

**Forest Heights STEM Academy
School Improvement Plan
2020-2021**

Goal 1: Leadership - Improve staff practices that improve student academic achievement

Goal 2: Effective Instructional Practices – Build teacher capacity in order to positively impact student learning in Science, Reading and Math

Goal 3: Student Growth, Achievement, and Intervention - Improve instructional practices that will impact individual student achievement and growth in Math and Reading

Focus Area 1: Leadership

Goal: Improve staff practices that improve student academic achievement

Forest Heights STEM Academy will continue to implement a collaborative team approach to enhance our building leadership for all stakeholders through the PLC Model. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure. As an instructional leadership team, we have identified areas that need improvement. Each area of need is aligned to an appropriate indicator of effectiveness. Stakeholders of the school uses the school improvement plan as a living document where the leadership team regularly oversees the implementation of goals and edits the plan to meet needs aligned to student achievement. TESS is used to evaluate and provide feedback. Each administrator is required to complete 10 observations a week. NWEA MAP Growth is used to monitor student growth and achievement in building driven initiatives. Timeline is based on NWEA MAP Growth interim assessments. The leadership team continuously analyzes, evaluates, and revises the school-level improvement plan (meets every 3rd Tuesday of the month).

Possible Indicators of Effectiveness:

- IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.
- ID09: The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
- ID12: Instructional Teams meet regularly (once a week or more for 45 minutes each meeting) to conduct business.
- FE01: Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.

Professional Development

The Leadership Team will regularly monitor and address the professional development needs of our faculty, staff and students. Teaming is a part of the master schedule (K-8) and occurs weekly (2-3 times/week) where curriculum, assessment, instruction, and the achievement of all students is addressed. We will continue the implementation of this through weekly PLCs, monthly team and faculty meetings.

Please describe any costs required to implement your plans for LEADERSHIP:
Pre-School Planning on Schoology: \$2,500- Title 1 Funds

Timeline for Annual Review of the School Improvement Plan

- During the monthly leadership team meeting held in July the team will conduct the annual review of the school improvement plan and effectiveness of implementation
- Stakeholders, including teachers, parents, and staff of the school use the school improvement plan as a living document and feedback is provided through surveys and feedback to ensure effectiveness in implementation of the plan

Focus Area 2: Effective Instructional Practices

Goal: Build teacher capacity in order to positively impact student learning in Science, Reading and Math

Professional Learning Communities will continue to implement the use of district and building curriculum and assessments in order to effectively progress monitor student achievement with the guidance of the instructional leadership team, including the math and literacy facilitators. Science, Reading and Math will be delivered through virtual and face to face instruction. 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. The district provides standards based curriculum maps for all content areas and teachers are required to and supported in following them. The literacy curriculum embeds accompanying assessments to monitor instructional success based on the science of reading and new literacy curriculum. The science of reading is based on instruction that is explicit, systematic, cumulative, and diagnostic, including dyslexia programs, and evidence-based reading intervention programs.

The focus of PLC through the guiding coalition, is to create, adhere to, and monitor data goals to drive student achievement in efforts to decrease students who score In Need of Support and increase students who score Ready and Exceeding for Math, Science and ELA. Teachers administer the required state and district screeners, interim and yearly assessments that are aligned to student learning goals and state standards. During our instructional team planning time by grade level, content discipline/department or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement literacy strategies based on the science of reading and newly adopted literacy curriculum. The district has identified specific instructional expectations and the expectations have been identified in the literacy scope and sequence.

CWTs are conducted by administration based on these expectations. Feedback is provided by using CWTs (CWT tool was created by the leadership team and used specifically for the school) for groups of teachers to address instructional strengths and weaknesses. TESS is used to provide feedback to individual teachers to address instructional strengths and weaknesses. Teacher surveys are used to assess instructional needs of teachers to promote professional growth.

Science instruction will be supported by Mystery Science for students in grades K-8. K-5 teachers will be trained in Project Lead the Way units to support the STEM initiative and aligned science standards. Additionally, a science lab will be utilized for school-wide use in order to further our STEM initiatives and improve our science scores. Science and Social Studies lessons are also embedded in our adopted curriculum Wit and Wisdom. Teachers will participate in a building level CER training for all teachers of science (Claim Evidence Reasoning). 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.

Science

Science Grade	2018 % In Need of Support	2019 % In Need of Support	2018 to 2019 Diff	2018 % Close	2019 % Close	2018 to 2019 Diff	2018 % Ready	2019 % Ready	2018 to 2019 Diff	2018 % Exceeding	2019 % Exceeding	2018 to 2019 Diff
03	25.0%	21.2%	-3.8%	21.0%	19.7%	-1.3%	24.0%	21.2%	-2.8%	31.0%	37.9%	6.9%
04	25.0%	18.3%	-6.7%	27.0%	18.3%	-8.7%	27.0%	33.8%	6.8%	21.0%	29.6%	8.6%
05	19.0%	26.7%	7.7%	26.0%	29.3%	3.3%	29.0%	28.0%	-1.0%	26.0%	16.0%	-10.0%
06	19.0%	12.5%	-6.5%	20.0%	17.3%	-2.7%	34.0%	42.3%	8.3%	27.0%	27.9%	0.9%
07	17.0%	12.7%	-4.3%	14.0%	27.5%	13.5%	23.0%	21.6%	-1.4%	46.0%	38.2%	-7.8%
08	12.0%	13.3%	1.3%	22.0%	15.6%	-6.4%	22.0%	25.6%	3.6%	43.0%	45.6%	2.6%

- Based on our data trends, our student growth and achievement goals for science are:
 - increasing the overall growth percentage of students who score Ready or Exceeding on the 2018-19 ACT Aspire Summative science assessment as compared to the previous year
- To determine those areas in science that are most challenging to our students we analyzed:
 - ACT Aspire Summative results for science (2018 and 2019)

Indicators of Effectiveness:

- IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.
- IIID02: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
- IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

Professional Development

- Ongoing professional development on distance learning and virtual instruction through the Schoology Learning Management System.
- Ongoing professional development will be provided by the building instructional instructional facilitators focusing on planning, assessment, and research-based strategies in the areas of STEM and core content, including the science of reading.
- Ongoing professional development will be provided by the STEM coordinator through building level PLCs, focusing on inquiry based learning and science education in the areas of STEM and core content.
- Provide support to grade level teams or content teams to support their understanding of aligned instructional units via implementing a model classroom.
- In order to provide staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support a Math and Literacy facilitator.

- Our building level Literacy facilitator (trainer of trainers) will ensure that all teachers are trained based on their teaching assignment and the requirements of the district literacy plan (including R.I.S.E., Just Words, Wilson Reading System, and Foundations)
 - The literacy facilitator has completed Just Words training and will train all appropriate teachers on Just Words by the end of 1st nine weeks
- All K-3 teachers, the literacy facilitator, reading teacher and reading teacher (SPED) have completed Foundations
- The literacy facilitator, reading teacher (K-5), one 6-8 reading and reading teacher (SPED) have completed Wilson Reading System training
- The school is fully implementing the district required program which includes:
 - Just Words- Intervention for 4th -8th grade students
 - Foundations- Phonics program for Kindergarten- 3rd grade students
 - Heggerty- Phonemic awareness program for Kindergarten- 5th grade students
 - Wit and Wisdom reading curriculum Kindergarten-5th grade
 - My Perspectives curriculum 6-8
 - ongoing Wilson reading system training for appropriate teachers (Tier 3)
- Required R.I.S.E. (Reading Initiative for Student Excellence) will be provided to K-6th grade teachers- Based on the science of reading
 - All administrators and the literacy facilitator have completed assessor training
 - Currently we have 10 teachers, all administrators, the literacy facilitator and reading teacher that have completed days 1-6 of K-2 RISE training
 - Currently we have 8 teachers, the literacy facilitator and reading teacher that have completed days 1-3 of 3-6 RISE training and the literacy facilitator has completed 6 days of 3-6 RISE training
 - All other teachers who teach reading/English are at days 0-4 and will be working toward completion of the appropriate RISE training for their current grade level during this school year

Costs required to implement your plans for EFFECTIVE INSTRUCTION:
 Funds for pre-planning for virtual instruction and the new LMS, Schoology- \$2,500- Title 1
 Instructional Facilitator- Title 1

Focus Area 3: Student Growth, Achievement, and Intervention

Goal: Improve instructional practices that will impact individual student achievement in Math and Reading

All of our stakeholders (students, teachers, staff, parents, 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 enrichments and interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals. Student learning data and demographic data (from NWEA/ACT Aspire & other district required assessments) are used to create goals in driving student achievement where:

- student learning outcomes supported are by data
- student learning targets are relative to the student learning outcomes
- implementing evidence-based interventions support student learning outcomes

- implementing and/or monitoring evidence-based teacher practices intend to support positive student learning outcomes

We will continue to implement a multifaceted plan to reach student achievement in all students and grow all students. These facets include:

- school wide use of Map skills (NWEA) to support Math and Literacy achievement
- weekly broker times have been implemented to support literacy or math instruction for each K-5 teacher
- alignment of math or literacy instruction in Elective/special teachers to meet school wide goals based on student deficits (varies by grade level) seen in the most current data available.
- Teachers and instructional leaders will monitor possible regression from students due to COVID-19 and the transition from face to face to virtual instruction.

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 and math are as follows;

Literacy Plan

The literacy curriculum embeds accompanying assessments to monitor instructional success based on the science of reading and new literacy curriculum. The science of reading is based on instruction that is explicit, systematic, cumulative, and diagnostic, including dyslexia programs, and evidence-based reading intervention programs. At FHSA teachers will monitor student data and address needs through our school based intervention team and make decisions based on student needs. The following tiers are detailed below to discuss full implementation.

- Tier 1: All students K-5 will receive instruction from the newly adopted program Wit and Wisdom. All students 6-8 will receive instruction from the newly adopted program My Perspectives.
- Tier 2: Reading intervention (4th-8th) for all students that scored In Needs of Support using the Just words curriculum (currently have 3 sections for 6th-8th students in our master schedule)
- Tier 3: If a student is not making sufficient progress in Just Words, the RTI process will be followed, and he or she will be discussed during a SBIT meeting and may be recommended for Dyslexia Screening. Dyslexia intervention class (6th-8th) for all students who have been designated as having "characteristics of dyslexia" using Wilson Reading System (currently have 2 sections for 6th-8th students in our master schedule, where one of those sections is exclusively for students who receive special education services)
- Tier 2/3 Reading intervention pullout (K-5) using Foundations, Just Words and the Wilson Reading System implemented by the reading intervention teacher based on classroom, district and state assessments
- Tier 1-3: all literacy instruction and interventions at each tier align with the Science of Reading

Reading

Reading Grade	2018 % In Need of Support	2019 % In Need of Support	2018 to 2019 Diff	2018 % Close	2019 % Close	2018 to 2019 Diff	2018 % Ready	2019 % Ready	2018 to 2019 Diff	2018 % Exceeding	2019 % Exceeding	2018 to 2019 Diff
3	22.00%	16.67%	-5.33%	25.00%	30.30%	5.30%	26.00%	18.18%	-7.82%	26.00%	34.85%	8.85%
4	17.00%	18.31%	1.31%	33.00%	18.31%	-14.69%	27.00%	33.80%	6.80%	23.00%	29.58%	6.58%
5	0.00%	26.67%	26.67%	10.00%	28.00%	18.00%	38.00%	18.67%	-19.33%	52.00%	26.67%	-25.33%
6	15.00%	12.50%	-2.50%	26.00%	17.31%	-8.69%	27.00%	32.69%	5.69%	37.00%	37.50%	0.50%
7	17.00%	15.69%	-1.31%	21.00%	32.35%	11.35%	40.00%	26.47%	-13.53%	22.00%	25.49%	3.49%
8	8.00%	6.67%	-1.33%	20.00%	15.56%	-4.44%	40.00%	46.67%	6.67%	31.00%	31.11%	0.11%

- Based on our data trends, our student growth and achievement goals for literacy are:
 - increasing the overall growth percentage of students who score Ready or Exceeding on the 2018-19 ACT Aspire Summative ELA assessment as compared to the previous year
- To determine those areas in literacy that are most challenging to our students we analyzed:
 - State required reading and Dyslexia screener data (2019)
 - ACT Aspire Summative results reading and English (2018 and 2019)

Forest Heights STEM Academy views parents as partners within our school learning community. We believe that student learning benefits 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. We encourage two-way communication through multiple modes (parent meetings, ParentLink, school website, school app, and school signage). Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

Timeline for Monitoring Effectiveness of interventions

- TESS is used to provide feedback to individual teachers to address instructional strengths and weaknesses. Each administrator is required to complete 10 observations per week.
- Students brought before SBIT will be monitored every 6 weeks to ensure effectiveness in interventions.
- Students will receive bi-weekly progress monitoring through the new curriculum.
- We will monitor our implementation regularly (SMART) and will evaluate our Parent and Family Engagement Plan Annually.

Math

Math Grade	2018 % In Need of Support	2019 % In Need of Support	2018 to 2019 Diff	2018 % Close	2019 % Close	2018 to 2019 Diff	2018 % Ready	2019 % Ready	2018 to 2019 Diff	2018 % Exceeding	2019 % Exceeding	2018 to 2019 Diff
03	7.0%	0.0%	-7.0%	18.0%	6.1%	-11.9%	43.0%	56.1%	13.1%	32.0%	37.9%	5.9%
04	8.0%	2.8%	-5.2%	28.0%	23.9%	-4.1%	52.0%	53.5%	1.5%	12.0%	19.7%	7.7%
05	6.0%	8.0%	2.0%	35.0%	45.3%	10.3%	46.0%	32.0%	-14.0%	13.0%	14.7%	1.7%
06	4.0%	5.8%	1.8%	35.0%	26.0%	-9.0%	40.0%	34.6%	-5.4%	21.0%	33.7%	12.7%
07	11.0%	7.8%	-3.2%	25.0%	30.4%	5.4%	25.0%	27.5%	2.5%	39.0%	34.3%	-4.7%
08	4.0%	10.0%	6.0%	30.0%	21.1%	-8.9%	18.0%	20.0%	2.0%	47.0%	48.9%	1.9%

- Based on our data trends, our student growth and achievement goals for math are:
 - increasing the overall growth percentage of students who score Ready or Exceeding on the 2018-19 ACT Aspire Summative math assessment as compared to the previous year
- To determine those areas in math that are most challenging to our students we analyzed:
 - HMH Math Inventory scores
 - ACT Aspire Summative results for math (2018 and 2019)

Indicators of Effectiveness:

- CC01: All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.
- MTV01: All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
- FE05: The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.
- FE06: The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
- FE07: The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items.

Professional Development

- NCTM Annual Conference
- CGI/ECM training
- ARQuest training for math instructional facilitator
- Specific content support
- Research-based, high yield strategies implementation

- Continuing growth mindset PD will be available throughout the school year
- Continuing periodic blended learning PD will be available throughout the school year
- Parenting Partners
- National Network of Partnership Schools
- School-wide website and app training

Costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

Parenting Partners: Cost minimal – supported by Title I District

CGI/ECM training fee: \$5,500 – cycle year teachers

ARQuest training for math instructional facilitator: no cost

NCTM annual conference: \$3,500

National Network of Partnership Schools: \$400.00 (membership fee)

Family STEM night: \$400.00

Parent information nights: \$500.00

Flyers for family reading and math initiatives (bedtime math and reading): \$200.00

FHSA school app: \$5,500