

Forest Park 2018-19 Comprehensive Needs Assessment

School Mission: The mission of the Forest Park Elementary community is to provide progressive and differentiated instruction in a nurturing environment that develops a life-long love of learning and prepares students for the future.

School Motto: Do the right thing today and no regrets tomorrow

Core Values:

- High Academic Achievement
- Open Communication Between Teachers/Parents/Students
- Data Driven Decision Making
- Continuous Improvement
- Nurturing and Positive Environment

Ranger Habits

- R espect
- A ttitude (a good attitude)
- N ever Give Up
- G ratitude
- E xcellence
- R esponsibility

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Focus Area 1: Leadership

Goal: to improve adult practices that support student achievement

Forest Park practices distributive or shared decision-making to improve adult practices that support student achievement. We will *continue to implement* a “team” structure to reflect distributive leadership in our school community. Currently, our master schedule reflects adequate time for the various building level teams to meet regularly to improve instructional practices as well as engage with our parents and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure.

For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool

[<http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.pdf>] to assess the current status of key elements of a shared decision-making system. As an instructional leadership team, we have identified areas that need improvement. Each area is aligned to appropriate indicators of effectiveness. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Indicators:

ID01: A team structure is officially incorporated into the school governance policy.

ID04: All teams prepare agendas for their meetings.

ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

IE01: Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting the goals.

IE03: The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

IE09: Principal helps poorly performing teachers to improve.

Professional Development:

- EdReflect training for administration and teachers, and on-going technical assistance with uploading artifacts, self-reflection, etc.
- New assistant principal training, ADE sponsored

Focus Area 2: Effective Instructional Practice

Goal: to improve instructional practices that support student achievement

Forest Park will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level, our instructional staff will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as Kagan’s Cooperative Learning, Blended Instructional Models, Gradual Release Model, Marzano’s Instructional Framework, Madeline Hunter’s ITIP Teaching Model, Dweck’s Growth Mindset, Gregory and Kaufeldt’s The Motivated Brain, and focused handwriting instruction/practice.

Our expectation is that at least 90% of our core content teachers will integrate a combination of selected strategies on a daily basis.

Our instructional teams are:

- Kindergarten: Ranger Explorers
- 1st Grade: Imagination Station
- 2nd Grade: Foundations of Discovery
- 3rd Grade: Spirit of Adventure
- 4th Grade: Art of Learning
- 5th Grade: Take Flight

Corresponding Educational Experience(s) (Field Trip(s))

- Little Rock Zoo and Arkansas Art Center Theater
- Arkansas Symphony/Ballet: Nutcracker
- Museum of Discovery and Arkansas Art Center Theater
- Heifer Project and Thunder Over the Rock (Air Force)
- Crystal Bridges
- Space Camp

Teams focus on developing standards based units of instruction along with pre/post testing, and common formative assessments provided through ThinkCentral/Journeys. These units helped us deliver instruction more uniformly by content and by grade level. The “common” unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy assisted us in identifying gaps in our curriculum. Our goal is to continue this practice.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in IndiStar. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level

IIA02: Units of instruction include standards-based objectives and criteria for mastery

IID04: The school maintains a central database that includes each student’s test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.

IID11: Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of

tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.

Classroom Instruction

IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.

IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment (NWEA-MAP Growth and ACT Aspire)
- Provide support to grade level teams to support their understanding of aligned instructional units (<http://www.indistar.org/app/Resources/IndicatorResources/UnitsofInstruction.pdf>)
<http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf>
- District Level literacy and math specialists provide PD and resources that support Effective Instructional Practices.

Focus Area 3: Achievement

Goal: to improve core instructional practices that support student achievement and growth.

Forest Park's Leadership Team acts as the primary conduit of communication for our school community. All of our stakeholders (students, teachers, staff, parents, PTA Academic Advisory Committee, and community partners) know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy are to increase achievement in fluency and comprehension and open response (content and practical). Students in specific achievement gap populations will increase achievement in comprehensive literacy. We analyzed norm-referenced data from the NWEA-MAP and the ACT Aspire, as well as interim assessments. We also used specific literacy

assessments, such as Dibels and WRAP to determine those areas in literacy that are most challenging to our students.

Supporting Data

Attendance Rate: 2015: 96.6%
 2016: 98.6%
 2017: 99.5%

2017 School Rating: A (89.39)

<u>Population</u>	<u>2016 Index Score</u>	<u>2017 Index Score</u>
All Students	91.23	89.39
Black or African American (15.5%)	79.11	78.13
Hispanic/Latino (5.4%)	87.22	94.53
White (73.6%)	92.43	91.52
Economically Disadvantaged (18%)	86.58	77.99
English Learners (5%)	102.86	86.18
Students with Disabilities (9%)	66.49	68.35

- Based on percentage of population, the only statistically significant groups included in TAGG (Targeted Achievement Gap Group) are African-American and Economically Disadvantaged.
- Overall score is statistically the same from 2016 to 2017, as is the African-American and White score.
- Economically Disadvantaged score declined by 8.68 points, indicating a possible area of concern.

Achievement Data: Literacy

Grade 1

- All students meeting or exceeding expectations in Reading Comprehension has increased 13 points since 14-15, from 76% to 89%

Grade 2

- All students meeting or exceeding expectations in Reading Comprehension has statistically remained **constant**, increasing only 3 points since 14-15, from 76% to 79%.

Grade 3

Little Rock School District - 6001000

Forest Park Elementary School - 6001024

SECTION: Achievement

	Tested 2016-17	2014-2015						2015-2016						2016-2017							
		Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Literacy																					
All Students Percentage of Students	100.00	0.00	1.43	15.71	55.71	27.14	82.86	12.50	12.50	20.31	54.89	75.00	33.09	38.82	17.74	11.29	14.52	50.45	70.97	33.83	42.22
All Students Number of Students								11	7	9	35	44									
TAGG	100.00	0.00	5.00	30.00	45.00	20.00	65.00	23.53	17.85	17.85	41.18	58.82	23.31	30.00	35.00	20.00	5.00	40.00	45.00	25.16	32.65
African American	100.00	0.00	7.69	15.38	61.54	15.38	76.92	RV	RV	RV	RV	RV	22.38	22.03	40.00	10.00	20.00	30.00	50.00	23.61	23.52
Hispanic	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	21.54	32.15	RV	RV	RV	RV	RV	25.41	36.00
Caucasian	100.00	0.00	0.00	15.69	56.88	27.45	84.31	10.00	14.00	18.00	58.00	76.00	69.33	45.60	14.69	10.64	14.69	59.57	74.47	68.00	49.47
Economically Disadvantaged	100.00	0.00	6.25	31.25	50.00	12.50	62.50	18.18	9.09	9.09	63.64	72.73	23.59	30.24	42.86	7.14	7.14	42.86	50.00	23.87	32.99
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	6.78	15.67	RV	RV	RV	RV	RV	9.19	14.83
Limited English Proficient	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	25.09	25.75	RV	RV	RV	RV	RV	30.00	23.93
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																					
Female	100.00	0.00	2.38	16.67	40.48	40.48	80.95	10.34	17.24	13.79	58.62	72.41	38.37	42.99	12.50	6.25	15.63	65.63	81.25	38.28	47.71
Male	100.00	0.00	0.00	14.29	78.57	7.14	85.71	14.29	8.57	25.71	51.43	77.14	27.73	34.80	23.33	16.67	13.33	46.67	60.00	29.74	36.95
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- All students exceeding expectations has **increased** by 29.3 points since 14-15, although as a whole, the number of students meeting or exceeding has declined by 12 points.
- TAGG group has **declined** by about 20 points.
- African-American has **declined** by about 27 points.
- Economically Disadvantaged has **declined** by about 13 points from 14-15 and 23 points from 15-16.

Grade 4

Little Rock School District - 6001000

Forest Park Elementary School - 6001024

SECTION: Achievement

	Tested 2016-17	2014-2015						2015-2016						2016-2017							
		Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Literacy																					
All Students Percentage of Students	100.00	0.00	0.00	16.42	71.64	11.94	83.58	5.71	10.00	20.00	64.29	84.29	34.75	40.50	5.71	10.00	21.43	62.86	84.29	40.83	49.37
All Students Number of Students								4	7	15	44	59									
TAGG	100.00	0.00	0.00	35.71	57.14	7.14	64.29	17.39	26.09	17.39	39.13	56.52	22.74	30.82	11.76	17.85	23.53	47.06	70.59	30.49	39.14
African American	100.00	0.00	0.00	40.00	60.00	0.00	60.00	8.33	33.33	16.67	41.67	58.33	23.31	21.99	16.67	25.00	41.67	16.67	58.33	29.50	29.13
Hispanic	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	23.02	35.03	RV	RV	RV	RV	RV	32.35	42.38
Caucasian	100.00	0.00	0.00	11.32	73.58	15.09	88.68	1.96	3.92	23.53	70.59	94.12	73.31	47.25	2.00	6.00	20.00	72.00	92.00	79.48	57.14
Economically Disadvantaged	100.00	0.00	0.00	38.46	53.85	7.69	61.54	16.67	33.33	11.11	38.89	50.00	22.76	31.22	9.09	18.18	27.27	45.45	72.73	29.93	39.73
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	10.43	14.44	RV	RV	RV	RV	RV	10.24	15.77
Limited English Proficient	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	24.82	29.60	RV	RV	RV	RV	RV	29.80	29.23
Number of recently arrived LEP students not assessed in 4th Grade Literacy																					
Female	100.00	0.00	0.00	8.33	77.78	13.89	91.67	5.13	7.69	17.95	69.23	87.18	37.71	45.71	0.00	6.45	16.13	77.42	93.55	46.38	54.73
Male	100.00	0.00	0.00	25.81	64.52	9.68	74.19	6.45	12.90	22.58	58.06	80.85	31.99	35.54	10.26	12.82	25.84	51.28	76.02	35.33	44.21
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	0.00	---	---	---	---	---	---	---	---

- All students meeting or exceeding expectations has remained statistically the same.
- TAGG and African-American groups have remained the same.
- Economically Disadvantaged **increased** by about 23 points from 15-16.

Grade 5

Little Rock School District - 6001000

Forest Park Elementary School - 6001024

SECTION: Achievement

	Tested 2016-17	2014-2015						2015-2016						2016-2017							
		Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
5th Grade Literacy																					
All Students Percentage of Students	100.00	0.00	0.00	20.97	64.52	14.52	79.03	6.90	5.17	29.31	58.62	87.93	42.08	50.47	4.48	5.97	23.88	65.67	89.55	46.69	55.45
All Students Number of Students															3	4	16	44	60		
TAGG	100.00	0.00	0.00	35.71	64.29	0.00	64.29	18.18	18.18	27.27	36.36	63.64	31.23	39.77	14.29	19.05	38.10	28.57	66.67	36.95	45.13
African American	100.00	RV	RV	RV	RV	RV	RV	36.36	18.18	27.27	18.18	45.45	32.16	31.03	8.33	25.00	8.33	58.33	66.67	37.52	34.60
Hispanic	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	32.71	---	RV	RV	RV	RV	RV	35.48	50.84
Caucasian	100.00	0.00	0.00	16.67	64.58	18.75	83.33	0.00	2.27	27.27	70.45	97.73	78.53	58.09	1.96	1.96	27.45	68.63	96.08	80.31	62.71
Economically Disadvantaged	100.00	0.00	0.00	30.77	69.23	0.00	69.23	20.00	10.00	30.00	40.00	70.00	31.84	40.64	13.33	26.67	26.67	33.33	60.00	36.77	46.03
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.09	14.08	RV	RV	RV	RV	RV	12.55	16.29
Limited English Proficient	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	33.73	---	RV	RV	RV	RV	RV	35.63	38.96
Number of recently arrived LEP students not assessed in 5th Grade Literacy																					
Female	100.00	0.00	0.00	17.07	60.98	21.95	82.93	6.25	3.13	18.75	71.88	90.63	47.89	56.95	2.78	8.33	13.89	75.00	88.89	52.31	62.73
Male	100.00	0.00	0.00	26.57	71.43	0.00	71.43	7.69	7.69	42.31	42.31	84.62	36.31	44.34	6.45	3.23	35.48	54.84	90.32	41.38	48.53

- All students meeting or exceeding expectations has **increased** by about 11 points since 14-15.
- TAGG group has remained the same.
- African-American subgroup **increased** by about 22 points from 15-16.
- Economically Disadvantaged has stayed relatively the same.

Literacy:

Intervention: Tier I - All students at Forest Park Elementary will have access to and engage in a rigorous, standards-based Language Arts Core Curriculum that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on "best" instructional practices (i.e., differentiated instruction). When students have difficulty reaching their designated learning targets, the instructional staff at Forest Park Elementary will support those students with supplemental, tiered instructional interventions.

Program Evaluation: At the end of each quarter, at least 97% of combined student population and 90% of our TAGG students will meet or exceed targeted goals according to the LRSD interim assessment.

- Utilize the web-based Accelerated Reader book list to focus on book experiences that have a positive impact upon student achievement and motivation.
- Collaborating with PTA, provide Accelerated Reader incentives for students.
- Provide time during the instructional day for students to have sustained silent reading, maintain a reading log with personalized goal setting each quarter, and take AR tests on-line.
 - Maintain a standard of 90% accuracy for incentive recess. Students receiving 80% and above will receive additional incentives.
- Provide paraprofessional and or volunteer tutors to listen to children read aloud for students who are not at the proficient level in literacy.
- Analyze summative and interim test data from NWEA-MAP and ACT Aspire to write lesson plans and develop formative assessments using the LRSD literacy curriculum map for plan evaluation.
- Use Star Reader quarterly to assess reading range for Accelerated Reader documented on the students individual growth plans and sent home in the report card.
- Require Accelerated Reader points for each grade level/ and reading point/goal for individual students based on individual students' reading range from star reader report written in the individual growth plans.
- Coordinate parental involvement activities through using the resources of principal, parent facilitator, and PTA: family kits; no less than two parent conferences; publish newsletter; parent center; engage parents in other responsible parenting activities; and volunteer resource book.
- Implement guided writing groups to diagnose, teach, or reteach specific writing skills for mastery.
- Host a book fair during Children's Book Week, including VIPs reading day and a culminating character dress up day to promote reading at school and at home.
- Design and embed interactive technology lessons in reading for instruction and learning.

Intervention: Tier 1: Teachers will engage students in Comprehensive Literacy Approach in classroom instruction in order to increase students' fluency and comprehension. The teachers will also work closely with parents, instructional facilitators, and parent volunteers to help with the Comprehensive Literacy Approach.

Program Evaluation: At the end of each quarter, at least 97% of combined student population and 90% of our TAGG students will meet or exceed targeted goals according to the LRSD interim assessments.

- Use LRSD curriculum maps, review of Benchmark data to ensure taught areas, ACT ASPIRE, NWEA-MAP and Qualls scores for taught curriculum as a form of plan evaluation.
- Use the Houghton Mifflin reading curriculum in Pre-K through 5th grades.
- Classroom teachers and reading specialist will provide students with small group guided reading instruction to build reading comprehension skills and listening skills.

- Write and follow an individual growth plans for all students not performing at the proficient level including special education students.
- Implement Step Up to Writing methods in 1st - 5th grade to practice proper writing skills.
- Require all students to enter writing (and other content specific) competitions.
- Implement 3-5 grade gifted/talented units for pull-out program that are integrated with literacy goals and curriculum.
- Pre-K through 5th grade teachers meet weekly for planning and collaboration of instruction and learning.
- Maintain individual students' assessment portfolio to evidence strengths and weaknesses for progress monitoring and individual growth plans.
- Use the students' reading and writing assessment portfolio and individual growth plans during each semester's parent teacher conference to discuss students' performance and growth.
- Use formative reading comprehension and vocabulary assessments weekly to monitor students' progress.
- Students will use library and internet resources for research in their preparations/findings to complete a science fair project (all students in grade 5).
- Infuse geography text and library books into subject areas as applicable to the map skills and information.
- Host a school wide Spelling Bee and Geography Bee competition to increase spelling and geography skills and knowledge.
- Instruct students in a foreign language once a week during the language arts block of time as provided by a PTA paid teacher.
- Attend staff development for differentiated instruction; RTI; student rubrics; and best teaching practices, including the 8 elements of lesson design.
- Science and Social Studies Curriculum will be integrated in literacy instruction as much as possible. Teachers in professional learning communities (PLC's) will identify areas where integration can occur.
- All students will participate in literacy-infused "Constitution Week" activities, including writing to a prompt, listening and speaking skills. Activities will culminate in a "Patriotic Assembly"

Early Literacy Support

Intervention: Tier 1: Early Literacy Learning in Arkansas (ELLA) (K-1)

- Provide on-going professional development from the Response To Intervention model for differentiating instruction for students when necessary.
- Use WRAP and NWEA-MAP as summative evaluations for plan evaluations.
- Use Star Reader reports as formative assessments and as a source for writing individual growth plans for students.
- Use poetry notebooks to engage in a variety of literature.

- Implement daily open response and journal writing using the writing process collected in a writing portfolio for K-1 to monitor progress.
- Implement Houghton Mifflin PK-1 literacy curriculum.
- Implement Pre-K work sampling online: three periods of assessment during the year.
- Implement Kindergarten Readiness Indicators Checklist (KRIC): to be given end of the school year. (Qualls Early Learning Inventory)
- Promote student wellness to support academic performance in literacy by providing the following: whole group guidance, nutrition education and guidelines, guest speakers to address health topics, school health services, physical education, body mass index (BMI) literature and texts that support health education.

Intervention: Tier 1: Effective Literacy for 2nd - 5th grade

- Use Star Reader report for each child to assess reading range as a summative assessment for plan evaluation.
- Use Star Reader as a formative assessment for each students reading growth each quarter.
- Ensure teachers differentiate instruction for all students.
- Compile/Analyze Assessment data for each student in grade 2- 5 to include formative and summative assessments to write specific lesson plans that focus on student learning expectations in literacy.
- Implement literacy circles/book clubs in grades 2 - 5 to engage students in reading appropriate literature level.
- Teach all students to use graphic organizers (similarities and differences) to begin the writing process.
- Implement writing daily across the curriculum, especially science and social studies, connecting subject areas when practical.
- Use library books to extend students' knowledge of subject matter and produce Google Slides presentation of their book talk in 2nd - 5th grades.
- Cultivate a progressive classroom culture conducive to highly-engaged, student-centered literacy instruction by utilizing technology, flexible grouping and other innovative techniques.

Intervention: Tier 2 and 3 Intensive Intervention:

Approximately 15% but no more than 20% of our general education students will have difficulty reaching designated learning targets in the literacy core curriculum. Of those students, approximately 5% but no more than 10% of them will experience extreme difficulty and need intensive support. The instructional teams at Forest Park Elementary will meet the needs of these students by providing "Intensive" or Tier 3 interventions.

Program Evaluation: Effectiveness of Tier 2 and Tier 3 interventions will be determined by 15 - 20% of students having a composite score of 70% or greater on interim literacy assessments.

- Gather academic information regarding the progress of all students related to their performance on available assessment pieces in grades K - 5. Reading specialist will provide intensive small group instruction for low-performing students.
- For at least 24 weeks, provide a small-group, extended day (one hour after school) program to provide challenging academic content consistent with improving academic achievement in literacy for all students.
- Establish unbiased, rational and consistent criteria that ensure students with the greatest needs in the academic areas of literacy and mathematics are served first.
- Identify eligible student participants in the extended day program based upon the criteria covered by the design of the program.
- Ensure that parents and teachers of students selected to participate in the extended day program are informed about the program, its purpose and applicability to specific students.
- Involve the instructional staff in the appropriate training and staff development determined to best support instructional grouping, differentiated instructional grouping, differentiated instruction, and proven instructional strategies specific to skill needs.
- Administer assessments for the purpose of measuring the achievement of students participating in the extended day program weekly.
- Modify students' Academic Improvement Plans (individual growth plans, IEPs, and 504) with staff and parent input, when appropriate, according to objective evidence gleaned from the assessments.
- Produce individual student reports for parents, teachers and building leaders as necessary for determining the success of students, teacher and the extended day. Notable findings will impact continued program activities.

Math:

Supporting Data

Grade 1

- All students meeting or exceeding expectations in Math Problems has **increased** 7 points since 14-15, from 75% to 82%

Grade 2

- All students meeting or exceeding expectations in Reading Comprehension has statistically remained **constant**, increasing only 2 points since 14-15, from 78% to 80%.

Grade 3

3rd Grade Math

All Students Percentage of Students	100.00	0.00	2.88	15.71	51.43	30.00	81.43	0.00	9.38	32.81	57.81	90.63	48.91	56.17	1.59	12.70	39.68	46.03	85.71	51.33	59.53
All Students Number of Students															1	8	25	29	54		
TAGG	100.00	0.00	10.00	30.00	30.00	30.00	60.00	0.00	11.76	35.29	52.94	88.24	39.43	47.65	4.76	28.57	38.10	28.57	66.67	44.19	50.43
African American	100.00	0.00	15.38	7.69	53.85	23.08	76.92	RV	RV	RV	RV	RV	37.74	36.70	10.00	40.00	50.00	0.00	50.00	40.61	39.73
Hispanic	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	46.59	52.30	RV	RV	RV	RV	RV	48.38	55.00
Caucasian	100.00	0.00	0.00	17.65	54.90	27.45	82.35	0.00	6.00	36.00	58.00	94.00	81.38	63.45	0.00	6.38	38.30	55.32	93.62	82.81	67.01
Economically Disadvantaged	100.00	0.00	12.50	31.25	31.25	25.00	56.25	0.00	18.18	36.36	45.45	81.82	38.70	48.11	6.67	40.00	33.33	20.00	53.33	43.18	50.86
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.39	25.52	RV	RV	RV	RV	RV	19.19	25.84
Limited English Proficient	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	47.79	46.07	RV	RV	RV	RV	RV	52.29	43.24
Female	100.00	0.00	2.38	11.90	47.62	38.10	85.71	0.00	10.34	34.48	55.17	89.66	51.39	57.33	0.00	9.38	46.88	43.75	90.63	54.03	60.96
Male	100.00	0.00	3.57	21.43	57.14	17.86	75.00	0.00	8.57	31.43	60.00	91.43	46.39	55.05	3.23	16.13	32.26	48.39	80.65	48.87	58.16
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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- All students meeting or exceeding expectations has fluctuated: 81.43% in 14-15, 90.63% 15-16, and 85.71% in 16-17.
- TAGG group has also fluctuated significantly: 60% in 14-15, 88.24% in 15-16, and 66.67% in 16-17.
- African-American subgroup has **decreased** by about 27 points, from 76.92% to 50%.
- Economically Disadvantaged has fluctuated: 56.25% in 14-15, 81.82% in 15-16, and 53.33% in 16-17.

Grade 4

4th Grade Math

All Students Percentage of Students	100.00	1.49	2.99	37.31	55.22	2.99	58.21	1.43	10.00	34.29	54.29	88.57	42.26	53.97	0.00	15.71	44.29	40.00	84.29	47.85	56.27
All Students Number of Students															0	11	31	28	59		
TAGG	100.00	7.14	7.14	64.29	21.43	0.00	21.43	4.35	21.74	34.78	39.13	73.91	31.16	44.95	0.00	29.41	52.94	17.65	70.59	39.49	46.85
African American	100.00	0.00	20.00	70.00	10.00	0.00	10.00	0.00	8.33	50.00	41.67	91.67	31.58	32.92	0.00	41.67	50.00	8.33	58.33	36.20	34.55
Hispanic	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	34.51	46.72	RV	RV	RV	RV	RV	46.55	50.41
Caucasian	100.00	1.89	0.00	28.30	66.04	3.77	69.81	0.00	11.76	31.37	56.86	88.24	75.84	61.90	0.00	10.00	44.00	46.00	90.00	82.37	64.37
Economically Disadvantaged	100.00	7.69	7.69	69.23	15.38	0.00	15.38	0.00	22.22	38.89	38.89	77.78	31.16	45.52	0.00	36.36	45.45	18.18	63.64	38.93	47.44
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	13.26	22.57	RV	RV	RV	RV	RV	16.14	22.10
Limited English Proficient	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	37.50	41.51	RV	RV	RV	RV	RV	44.57	38.78
Female	100.00	2.78	0.00	44.44	50.00	2.78	52.78	0.00	15.38	30.77	53.85	84.62	44.08	55.27	0.00	12.90	45.16	41.94	87.10	49.95	57.01
Male	100.00	0.00	6.45	29.03	61.29	3.23	64.52	3.23	3.23	38.71	54.84	93.55	40.57	52.72	0.00	17.95	43.59	38.46	82.05	45.78	55.56
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	0.00	---	---	---	---	---	---	---	---

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- All students meeting or exceeding expectations has significantly **increased**, from 58.21% in 14-15 to 84.29% in 16-17.
- TAGG group has significantly **increased** from 21.43% in 14-15 to 70.59% in 16-17.
- African-American group **increased** from 10% in 14-15 to 58.33% in 16-17, though the latter number is a **decline** from 15-16 of 91.67%.
- Economically Disadvantaged **increased** from 15.38% in 14-15 to 63.64% in 16-17, though the latter number is a **decline** from 15-16 of 77.78%.

Grade 5

5th Grade Math																						
All Students Percentage of Students	100.00	0.00	9.88	19.35	50.00	20.97	70.97	0.00	15.52	50.00	34.48	84.48	39.50	48.57	2.99	16.42	37.31	43.28	80.60	41.74	53.28	
All Students Number of Students															2	11	25	29	54			
TAGG	100.00	0.00	14.29	35.71	50.00	0.00	50.00	0.00	38.38	54.55	9.09	63.64	29.09	39.02	4.78	38.10	38.10	19.05	57.14	32.12	43.19	
African American	100.00	RV	RV	RV	RV	RV	RV	0.00	54.55	45.45	0.00	45.45	29.04	28.03	0.00	25.00	41.67	33.33	75.00	29.99	29.83	
Hispanic	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	32.72	---	RV	RV	RV	RV	RV	RV	39.04	48.33
Caucasian	100.00	0.00	4.17	18.75	50.00	27.08	77.08	0.00	6.82	54.55	38.64	93.18	72.09	55.75	1.96	15.69	37.25	45.10	82.35	75.54	61.25	
Economically Disadvantaged	100.00	0.00	15.38	30.77	53.85	0.00	53.85	0.00	30.00	60.00	10.00	70.00	29.90	39.61	0.00	53.33	26.67	20.00	46.67	31.42	43.92	
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	11.86	18.03	RV	RV	RV	RV	RV	RV	12.55	18.41
Limited English Proficient	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	33.33	---	RV	RV	RV	RV	RV	RV	41.11	38.46
Female	100.00	0.00	14.63	17.07	43.90	24.39	68.29	0.00	18.75	56.25	25.00	81.25	40.98	50.23	0.00	16.67	22.22	61.11	83.33	42.44	54.71	
Male	100.00	0.00	0.00	23.81	61.90	14.29	76.19	0.00	11.54	42.31	46.15	88.46	38.04	47.01	6.45	16.13	54.84	22.58	77.42	41.08	51.92	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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- All students meeting or exceeding expectations **increased** by about 10 points from 14-15 to 16-17, from 70.97% to 80.60%.
- The TAGG group also **increased**, from 50% to 57.4%.
- The African-American sub-group significantly increased, from 45.45% in 15-16 to 75% in 16-17 (14-15 data not included because of Restricted Value (RV) = less than 10 students).
- Economically Disadvantaged fluctuated: 53.85% in 14-15, 70% in 15-16, and 46.67% in 16-17.

Math needs assessment: Leadership teams reviewed and analyzed the results from the most recent interim and summative assessments. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: 1) open response, especially in data analysis & probability, geometry and measurement strands 2) discrepancy in achievement between TAGG group and non-TAGG group. The Little Rock School District's Math Arkansas Curriculum Standards Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data revealed weakness in the areas of open response, especially in data analysis & probability, geometry and the measurement strands. We will address these weaknesses by aligning our professional development needs to support this area and ensuring targeted planning to make sure that the fidelity of core math instructional practices are in place.

Our student data also revealed that an achievement gap persists between TAGG students and non-TAGG students. We will address this weakness by (a) having designated learning targets; (b) teachers will provide grade level instruction built on best instructional practices (i.e., 8 element lesson plan, differentiated instruction); and (c) when students have difficulty reaching their designated learning targets based on progress monitoring, those students will receive supplemental, tiered instructional interventions.

Goal: Students at Forest Park Elementary will improve in the areas of critical thinking and problem solving skills in order to address identified areas of weakness: open response, especially in data analysis & probability, geometry and the measurement strands. Students in the TAGG group will increase achievement in all math areas.

Benchmark: Forest Park Elementary will meet or exceed the Growth and/or Performance goal calculated by the Arkansas Department of Education for all students and for TAGG students in Math.

Intervention: Tier 1: All students will have access to (and engaged with) a rigorous, standards-based math core curriculum that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on “best” instructional practices (i.e, 8 element lesson plan design, differentiated instruction, etc.). When students have difficulty reaching their designated learning targets, the instructional staff at Forest Park Elementary will support these students with supplemental, tiered instructional interventions.

Program Evaluation: At the end of each quarter, at least 95% of combined student population and 85% of our TAGG students will meet or exceed targeted goals according to the LRSD interim assessments .

- Assign homework practice Monday - Thursday in conjunction with the LRSD curriculum map in grades 1 - 5.
- Train and review teachers in the use of Number Talks in grades 1-5, and Every Day Math Counts in K.
- Use and or practice higher order thinking skills when instructing and practicing math at school and at home.
- Review each grade level LRSD curriculum map to ensure content and skill areas taught connect to ACT Aspire and NWEA-MAP assessment data during grade level team planning time for continued plan evaluation.
- Implement and use formative assessments to guide instruction.
- Identify low achieving math students and provide specific skill instruction and tier-two interventions in small group with classroom teacher and math facilitator.
- Use ACT ASPIRE formats of open response and released items from ACT ASPIRE when assigning math practice and formative assessments.
- Implement Entrepreneur economics unit in 4th grade gifted; Stock Market Game from Economics Arkansas in 5th grade.
- Implement movement and rhythm strategies to students for mastery of math facts in grade K - 5.
- Use Daily Oral Math, First in Math, Explore Learning (Reflex & Gizmo), Khan Academy, and computer-based practice daily for building math fluency skills in grades K - 5.
- Form after-school coding club and provide classroom instruction for grades K - 5 to engage students in the visual-spatial and critical-thinking strategies used writing code.

- Use Go Figure competition, Mathletes, and Quiz Bowl competitions for 4th and 5th grade to motivate students and increase rigor and challenge of math curriculum.
- Infuse specific art lessons to grade level appropriate math lessons.
- During weekly grade-level PLC meetings, the teachers and instructional coach will discuss Arkansas Curriculum Standards instructional strategies, as well as utilizing Go Math text and Think Central resources. They will apply these strategies in their weekly lesson plans.
- Provide after-school tutoring (one hour), with TAGG students having priority.
- Gifted Specialists will attend State and/or national gifted conferences to increase knowledge of GT curriculum and improve instructional strategies.
- Selected classroom teachers will attend a STEM-based professional development workshop to increase understanding of science, technology, engineering and math integration and instruction.
- Staff will be encouraged to engage in Cognitive Guided Instruction (CGI) professional development and summer training institutes.
- Principal and/or colleagues will frequently observe classroom instruction and student engagement and provide constructive feedback.
- Engage students in virtual field trips providing real-world math investigations.

Intervention: Tier 2 and Tier 3: Use technology and after-school tutoring to address deficiencies and improve critical thinking and problem solving skills in grades K-5.

Program Evaluation: At the end of each quarter, at least 95% of combined student population and 85% of our TAGG students will meet or exceed targeted goals according to the LRSD interim assessments.

- Provide daily access for math fluency practice using technology.
- Use ThinkCentral software to develop weekly formative and summative math assessments correlated to the LRSD math curriculum map for students in grades 2 - 5.
- Use Gizmo (Explore Learning) Math and Science virtual investigations to support math instruction in grades 3-5 to instruct students in math problem solving and skill development related to the math curriculum map as aligned to the state standards and benchmarks.
- LRSD Math Specialists will provide small group targeted math lessons for struggling learners.
- Teachers, with the guidance of LRSD math specialist, will analyze relevant math assessment data during PLCs.

Intervention: Engage parental involvement to support student achievement.

- Foster achievement of higher math standards by challenging parents to monitor homework and math fluency practice (i.e. First in Math/Reflex).

- Send weekly grade level letters to inform parents about unit/topic in math curriculum that is consistent with the math curriculum map and classroom teacher lesson plans.
- Utilize the agenda book to document homework, student goals, and parent/teacher communication to support the academic achievement of each student.
- Recruit and train parent volunteers to tutor identified low performing math students as related to the students' academic improvement plan.
- Provide informational packets, parent involvement meetings, and school process for resolving concerns for parents.
- Provide parental involvement professional development to all teachers per ADE requirements.

Intervention: Tier 1: Use Core Curriculum for Pre-Kindergarten - Standards Based Mathematics Instruction.

- Schedule time for teachers to align mathematics instruction in these key areas of early mathematics literacy: Concept of Number, Geometry Principles, and Algebraic Principles with specific focus on the concept of Number.
- Implement on-going professional development that will enable teachers to develop and maintain instruction that supports standards-based mathematics learning.
- Schedule time for Pre-K teams to meet regularly to discuss and evaluate student performance based on progress monitoring data and to plan next steps.
- Schedule time for Pre-K teachers to meet regularly with elementary teachers to discuss vertical alignment of the mathematics curriculum.
- Via EdReflect, schedule walk-through observations to support implementation.

Science:

Grade 3

Little Rock School District - 6001000

Forest Park Elementary School - 6001024

SECTION: Achievement

	Tested 2016-17	2014-2015					2015-2016						2016-2017								
		Below Basic	Basic	Proficient	Advanced	Prof or Advanced	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg	State Avg	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg	State Avg	
3rd Grade Science																					
All Students Percentage of Students	100.00	---	---	---	---	---	17.19	14.08	15.63	53.13	68.75	32.30	36.59	23.81	15.87	12.70	47.82	60.32	31.40	39.20	
All Students Number of Students														15	10	8	30	38			
TAGG	100.00	---	---	---	---	---	23.53	17.85	23.53	35.29	58.82	22.55	27.50	47.82	19.05	9.52	23.81	33.33	23.59	29.35	
African American	100.00	---	---	---	---	---	RV	RV	RV	RV	RV	19.73	15.81	70.00	10.00	10.00	10.00	20.00	20.32	18.74	
Hispanic	RV	---	---	---	---	---	RV	RV	RV	RV	RV	24.15	27.21	RV	RV	RV	RV	RV	RV	27.45	30.53
Caucasian	100.00	---	---	---	---	---	16.00	16.00	14.00	54.00	68.00	71.05	45.29	14.89	17.02	14.89	53.19	68.09	65.03	47.82	
Economically Disadvantaged	100.00	---	---	---	---	---	9.09	18.18	36.36	36.36	72.73	21.95	27.66	60.00	6.67	13.33	20.00	33.33	22.23	29.48	
Students with Disabilities	RV	---	---	---	---	---	RV	RV	RV	RV	RV	7.89	11.58	RV	RV	RV	RV	RV	RV	9.88	12.04
Limited English Proficient	RV	---	---	---	---	---	RV	RV	RV	RV	RV	27.47	20.54	RV	RV	RV	RV	RV	RV	30.07	18.26
Female	100.00	---	---	---	---	---	17.24	10.34	20.69	51.72	72.41	36.06	36.94	15.03	18.75	12.50	53.13	65.03	33.15	40.81	
Male	100.00	---	---	---	---	---	17.14	17.14	11.43	54.29	65.71	28.47	36.25	32.26	12.90	12.90	41.94	54.84	29.78	37.63	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- All students meeting or exceeding expectations has **decreased**, from 68.75 in 15-16 to 60.32 in 16-17.
- TAGG group **decreased** 26 points in 16-17 to 33.33%.
- African-American subgroup meeting or exceeding expectations in 16-17 was only **20%**.
- Economically Disadvantaged **decreased 40 points**, to 33.33%.

Grade 4

4th Grade Science

All Students Percentage of Students	100.00	---	---	---	---	---	14.29	7.14	14.29	64.29	78.57	31.55	39.09	10.00	20.00	30.00	40.00	70.00	36.81	43.49
All Students Number of Students														7	14	21	28	49		
TAGG	100.00	---	---	---	---	---	30.43	13.04	17.39	39.13	56.52	19.29	29.06	23.53	29.41	29.41	17.65	47.06	27.38	33.58
African American	100.00	---	---	---	---	---	25.00	25.00	8.33	41.67	50.00	18.43	17.59	16.67	50.00	8.33	25.00	33.33	24.64	22.11
Hispanic	RV	---	---	---	---	---	RV	RV	RV	RV	RV	24.30	29.66	RV	RV	RV	RV	RV	29.93	33.89
Caucasian	100.00	---	---	---	---	---	9.80	3.92	15.69	70.59	86.27	72.60	47.68	8.00	14.00	34.00	44.00	78.00	78.09	52.37
Economically Disadvantaged	100.00	---	---	---	---	---	33.33	16.67	16.67	33.33	50.00	18.33	29.30	18.18	38.36	27.27	18.18	45.45	26.75	34.01
Students with Disabilities	RV	---	---	---	---	---	RV	RV	RV	RV	RV	6.69	10.75	RV	RV	RV	RV	RV	9.13	11.26
Limited English Proficient	RV	---	---	---	---	---	RV	RV	RV	RV	RV	28.52	23.24	RV	RV	RV	RV	RV	27.63	20.12
Female	100.00	---	---	---	---	---	17.95	2.56	10.26	69.23	79.49	33.10	40.19	3.23	16.13	38.71	41.94	80.85	38.78	44.04
Male	100.00	---	---	---	---	---	9.68	12.90	19.35	58.08	77.42	30.10	38.03	15.38	23.08	23.08	38.46	61.54	34.84	42.94
Migrant	---	---	---	---	---	---	---	---	---	---	---	0.00	---	---	---	---	---	---	---	---

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- The percentage of students ready or exceeding expectations has remained statistically **constant** from 15-16 to 16-17. About half of the TAGG group is ready or exceeding, while 70% of 4th graders as a whole meet the expectation. The African-American sub-group **declined** to 33.33% in 16-17, from 50% in 15-16. Economically Disadvantaged declined from 50% to 45.5% in 15-16.

Grade 5

SECTION: Achievement

	Tested 2016-17	2014-2015					2015-2016					2016-2017									
		Below Basic	Basic	Proficient	Advanced	Prof or Advanced	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	
5th Grade Science																					
All Students Percentage of Students	100.00	6.15	10.77	53.85	29.23	83.08	12.07	17.24	37.93	32.76	70.69	29.06	39.56	11.94	16.42	28.38	43.28	71.64	31.16	42.81	
All Students Number of Students														8	11	19	29	48			
TAGG	100.00	20.00	6.67	60.00	13.33	73.33	27.27	27.27	27.27	18.18	45.45	19.38	29.59	38.10	14.29	33.33	14.29	47.62	20.78	32.67	
African American	100.00	RV	RV	RV	RV	RV	54.55	27.27	18.18	0.00	18.18	17.21	16.29	33.33	16.67	25.00	25.00	50.00	18.56	18.20	
Hispanic	RV	RV	RV	RV	RV	RV	---	---	---	---	---	25.64	---	RV	RV	RV	RV	RV	24.70	37.20	
Caucasian	100.00	2.04	6.12	55.10	38.73	91.84	2.27	15.91	43.18	38.64	81.82	66.67	47.79	5.88	17.85	20.41	47.06	76.47	70.95	51.34	
Economically Disadvantaged	100.00	21.43	7.14	57.14	14.29	71.43	20.00	30.00	30.00	20.00	50.00	18.62	29.92	46.67	13.33	26.67	13.33	40.00	19.87	32.85	
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.41	14.53	RV	RV	RV	RV	RV	9.02	16.60	
Limited English Proficient	RV	RV	RV	RV	RV	RV	---	---	---	---	---	25.97	---	RV	RV	RV	RV	RV	27.67	27.08	
Female	100.00	9.09	11.36	52.27	27.27	78.55	15.63	15.63	43.75	25.00	68.75	29.51	40.46	13.89	11.11	25.00	50.00	75.00	31.56	42.85	
Male	100.00	0.00	9.52	57.14	33.33	90.48	7.69	19.23	30.77	42.31	73.08	28.60	38.72	9.68	22.58	32.26	35.48	67.74	30.78	42.76	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	

- All students meeting or exceeding expectations has **declined** from 83.08% in 14-15 to 70.69% in 15-16, and 71.64% in 16-17.
- TAGG group **declined** from 73.3% in 14-15 to 47.62% in 16-17.

- African-American subgroup significantly **increased** from 18.18% in 15-16 to 50% in 16-17. (14-15 data not included because of Restricted Value (RV) = less than 10 students).
- Economically Disadvantaged significantly **declined** from 71.43% in 14-15 to 40% in 16-17

Interventions for Science:

- Teachers will participate in Discovery Network through Museum of Discovery.
- 3-5 grade teachers will continue to use Scholastic Reader for weekly practice in interpreting a variety of graphs and charts.
- GT teacher and classroom teachers will collaborate on planning and implementing whole group STEM instruction in grades 3-5 (3rd grade technology focus, 4th grade Engineering Design Process, and 5th grade scientific method, culminating in mandatory participation in science fair.
- K-5 faculty collaboration to incorporate science methodologies in the regular classroom curriculum, GT pull-out, and enrichment classes.
- Administration review of teacher lesson plans for integrated and specific science instruction.
- Classroom Teachers, specialists, and PTA –funded facilitator will continue to provide weekly science-infused lessons at “Forest Park Roots”—our school garden.

Indicators of Effectiveness:

IID06 Yearly goals are set for the school by the leadership team, utilizing student learning data.

CC01 All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.

CC02 All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

MET02 All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

Professional Development:

- Teacher PGPs across campus focused on digital professional learning
- Individualized teacher support for growth in identified areas for growth.
- Continue STEM initiative professional development for grade level teams.
- GT specialist will continue providing professional development focused on Growth Mindset for students and adults.
- Campus-wide focus on data analysis to increase achievement through site-based professional development and PLCs.

Evaluation: We will monitor our students’ achievement and growth using various assessments. We will monitor our plan for effectiveness in Indistar.

Focus Area 4: School Culture

Goal: to improve adult practices that support student achievement, growth and improved graduation rates.

Our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of Forest Park, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline and attendance reports, we have identified areas of growth and areas that need improvement.

Current Practices:

- The individual successes of teachers and students are recognized and celebrated in multiple ways, such as broadcasting through SmartBoard technology during morning announcements.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.
- Students and staff members feel emotional and physical safety, and the school's policies and facilities promote student safety. 5th graders are responsible for school Safety Patrol – assisting with morning carpool and dismissal procedures.
- 5th graders are selected by teachers to develop leadership skills by leading morning announcements and serving as flag monitors.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.

Areas for Improvement:

- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both students and educators.
- Important leadership decisions are made collaboratively with input from staff members, students, and parents.
- All students have access to the academic support and services they may need to succeed.

Our focus for this year will include the three areas of improvement listed above. In addition we utilize the EdReflect tool to focus on TESS Domain 2-Classroom Environment to establish a shared culture of learning by teachers and students. This corresponds with indicators IIC01- IIC12.

IIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related

activities provided by the teacher.

IIC02 Transitions between instructional modes are brief and orderly.

IIC03 Students maintain eye contact and are attentive.

IIC04 Students raise hands or otherwise signal before speaking.

IIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

IIC06 All teachers maintain well-organized student learning materials in the classroom.

IIC08 All teachers display classroom rules and procedures in the classroom.

IIC09 All teachers correct students who do not follow classroom rules and procedures.

IIC10 All teachers reinforce classroom rules and procedures by positively teaching them.

IIC11 All teachers conduct an occasional "behavior check."

IIC12 All teachers engage all students (e.g., encourage silent students to participate).

Professional Development:

- Continue Growth Mindset professional development training for adults and students.
- Administrator will lead book talks based on *Collaborative Leadership in Schools*
- Maximize support of district-based instructional specialist to analyze student data and provide targeted support for *all* students and teachers.
- Counselor will facilitate staff training in social-emotional development.
- Establish a culture of colleague support (i.e. classroom visits, videotape lesson analysis, shared planning and problem-solving) for improving classroom culture, including classroom management.

Evaluation: We will monitor our implementation on a quarterly basis to assess progress and determine any mid-course corrections.

Focus Area 5: Parent Engagement

Goal: to continue the exceptional adult practices at Forest Park Elementary that support student achievement, growth, a positive school culture, and improved graduation rates.

Forest Park views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to continue current practices.

Indicators:

- IIB01 All teachers maintain a file of communication with parents. (150)

- IIIB02 All teachers regularly assign homework (4 or more days a week). (151)
- IIIB03 All teachers check, mark, and return homework. (152)
- IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

Professional Development

- Staff will continue to receive mandatory parental involvement professional development.

Evaluation: We will monitor our implementation on a quarterly basis to assess progress and determine any mid-course corrections.