional Learning	10/14/2013	10/28/2013	$0	Academic Leader, Instructional Coach, DIBELS Testing Team and Classroom Teachers
Small Group Instruction (Tier II & III)	Intervention support provided in small groups	Direct Instruction	08/19/2013	05/16/2014	$0	Title I Teacher, Title I Assistants, Instructional Coach, & Special Education Teachers
SIOP Strategies	Content area teachers will plan, instruct, and assess using the SIOP Method for EL students to ensure that students are obtaining language objectives and content objectives simultaneously.	Direct Instruction	10/15/2013	05/28/2014	$0	EL Facilitators, Classroom teachers

IELP Development	The EL Committee will develop IELP's which include research based accommodations for EL students in the classroom.	Other	10/15/2013	05/28/2014	$0	EL Facilitators, EL Comittee, classroom teachers
Ongoing Monitoring	Student progress toward the attainment of language goals will be monitored bi-annually by the EL Committee and students that are not making progress will have their IELP adjusted.	Other	10/15/2013	05/28/2014	$0	EL Facilitators, EL Committee
Response to Instruction	The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program	10/10/2013	05/16/2014	$0	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)
Triangulation of Data	ACCESS scores from various years will be analyzed to determine if students are making Adequate Progress in Language Acquisition. EL Data Sheet will be updated in EL Committee Meetings to set Student Goals.	Other	10/15/2013	05/28/2014	$0	EL Facilitators, EL Committee
Lesson Plans	Formal and informal observations	Other	11/04/2013	04/30/2014	$0	Principal & Assistant
Classroom Observations	Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other	11/04/2013	04/30/2014	$0	Principal & Assistant Principal
Lesson Plans	Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction	08/19/2013	05/16/2014	$0	Classroom teacher, Instructional Coach, & Principal
Data Meetings	Data meetings following each grading period	Other	10/31/2013	05/16/2014	$0	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Monitor Implementation	Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other	08/19/2013	05/16/2014	$0	Classroom teachers
Grade Level Meetings	Monthly grade level meetings	Professional Learning	09/30/2013	05/16/2014	$0	Classroom teachers, Grade Level Academic Leaders, & principal
Teacher Observation	Formal and informal observations by administration	Other	11/01/2013	05/16/2014	$0	Principal and Assistant Principal
Increasing Attendance	Principal, teacher and classroom teacher will monitor attendance to decrease the number of excessive absences, tardies, check-ins and check-outs. Parents will be contacted by phone and/or letter as part of this activity.	Other	08/19/2013	05/29/2014	$0	Classroom teacher, attendance clerk, and principal
Grade Level Meetings	Monthly grade level meetings to review best practices in math and student data.	Other	09/30/2013	05/16/2014	$0	Classroom teachers
Family Vacations	Principal will require families to preapprove all family vacations. Only five days will be excused for such occasion. Principal will forward all excused absences to classroom teacher and attendance clerk.	Other	08/19/2013	05/16/2014	$0	Classroom teacher, attendance clerk, parents, and principal
				Total	$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By

Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	$20000
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$10000
3	Prepare and Support Teachers and Leaders to Gradute College and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$20000

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Reading and in Mathematics by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy 1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis

may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and

monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: http://www.ascd.org/ascd-express/vol5/508-fenton.aspx

Activity - Data Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Technology	09/09/2013	05/27/2016	$20000	District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy 1:

Communication Services - All Florence City School employees will have access to email for commjunication and collaboration purposes. In addition, employees,

students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the

district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf

Activity - Web Hosting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology	08/19/2013	05/27/2016	$10000	District Funding	Tech Director

Goal 3: Prepare and Support Teachers and Leaders to Gradute College and Career-Ready Students

Measurable Objective 1:

demonstrate a behavior showing that teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy 1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Online Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology	08/19/2013	05/27/2016	$0	No Funding Required	Tech Director

Activity - Conference Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning	08/26/2013	05/27/2016	$20000	District Funding	Certified staff

Activity - Tech Tuesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning	09/09/2013	05/27/2016	$0	No Funding Required	Instructional Coach, Media Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Dashboard	Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Technology	09/09/2013	05/27/2016	$20000	District and School-based administrators, Instructional Technology Coaches, Academic Leaders
Conference Attendance	Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning	08/26/2013	05/27/2016	$20000	Certified staff
Web Hosting	Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology	08/19/2013	05/27/2016	$10000	Tech Director
				Total	$50000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tech Tuesday	Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning	09/09/2013	05/27/2016	$0	Instructional Coach, Media Specialist
Online Course	Develop and implement online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology	08/19/2013	05/27/2016	$0	Tech Director
				Total	$0	

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

Forest Hills convenes an annual meeting 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 schoolwide plan through collaborative meetings.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

Forest Hills works hard to involve parents in the implementation of the schoolwide 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 with the school and also through the system's Parent Advisory Committee. 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.

**3. 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.**

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.

4. 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).

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;

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 during annual and requested conferences during which the School-Parent Compact is reviewed as a reminder of the partnership.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In the fall of each year, the administration and faculty outlines specific ways that parents may contact the school personnel. Currently, no specific procedure is in place, but principal 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.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (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.

6b. 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 NCLB Section 1118, 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 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)

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 my be used to strengthen parents' ability to help students at home.

6c. 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 NCLB Section 1118, 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)

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.

6d. 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 NCLB Section 1118, 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 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.

6e. 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 NCLB Section 1118, 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 those students whose home language is not English.

6f. 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 NCLB Section 1118, 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 provided multiple opportunities for involvement at school.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

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 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.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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?

The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Data reviewed in the planning process included:

2013-14 ACT Aspire data, discipline data, attendance data, Educate Alabama data, DIBELS data, EL data, AAA data, technology survey data, STAR data, and AR data. 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 meeting.

2. What were the results of the comprehensive needs assessment?

Areas above the expected level for grades K-2 (Spring 2014)

- The DIBELS composite score for grades K-2 was at least 85% at or above benchmark, based on the end-of-year scores.
- Kindergarten - NWF (CLS)- 87% at or above benchmark
- 1st Grade - NWF (WWR) - 92% at or above benchmark
- 1st Grade - ORF (Retell) - 80% at or above benchmark
- 2nd Grade - DORF (Words Correct) - Increased from 72% at or above benchmark in fall 2013 to 86% at or above benchmark in spring 2014.
- 2nd Grade - DORF Retell increased from 74% at or above benchmark to 85% at or above benchmark.
Based on the ACT Aspire, given to grade 3-4, the following areas were at or above the expected level of performance in reading and math.

READING
- Reading ACT Readiness Benchmark: Gr. 3 - 50.36%; Gr. 4 - 68.52%
- Key Ideas and Details ACT Readiness Range: Gr. 3 - 55.4%; Gr. 4 - 55.6%
- Craft and Structure ACT Readiness Range: Gr. 4 - 72.84%
- Integration of Knowledge and Ideas ACT Readiness Range: 67.28%

MATH - ACT READINESS
- Foundations: Gr. 3 - 70%; Gr. 4 - 62%
- Justifications & Explanation: Gr. 3 - 66%; Gr. 4 - 76%
- Modeling: Gr 3 - 74%; Gr. 4 - 64%
- Number & Operations (Fractions): Gr. 4 - 70%
- Number & Operations (Base 10): Gr. 3 - 51%; Gr. 4 - 83%
- Operations & Algebraic Thinking: Gr. 3 - 58%; Gr. 4 - 77%
- Geometry - Gr. 3 - 56%; Gr. 4 - 70%
- Measurement & Data: Gr. 4 - 66%

Based on the 2013-14 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) - 12% did not benchmark

1st - NWF (WWR) - 8%

1st (Oral Reading Fluency - ORF) - 21%

2nd (ORF) - 13%

Based on the 2012-13 DIBELS data in grades K-2, the following percentage of students did not meet the expected level of performance:

K (Nonsense Word Fluency - NWF) - 16% did not benchmark

1st (NWF) - 10%

1st (Oral Reading Fluency - ORF) -13 %

2nd (ORF) - 19%

Based on the 2011-12 DIBELS data in grades K-2, the following percentage of students did not meet the expected level of performance:

K (Nonsense Word Fluency - NWF) - 17% did not benchmark

1st (NWF) - 9%

1st (Oral Reading Fluency - ORF) - 14%

2nd (ORF) - 15%

The ACT Aspire was piloted during the 2012-13 school year, but no scores were provided to the school. Based on the 2013-2014 ACT Aspire data in grades 3 and 4, the following percentage of students scored in the readiness levels of "close" or "in need of support" :

3rd (Reading Readiness) - 49%

(Math)- 29%

4th (Reading) - 31%

(Math) - 29%

3. What conclusions were drawn from the results?

For grades K-2 (DIBELS):

1. A significant gain of 22% was shown in the composite scores from fall 2013 to spring 2014 in Kindergarten

2. Only 1% of Kindergarten students scored below benchmark at the end of the 2013-2014 school year in NWF (CLS).

3. First grade students had a gain of 41% (51% to 92%) in NWF (WWR) at the end of 2013-14 school year.

4. 80% of first grade students scored at or above benchmark on DORF Retell at the end of the 2013-2014.

5. Second grade students had a DORF accuracy of 98% at the end of the 2013-2014 school year.

6. Second grade students had a DORF Retell of 85% at the end of the 2013-2014 school year.

For Grades 3-4 (ACT Aspire):

1. There was a 20% increase of student achievement in 6 out of the 12 areas in the reading and mathematics portions of the ACT Aspire from grade 3 to 4.

Grades K-2

The composite scores for grades K-2 at the end of the 2013-2014 school year on DIBELS were at or above 85% benchmark.

Grades 3-4

1. For grade 3:

- In the reading portion of the ACT Aspire, 55% of students scored "ready" or "exceeding" in the category of Key Ideas & Details.

- In the mathematics portion of the ACT Aspire, 74% of students scored "ready" or "exceeding" in the category of Modeling.

2. For grade 4:

- In the reading portion of the ACT Aspire, 73% of students scored "ready" or "exceeding" in the category of Craft & Structure.

- In the mathematics portion of the ACT Aspire, 83% of students scored "ready" or "exceeding" in the category of Number & Operations Base 10.

Based on the 2013-14 end of year scores on DIBELS Next, first grade showed a 8% decrease in oral reading fluency when compared to the 2013-14 data.

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

Forest Hills Elementary has approximately 812 students enrolled for the 2013-14. Based on the parent surveys and input from parents meetings, students and parents are satisfied with the high level of expectations and instruction as we seek to prepare students for the next level of learning. However, increased attention will be given to strategies that will decrease the achievement gap between subgroups based on the 2013-14 achievement data. The end of the year composite scores for DIBELS Next showed an an increase in the number of Black/African American students who scored in the intensive range. However, all subgroups reached the benchmark level at least 81% or above.

5. 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 2013-14 school year.

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

School goals were determined by the results of a review of the assessment data and needs assessments from 2012-13 and 2013-14

7. 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 will make suggestions or assign a teacher to provide tier 3 instruction.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Nonsense Word Fluency (CLS) in Reading by 05/29/2015 as measured by winter and spring DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/29/2015 as measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy1:

Strategic Lessons - Teachers will present daily differentiated reading lessons and engage students in small group lessons/activities based on the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction			08/29/2014	01/30/2015	$0 - No Funding Required	Classroom teacher, Instructional Coach, & Principal

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Strategy2:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings	Professional Learning			09/05/2014	05/29/2015	$0 - No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Strategy3:

Reading Intervention - Title I Teacher, Instructional Coach, and Special Education Teachers, Title I Assistants will provide additional tier II and III support to students considered the most at-risk.

Research Cited: The Wonders (McGraw-Hill) provides additional interventions for students not meeting standards.

Activity - Small Group Instruction (Tier II & III)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention support provided in small groups	Direct Instruction			08/18/2014	05/29/2015	$0 - No Funding Required	Title I Teacher, Title I Assistants & Special Education Teachers

Activity - Response to Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program			09/22/2014	05/07/2015	$0 - No Funding Required	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)

Measurable Objective 3:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Measurable Objective 4:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Goal 2:

All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/29/2015 as measured by the enVisions weekly and topic assessments.

Strategy1:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides to develop engaging lessons for the purpose of providing Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other			08/18/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations by administration	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

Strategy2:

Math Intervention - Students will receive additional small group instruction based on weekly formative assessments and topic tests.

Research Cited: The enVision Math series is researched-based math program.

Activity - AMSTI Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Specialists will provide professional development onsite for all teachers.	Academic Support Program			09/05/2014	05/29/2015	$0 - No Funding Required	AMSTI Specialists, Math Intervention Teacher, & Principal

Activity - 3rd & 4th Grade Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Teacher will provide additional small group math instruction.	Academic Support Program			08/18/2014	05/29/2015	$0 - No Funding Required	Math Intervention Teacher

Strategy3:

Teacher Collaboration & Planning - Teachers will meet monthly in grade level planning meetings to discuss what supports during instruction have increased student achievement.

Research Cited: enVisions Math & Best Practices

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings to review best practices in math and student data.	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Goal 3:

All students at Forest Hills Elementary School will meet or exceed the State attendance goal

Measurable Objective 1:

demonstrate a behavior of at least 95% or above in attendance by 05/29/2015 as measured by the nine month student attendance rate for the 2014-2015 school year.

Strategy1:

Monitor Attendance - Daily attendance will be monitored by office staff and principal to increase daily student attendance and decrease the

number of tardies.

Research Cited: Increased attendance results in higher academic achievement

Activity - Increasing Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, teacher and classroom teacher will monitor attendance to decrease the number of excessive absences, tardies, check-ins and check-outs. Parents will be contacted by phone and/or letter as part of this activity.	Other			08/29/2014	05/29/2015	$0 - No Funding Required	Classroom teacher, attendance clerk, and principal

Activity - Family Vacations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will require families to preapprove all family vacations. Only five days will be excused for such occasion. Principal will forward all excused absences to classroom teacher and attendance clerk.	Other			08/19/2014	05/29/2015	$0 - No Funding Required	Classroom teacher, attendance clerk, parents, and principal

Goal 4:

Adequate Progress in Language Acquisition (APLA)

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by making AMAO-A (APLA 0.5 gain) in English Language Arts by 05/28/2014 as

measured by by data on the ACCESS Test for ELL's.

Strategy1:

Student Goal Setting - ESL and classsroom teachers will schedule EL Committee Meetings to set individual goals for all ELL's. The EL

Committee will write IELP's for each student.

Research Cited: WIDA, ACCESS

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to determine if students are making Adequate Progress in Language Acquisition. EL Data Sheet will be updated in EL Committee Meetings to set Student Goals.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Committee

Activity - Ongoing Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward the attainment of language goals will be monitored bi-annually by the EL Committee and students that are not making progress will have their IELP adjusted.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Committee

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method for EL students to ensure that students are obtaining language objectives and content objectives simultaneously.	Direct Instruction			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, Classroom teachers

Activity - IELP Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Committee will develop IELP's which include research based accommodations for EL students in the classroom.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Comittee, classroom teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Measurable Objective 2:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Measurable Objective 3:

90% of All Students will demonstrate a proficiency in Nonsense Word Fluency (CLS) in Reading by 05/29/2015 as measured by winter and spring DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly;

Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Measurable Objective 4:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/29/2015 as

measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy1:

Strategic Lessons - Teachers will present daily differentiated reading lessons and engage students in small group lessons/activities based on

the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction			08/29/2014	01/30/2015	$0 - No Funding Required	Classroom teacher, Instructional Coach, & Principal

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Strategy2:

Reading Intervention - Title I Teacher, Instructional Coach, and Special Education Teachers, Title I Assistants will provide additional tier II

and III support to students considered the most at-risk.

Research Cited: The Wonders (McGraw-Hill) provides additional interventions for students not meeting standards.

Activity - Small Group Instruction (Tier II & III)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention support provided in small groups	Direct Instruction			08/18/2014	05/29/2015	$0 - No Funding Required	Title I Teacher, Title I Assistants & Special Education Teachers

Activity - Response to Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program			09/22/2014	05/07/2015	$0 - No Funding Required	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)

Strategy3:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings	Professional Learning			09/05/2014	05/29/2015	$0 - No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Goal 2:

All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/29/2015 as measured by the enVisions weekly and topic assessments.

Strategy1:

Math Intervention - Students will receive additional small group instruction based on weekly formative assessments and topic tests.

Research Cited: The enVision Math series is researched-based math program.

Activity - 3rd & 4th Grade Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Teacher will provide additional small group math instruction.	Academic Support Program			08/18/2014	05/29/2015	$0 - No Funding Required	Math Intervention Teacher

Activity - AMSTI Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Specialists will provide professional development onsite for all teachers.	Academic Support Program			09/05/2014	05/29/2015	$0 - No Funding Required	AMSTI Specialists, Math Intervention Teacher, & Principal

Strategy2:

Teacher Collaboration & Planning - Teachers will meet monthly in grade level planning meetings to discuss what supports during instruction have increased student achievement.

Research Cited: enVisions Math & Best Practices

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings to review best practices in math and student data.	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Strategy3:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides to develop engaging lessons for the purpose of providing Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other			08/18/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations by administration	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Measurable Objective 2:

90% of All Students will demonstrate a proficiency in Nonsense Word Fluency (CLS) in Reading by 05/29/2015 as measured by winter and spring DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly;

Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Measurable Objective 3:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/29/2015 as measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy1:

Strategic Lessons - Teachers will present daily differentiated reading lessons and engage students in small group lessons/activities based on the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction			08/29/2014	01/30/2015	$0 - No Funding Required	Classroom teacher, Instructional Coach, & Principal

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Strategy2:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings	Professional Learning			09/05/2014	05/29/2015	$0 - No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Strategy3:

Reading Intervention - Title I Teacher, Instructional Coach, and Special Education Teachers, Title I Assistants will provide additional tier II and III support to students considered the most at-risk.

Research Cited: The Wonders (McGraw-Hill) provides additional interventions for students not meeting standards.

Activity - Small Group Instruction (Tier II & III)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention support provided in small groups	Direct Instruction			08/18/2014	05/29/2015	$0 - No Funding Required	Title I Teacher, Title I Assistants & Special Education Teachers

Activity - Response to Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program			09/22/2014	05/07/2015	$0 - No Funding Required	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)

Measurable Objective 4:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly;

Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Goal 2:

All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/29/2015 as

measured by the enVisions weekly and topic assessments.

Strategy1:

Teacher Collaboration & Planning - Teachers will meet monthly in grade level planning meetings to discuss what supports during instruction

have increased student achievement.

Research Cited: enVisions Math & Best Practices

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings to review best practices in math and student data.	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Strategy2:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides to develop engaging lessons for the purpose of providing Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations by administration	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other			08/18/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Strategy3:

Math Intervention - Students will receive additional small group instruction based on weekly formative assessments and topic tests.

Research Cited: The enVision Math series is researched-based math program.

Activity - 3rd & 4th Grade Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Teacher will provide additional small group math instruction.	Academic Support Program			08/18/2014	05/29/2015	$0 - No Funding Required	Math Intervention Teacher

Activity - AMSTI Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Specialists will provide professional development onsite for all teachers.	Academic Support Program			09/05/2014	05/29/2015	$0 - No Funding Required	AMSTI Specialists, Math Intervention Teacher, & Principal

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly;

Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Measurable Objective 2:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly;

Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Measurable Objective 3:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/29/2015 as measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy1:

Strategic Lessons - Teachers will present daily differentiated reading lessons and engage students in small group lessons/activities based on the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction			08/29/2014	01/30/2015	$0 - No Funding Required	Classroom teacher, Instructional Coach, & Principal

Strategy2:

Reading Intervention - Title I Teacher, Instructional Coach, and Special Education Teachers, Title I Assistants will provide additional tier II and III support to students considered the most at-risk.

Research Cited: The Wonders (McGraw-Hill) provides additional interventions for students not meeting standards.

Activity - Small Group Instruction (Tier II & III)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention support provided in small groups	Direct Instruction			08/18/2014	05/29/2015	$0 - No Funding Required	Title I Teacher, Title I Assistants & Special Education Teachers

Activity - Response to Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program			09/22/2014	05/07/2015	$0 - No Funding Required	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)

Strategy3:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings	Professional Learning			09/05/2014	05/29/2015	$0 - No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Measurable Objective 4:

90% of All Students will demonstrate a proficiency in Nonsense Word Fluency (CLS) in Reading by 05/29/2015 as measured by winter and spring DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Goal 2:

All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/29/2015 as measured by the enVisions weekly and topic assessments.

Strategy1:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides to develop engaging lessons for the purpose of providing Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations by administration	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other			08/18/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Strategy2:

Teacher Collaboration & Planning - Teachers will meet monthly in grade level planning meetings to discuss what supports during instruction have increased student achievement.

Research Cited: enVisions Math & Best Practices

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings to review best practices in math and student data.	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Strategy3:

Math Intervention - Students will receive additional small group instruction based on weekly formative assessments and topic tests.

Research Cited: The enVision Math series is researched-based math program.

Activity - 3rd & 4th Grade Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Teacher will provide additional small group math instruction.	Academic Support Program			08/18/2014	05/29/2015	$0 - No Funding Required	Math Intervention Teacher

Activity - AMSTI Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Specialists will provide professional development onsite for all teachers.	Academic Support Program			09/05/2014	05/29/2015	$0 - No Funding Required	AMSTI Specialists, Math Intervention Teacher, & Principal

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/29/2015 as measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy1:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings	Professional Learning			09/05/2014	05/29/2015	$0 - No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Strategy2:

Strategic Lessons - Teachers will present daily differentiated reading lessons and engage students in small group lessons/activities based on the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction			08/29/2014	01/30/2015	$0 - No Funding Required	Classroom teacher, Instructional Coach, & Principal

Strategy3:

Reading Intervention - Title I Teacher, Instructional Coach, and Special Education Teachers, Title I Assistants will provide additional tier II and III support to students considered the most at-risk.

Research Cited: The Wonders (McGraw-Hill) provides additional interventions for students not meeting standards.

Activity - Small Group Instruction (Tier II & III)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention support provided in small groups	Direct Instruction			08/18/2014	05/29/2015	$0 - No Funding Required	Title I Teacher, Title I Assistants & Special Education Teachers

Activity - Response to Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet to provide interventions for students not meeting standards.	Academic Support Program			09/22/2014	05/07/2015	$0 - No Funding Required	Problem Solving Team (Principal, Special Ed Teacher, Title I Teacher, Instructional Coach, Classroom teachers, and Guidance Counselors)

Goal 2:

All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/29/2015 as measured by the enVisions weekly and topic assessments.

Strategy1:

Math Intervention - Students will receive additional small group instruction based on weekly formative assessments and topic tests.

Research Cited: The enVision Math series is researched-based math program.

Activity - AMSTI Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Specialists will provide professional development onsite for all teachers.	Academic Support Program			09/05/2014	05/29/2015	$0 - No Funding Required	AMSTI Specialists, Math Intervention Teacher, & Principal

Activity - 3rd & 4th Grade Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Teacher will provide additional small group math instruction.	Academic Support Program			08/18/2014	05/29/2015	$0 - No Funding Required	Math Intervention Teacher

Strategy2:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides to develop engaging lessons for the purpose of providing Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other			08/18/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations by administration	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

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

Goal 1:

Adequate Progress in Language Acquisition (APLA)

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by making AMAO-A (APLA 0.5 gain) in English Language Arts by 05/28/2014 as measured by by data on the ACCESS Test for ELL's.

Strategy1:

Student Goal Setting - ESL and classsroom teachers will schedule EL Committee Meetings to set individual goals for all ELL's. The EL Committee will write IELP's for each student.

Research Cited: WIDA, ACCESS

Activity - IELP Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Committee will develop IELP's which include research based accommodations for EL students in the classroom.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Comittee, classroom teachers

Activity - Ongoing Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward the attainment of language goals will be monitored bi-annually by the EL Committee and students that are not making progress will have their IELP adjusted.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Committee

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to determine if students are making Adequate Progress in Language Acquisition. EL Data Sheet will be updated in EL Committee Meetings to set Student Goals.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Committee

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method for EL students to ensure that students are obtaining language objectives and content objectives simultaneously.	Direct Instruction			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, Classroom teachers

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students at Forest Hills Elementary School will meet and/or exceed grade level profiency in reading.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/29/2015 as measured by data from the spring and fall DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly; Benchmic - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and unit assessments in Reading by 05/29/2015 as measured by the Wonders (McGraw-Hill) weekly & unit assessments.

Strategy1:

Teacher Collaboration & Planning - Teachers will collaborate in monthly grade level meetings to discuss what supports students need based on the weekly and unit item analysis. This analysis will be determine if the CCRS standards are being taught and if students are mastering them.

Research Cited: The Wonders Reading Series (McGraw-Hill), which is research-based, is the primary tool used to teach the CCRS Standards. Additional supports will be used by the classroom teachers to reinforce needed skills.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings	Professional Learning			09/05/2014	05/29/2015	$0 - No Funding Required	Classroom teachers, Grade Level Academic Leaders, & principal

Strategy2:

Strategic Lessons - Teachers will present daily differentiated reading lessons and engage students in small group lessons/activities based on the CCRS Standards.

Research Cited: CCRS is researched based.

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all reading lessons on the CCRS Standards.	Direct Instruction			08/29/2014	01/30/2015	$0 - No Funding Required	Classroom teacher, Instructional Coach, & Principal

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using EDUCATE Alabama.	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Measurable Objective 3:

90% of All Students will demonstrate a proficiency in Nonsense Word Fluency (CLS) in Reading by 05/29/2015 as measured by winter and spring DIBELS benchmark testing.

Strategy1:

DIBELS Next - Teachers will progress monitor students based on their instructional level (Intensive - weekly; Strategic - bi-monthly;

Benchmark - monthly)

Research Cited: DIBELS Next is a researched based assessment for testing early literacy skills.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Leaders for each grade level will lead data meetings throughout the year per the academic calendar and report findings to principal and instructional coach.	Academic Support Program			09/22/2014	05/29/2015	$0 - No Funding Required	Academic Leaders, Instructional Coach, & Principal

Activity - Online Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will turn in progress monitoring reports bi-monthly to the Instructional Coach who will enter data online. Teachers will then be given updated graphs for mapping the progress of each student.	Academic Support Program			10/13/2014	05/29/2015	$0 - No Funding Required	Instructional Coach, Classroom Teachers, & Principal

Goal 2:

All students at Forest Hills Elementary School will meet or exceed State standards in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% mastery on weekly and topic assessments in Mathematics by 05/29/2015 as measured by the enVisions weekly and topic assessments.

Strategy1:

Teacher Collaboration & Planning - Teachers will meet monthly in grade level planning meetings to discuss what supports during instruction have increased student achievement.

Research Cited: enVisions Math & Best Practices

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings to review best practices in math and student data.	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings	Other			09/22/2014	05/29/2015	$0 - No Funding Required	Principal, Instructional Coach, Academic Leaders, Classroom Teachers, Title I Teachers, Title I Assistants. Special Education Teachers

Strategy2:

Strategic Lessons - Teachers will use the CCRS Standards and math pacing guides to develop engaging lessons for the purpose of

providing Tier I and II instruction.

Research Cited: enVisions is a research-based mathematics program.

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations by administration	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formal and informal observations	Other			10/03/2014	05/29/2015	$0 - No Funding Required	Principal & Assistant Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the item analysis to determine student achievement and gaps in instruction.	Other			08/18/2014	05/29/2015	$0 - No Funding Required	Classroom teachers

Strategy3:

Math Intervention - Students will receive additional small group instruction based on weekly formative assessments and topic tests.

Research Cited: The enVision Math series is researched-based math program.

Activity - AMSTI Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Specialists will provide professional development onsite for all teachers.	Academic Support Program			09/05/2014	05/29/2015	$0 - No Funding Required	AMSTI Specialists, Math Intervention Teacher, & Principal

Goal 3:

Adequate Progress in Language Acquisition (APLA)

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by making AMAO-A (APLA 0.5 gain) in English Language Arts by 05/28/2014 as measured by by data on the ACCESS Test for ELL's.

Strategy1:

Student Goal Setting - ESL and classsroom teachers will schedule EL Committee Meetings to set individual goals for all ELL's. The EL Committee will write IELP's for each student.

Research Cited: WIDA, ACCESS

Activity - IELP Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Committee will develop IELP's which include research based accommodations for EL students in the classroom.	Other			10/15/2013	05/28/2014	$0 - No Funding Required	EL Facilitators, EL Comittee, classroom teachers

Goal 4:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Reading and in Mathematics by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: http://www.ascd.org/ascd-express/vol5/508-fenton.aspx

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Technology			09/09/2013	05/27/2016	$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

3. 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 Highly Qualified Teachers

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

Forest Hills has a total of 63 certified staff members and 6 left at the end of the 2013-14 school year by retirement or resignation.

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

Forest Hills has 27 teachers with a BS, 29 teachers with an MA, 6 teachers with an Ed.S, and 1 with a PhD. The average years of experience 16.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

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.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

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.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The turnover rate is considered minimal, but Forest Hills does benefit 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 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Professional development activities planned for the 2014-15 school that are high quality, effective, and researched based include:

* District Specialists and Instructional coach will conduct professional develop for the purpose of increasing student engagement in reading and math.

* Professional development data/PD days have been built into the district calendar (7 days).

* AMSTI partners will provide PD using OGAP strategies to key teachers who will turn around training to each grade level.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

* Professional development for teachers, principals, paraprofessional, and other staff are provided each fall and spring. This professional development is conducted by the superintendent.

* Principals, Instructional Coaches, and/or specific academic leaders at each school will take part in the Key Leaders Network and/or Powerful Conversations Network.

* All administrators and instructional coaches will receive PD led by Jackie Walsh for the purpose of increasing student engagement at each school.

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

Each grade level at FHES has an academic leader who provides support for new or inexperienced teachers.

4. Describe how this 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 allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. There are 7 full days of Professional Development built in the school calendar to allow professional development to be ongoing and embedded. Principal, Instructional Coach and Central Office staff will provide PD on these days and one-on-one support as needed for implementing the District's goal of increasing student engagement. Teachers provide input and feedback from these days as to their needs and the academic progress of all students during data review. Academic Leaders submit grade level notes to the principal after each PD/Data Day.

Component 6: Transition Strategies

1. 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.

* In May 2014, incoming kindergarten students were assessed by a member of our assessment teacher. This team included Title I teacher, Instructional Coach, and Kindergarten teachers. The assessment was used to determine the instructional needs of each student. Students and their parents were also given opportunity to tour the facility and meet the faculty and staff.

* Students in grades K-3 are given a tour of next year's grade level in the spring of each year as they prepare for the transition in the fall.

* Each spring Hibbett Middle School administration invites fourth grade students to their school. The day is spent touring the school, meeting teachers, eating lunch, and get to experience extracurricular opportunities.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers in grades 3-4 are given the opportunity to review assessment results from the ACT Aspire 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 Alabama College and Career Readiness Standards.

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

1. 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. If adequate progress is not made, a referral is made to the Problem Solving Team by the classroom teacher. The team develop 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.

2. 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 teachers
* Falcon After School Program

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

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.

4. 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.

Students who need additional academic support are invited to be a part of the Falcon After School Program funded through Title I.

5. 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 employee 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.

6. 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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The District applies all earned Foundation teacher units to each school accordingly. Title I funds are used to supplement the instructional programs at Forest Hills Elementary for the purpose of increasing student learning and achievement. Local resources assist in providing necessary materials, supplies, or other support as needed.

2. 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 funds are used to supplement the instructional programs by providing one teacher and 2 teacher's 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.

3. 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, vocational and technical education, and job training.

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 Elementary's 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. 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

1. 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 spring;

* Formal and informal observations by administration;

* Monthly review of student achievement data.

2. 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:

* Monthly 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 spring.

3. 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, ACT Aspire, 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 guidelines for RtI 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.

4. 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.

Coordination of Resources-Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	51.8

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	56.3

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	2.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	2716480.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	90000.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	70823.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	113323.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	56258.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	17453.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   3,064,337.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits for 2 Title I teachers, 2 Title I assistants, 20% of Parent Involvement Social Worker, 20% of EL Teacher/Facilitator; After School Program (6 positons-4 days per week/2hours per day) $20 per hour; after school bus; $500 per Title teacher for materials/supplies; $8,714 for software; teacher substitutes; $100 mat/supplies for parent involvement social worker; and travel for social worker and EL teacher.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	233820.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Salary/benefits for 1 CSR teacher ($75,078); $3,722 for professional development for faculty/staff of Forest Hills (based on $4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	78800.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

There are two EL Teacher/Facilitators; their salaries/benefits are paid 6% and 8% with Title III funds; one of the teachers is assigned to Weeden School; the other one works systemwide, so her salary/benefits are coded to a pooled account number -not accounted for by the

individual school.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are collected and expended at the school level.

Label	Question	Value
2.	Local Funds Provide the total.	0.0