

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 31, 2016

Forest Heights STEM Academy NCES - 50900000610

Little Rock School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status Tasks completed: 0 of 2 (0%)

Assess	Level of Development:	Initial: Limited Development 12/05/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Although the school currently has a team structure, more documentation is needed for this implementation and our school governance policy.	
Plan	Assigned to:	Maurecia Robinson	
	How it will look when fully met:	FHSA is currently in need of a School Improvement Team that will consist of administrators and teachers, which represent all grade levels and subjects. This team will meet at least twice a month or more to discuss the needed areas of school improvement and coordinate it among the grade levels. In order for this objective to be fully implemented at FHSA, all staff members will engage in the following: - Vertical planning across the grade levels. Teachers will continue to review the district curriculum and create plans that align vertically. - Grade Level and Team Meetings will hold collaborative conversations regarding the improvement of instruction and specific areas of instructional needs. These conversations would be evident during faculty meetings, team meetings, and grade level meetings. Student and School Performance Data will become the basis of the instructional decisions teachers are making. - Collaborative conversations will be held with students about their performance data in a way that develops student ownership for progress. Evidence of student ownership and pride will be shown by all staff members during observations, faculty, team, grade level, and vertical team meetings.	
	Target Date:	04/08/2016	
	Tasks:		

		1. Develop a School Improvement Team consisting of administrators and teachers.	
		Assigned to:	Maurecia Robinson
		Added date:	01/02/2016
		Target Completion Date:	03/11/2016
		Frequency:	once a year
		Comments:	Begin having conversations with staff about the development of the school improvement team.
		2. Establish bi-monthly meetings for the school improvement team to discuss and analyze student performance data, and the school improvement process.	
		Assigned to:	Maurecia Robinson
		Added date:	01/02/2016
		Target Completion Date:	04/08/2016
		Frequency:	twice monthly
		Comments:	Establish monthly meetings dates on the school calendar.
Implement	Percent Task Complete:	0%	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/05/2015	
	Evidence:	All grade levels prepare agendas and keep attendance for their grade level and team meetings. An agenda is prepared for the Leadership Team and involves participation from administration, curriculum, and instructional specialists. All minutes are typed and discussed with faculty and staff members.	
		Added date:	
Indicator	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).(42)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/05/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The leadership team meets Thursday of each week for an hour to address the curriculum concerns, data, and Indistar indicators. The weekly agendas and minutes will serve as evidence for this indicator.	
Plan	Assigned to:	Maurecia Robinson	
	How it will look when fully met:	Grade level teachers from various subjects will be invited to join the leadership team.	
	Target Date:	04/29/2016	

	Tasks:		
	1. Invite teachers to join the Leadership Team through a survey.		
	Assigned to:	Maurecia Robinson	
	Added date:	01/03/2016	
	Target Completion Date:	03/18/2016	
	Comments:	Design a survey to invite teachers to join the Leadership Team Meeting.	
Implement	Percent Task Complete:	0%	
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/05/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Instructional Leadership Team discuss and reviews data monthly. Administrators utilize the PTAS observational tool and have made a concerted effort to increase the amount of time conducting classroom observations and providing written feedback.	
Plan	Assigned to:	Maurecia Robinson	
	How it will look when fully met:	The Leadership Team currently reviews data. More time is needed to have adequate time to discuss data across all curricula areas and grade levels. The Leadership team will evaluate student performance data along with classroom observation data in all across all tested areas. The data will be used to outline professional development needs.	
	Target Date:	08/12/2016	
	Tasks:		
	1. The principal will meet with the Literacy and Math Coach to design a system to review formative and summative assessment data results for review by the Leadership Team. The school leadership team will meet to review the data that will be used to measure student progress and identify students in need of interventions for reading and math. Students will be placed in Tiers 1-3, based on their performance. The team will work with the Literacy and Math Coach to manage the data for each grade and content area as needed.		
	Assigned to:	Maurecia Robinson	
	Added date:	01/03/2016	
	Target Completion Date:	07/28/2016	
	Frequency:	four times a year	
	Comments:		

		2. We will create an assessment schedule to discuss and gather SOAR, PARCC and ACT Aspire Data for progress monitoring. At the end of each quarter, the school leadership team will meet to analyze the assessment data and place students into tiers. Students assigned to tiers 2 and 3 will be assigned specific interventions based on the student's needs.	
		Assigned to:	Maurecia Robinson
		Added date:	01/03/2016
		Target Completion Date:	08/05/2016
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		0%
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/09/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Administration will compile results from classroom observations to share a summary report of trend data to the Leadership Team. Currently, professional development is provided to teachers surrounding classroom observation data.	
Plan	Assigned to:	Maurecia Robinson	
	How it will look when fully met:	This is done on an individual basis. However, a summary report will be provided to the Campus Leadership Team in planning professional development.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Compile observation data for the Leadership Team to plan professional development.		
		Assigned to:	Maurecia Robinson
		Added date:	01/03/2016
		Target Completion Date:	04/22/2016
		Frequency:	monthly
		Comments:	
	2. The principal will share results of classroom observations on a monthly basis with staff. The principal along with assistants will facilitate discussions of results/impact of needed areas of professional development.		

		Assigned to:	Maurecia Robinson
		Added date:	01/03/2016
		Target Completion Date:	05/13/2016
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/05/2015	
	Evidence:	Each teacher is required to complete a PGP that is due no later than October 15th. The PGP is a growth plan for teachers that lead to professional development in that area. The school district schedules professional development days for teachers to attend workshops in their area of need to work toward their PGP's. School-based professional development is based upon school needs from classroom observations, academic data, facilitators and curriculum areas. Collaboration meetings are based on grade level and core areas for teachers.	
		Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/09/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	FHSA requires all staff to obtain ongoing, job-embedded and differentiated professional development. However, this is a focus that needs further development.	
Plan	Assigned to:	Shana Loring	
	How it will look when fully met:	Professional growth goals will be determined by the school leadership team and/or administrative team prior to the beginning of the school year. A plan will be created to provide professional development and follow up on implementation throughout the school year. Evaluations will be created and conducted to assess the effectiveness of the plan and the level to which the growth goals were met.	
	Target Date:	05/30/2016	
	Tasks:		

		1. Provide funds (Year 1) for middle school English Teachers to purchase approved classroom library materials for students as wells as curricular resources to assist with instruction in deficit areas and math manipulatives materials for Math classrooms(\$2000.00)
		Assigned to: Kelli Allen
		Added date: 02/29/2016
		Target Completion Date: 03/11/2016
		Frequency: once a year
		Comments:
		2. Disaggregate available standardized test data as well as SOAR data to determine school wide deficiency areas of 6-8 grade students across proficiency levels
		Assigned to: Maurecia Robinson
		Added date: 02/29/2016
		Target Completion Date: 10/01/2015
		Frequency: four times a year
		Comments:
		3. Provide Funds for Middle School Social Studies and Science teachers to purchase approved classroom library materials and curricular resources to enhance literacy instruction in their content areas (\$3000.00)
		Assigned to: Heather Bishop
		Added date: 02/29/2016
		Target Completion Date: 02/26/2016
		Comments:
		4. Provide training for academy staff in selected instructional strategies through staff meetings and trainings
		Assigned to: Pamela Dial
		Added date: 02/29/2016
		Target Completion Date: 05/20/2016
		Frequency: monthly
		Comments:
		5. Provide professional development in data analysis and creating assessment/data notebooks; RTI and Tier II remediation, creating pre-, post-, and formative assessments, using data to drive instruction, and creating standards based rubrics
		Assigned to: Shana Loring
		Added date: 02/29/2016
		Target Completion Date: 05/20/2016
		Frequency: monthly
		Comments:
Implement	Percent Task Complete:	0%
School Leadership and Decision Making		
Expanded time for student learning and teacher collaboration		

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/09/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Current data indicates gaps in the area of Literacy and Math. Progress will be monitored during classroom TIER II and III remediation during the school day. As well as TIER III remediation after school for grades 3-8.	
Plan	Assigned to:	Shana Loring	
	How it will look when fully met:	We are working to implement extended learning programs in our building using a tiered system. The first tier will be the implementation of homework help after school for students in grade 3-8 grade. Tier II will include implementation of an extended learning program for K-2 students. When this objective is fully implemented When we have extended learning programs available for all student K-8 at FHSA. The following information will be provided as evidence that this objective is fully implemented: • Surveys on program effectiveness for parents, students, and teachers • Data collected on homework completion, grades, and assessments for student that participate in the program as well as those that don't. • Sign in sheets, parent letters, teacher applications	
	Target Date:	05/20/2016	
	Tasks:		
		1. Implement homework Help programs to assist students in need. Program will meet four days a week for a period of 16 weeks. Provide funds to compensate teachers and security for the program	
		Assigned to:	Shana Loring
		Added date:	02/29/2016
		Target Completion Date:	05/20/2016
		Frequency:	weekly
		Comments:	
		2. Develop a timeline for homework help program to include – dates for the program, training dates, dates to disseminate information to parents and teachers	
		Assigned to:	Shana Loring
		Added date:	02/29/2016
		Target Completion Date:	01/08/2016
		Frequency:	once a year
		Comments:	

		3. Information will go out via the website, Parent Link and also be sent home with students. Participation agreements can be obtained in the front office, parent center, or counselor's area.
		Assigned to: Shana Loring
		Added date: 02/29/2016
		Target Completion Date: 01/26/2016
		Frequency: monthly
		Comments: Create a schedule for homework help, secure locations for the program, and begin program
		4. Solicit teachers to participate in the program and conduct a training to prepare teachers for the program. An email will be sent to the school inquiring about teachers who are interested in working in the program. Follow up with the teachers by providing an application to each interested teacher. This information will help us match teachers with appropriate student groups.
		Assigned to: Shana Loring
		Added date: 02/29/2016
		Target Completion Date: 01/22/2016
		Frequency: once a year
		Comments: Create flyers and other informational materials (parent letters, participation agreement, Parent Link messages) to inform parents about the program and how to participate.
		5. Implement a timeline for monitoring that includes data analysis at interim and nine weeks. Surveys will be completed at determined mid-point and at the conclusion of the program for that school term.
		Assigned to: Shana Loring
		Added date: 02/29/2016
		Target Completion Date: 05/20/2016
		Frequency: three times a year
		Comments:
Implement	Percent Task Complete:	0%
School Leadership and Decision Making		
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention		
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/09/2015
	Evidence:	The school works collaboratively with the Human Resources Department in obtaining and recruiting highly-qualified teachers to support school improvement.
	Added date:	
Opportunity to Learn		
Post-Secondary School Options		

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/09/2015	
	Evidence:	FHSA provides all students with guidance and support to prepare the for college and career readiness.	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/05/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Grade Level Teams and Collaboration Times are utilized for teachers to focus on units of instruction by content and grade levels. This indicator is fully implemented on some grade levels and not others.	
Plan	Assigned to:	Maurecia Robinson	
	How it will look when fully met:	All teachers in grades K-5 will implement four PLTW units per year with fidelity. All teachers will be provided with PLTW kits containing all hands-on materials needed to complete every activity of the unit. As students advance through the grade levels, all invested parties should see that students are able to apply the steps off engineering design with ease and see a transfer of learning as skills develop. The Lead Teacher meets the needs of the teachers, so the teachers are able to successfully implement the Launch units in order to maximize the student’s experiences with PLTW and STEM education.	
	Target Date:	05/30/2016	
	Tasks:		

	0. 1. Prior to the start of school, a full day of professional development of PLTW will be presented. 2. Along with facilitation from the Lead teacher, our classroom teachers completed Building Level Readiness Training. This provided the STEM background, PLTW program knowledge and experience, information on the APB model, and grade level unit knowledge through the grade-level specific video content. 3. Grade level specific training was held afterschool. One session in the fall to address two units and one session held in spring to address the additional two units. All of these steps were put into place to enhance the teacher's abilities to implement the program in order to ensure student success in the program.
	Assigned to: Amber Harbin
	Added date: 03/01/2016
	Target Completion Date: 05/30/2016
	Comments:
Implement	Percent Task Complete: 0%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 12/09/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Further data results are needed to determine students growth from pre and post assessments. All curricular areas.
Plan	Assigned to:	Not yet assigned
	Added date:	

Indicator IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)

Status Tasks completed: 0 of 3 (0%)

Assess	Level of Development:	Initial: Limited Development 12/09/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Further data results are needed to determine students growth from pre and post assessments. All curricular areas.
Plan	Assigned to:	Heather Bishop

	How it will look when fully met:	We have begun the process of working with PLCs to create pre-tests and post-tests for units of instruction. Many PLCs are utilizing the post-tests that come with our reading and math series. However, only some grade levels currently pre-test each unit. The math tests could be used as a pre-test, but the reading assessments are comprehension tests on the story of the week and therefore would not be effective as pre-tests.	
	Target Date:	03/15/2016	
	Tasks:		
	1. 1. The school leadership team will meet with each grade and content area to identify unit/benchmark assessments that will be used to measure student progress.		
	Assigned to:	Maurecia Robinson	
	Added date:	02/29/2016	
	Target Completion Date:	02/01/2016	
	Frequency:	once a year	
	Comments:	.	
	2. 2. At the end of each quarter, the school leadership team will convene data meetings with each grade and content area to analyze the assessment data.		
	Assigned to:	Maurecia Robinson	
	Added date:	02/29/2016	
	Target Completion Date:	05/20/2016	
	Frequency:	four times a year	
	Comments:		
	3. 3. The instructional teams utilize the results of the unit/benchmark assessments to review/revise their curriculum and instructional plans based upon the needs of the students. Lessons that resulted in high levels of proficiency will be identified as exemplary lessons, while lessons that did not produce the desired results will be studied and revised based on teacher discussions		
	Assigned to:	Heather Bishop	
	Added date:	02/29/2016	
	Target Completion Date:	05/20/2016	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	0%	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/05/2015	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We use SOAR/TLI for our Literacy and Math interim assessments. The teachers are provided a testing schedule / matrix for the year. The first assessment was given on October 5th, 2015. The assessments are online, including any open response or writing prompts. Pre and post test are designed and delivered by some classroom teachers.	
Plan	Assigned to:	Heather Bishop	
	How it will look when fully met:	Currently, most of our grade levels implement the following assessments: diagnostic-prescriptive assessments (Harcourt pre- and post-tests), embedded assessments (common assessments, Exit tickets and graphic organizers), periodic assessments (district writing samples, Fountas and Pinnell Reading A-Z levels) TLI (SOAR tests) and annual assessments (Act Aspire).	
	Target Date:	05/20/2016	
	Tasks:		
		1. The school/district will determine the best three forms of assessment and implement them in the appropriate grade levels.	
		Assigned to:	Heather Bishop
		Added date:	02/29/2016
		Target Completion Date:	10/01/2015
		Comments:	
Implement	Percent Task Complete:	0%	
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/05/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	During the 2014-2015 school year, FHSA teachers attended over 60 hrs. of professional development, and several teachers worked with district level personnel on the curriculum committees for the district on unpacking the standards. For the current school year, teachers continue to attend monthly vertical team meetings and faculty meetings on the curriculum. Teachers at FHSA are working toward improvement in all areas of alignment in their instruction, curriculum, and assessments.
Plan	Assigned to:	Not yet assigned
	Added date:	

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)	
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Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 12/09/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A Title I parent compact has been developed for FHSA with roles and expectations for parents, students, and teachers.	
Plan	Assigned to:	Jennifer Thomas	

	How it will look when fully met:	<p>Forest Heights STEM Academy currently has a School/Parent Compact that is on our school's website in the parent involvement handbook and it is signed in the beginning of the year or when students register. It states that parents will ensure that their child attends school regularly with the necessary materials and supplies. It also states that parents will aide in helping their child complete daily homework assignments, wear the school uniform, and support the discipline plan the school has. As for students, the compact states that students will attend school regularly, come to school each day with the necessary materials and complete homework assignments, as well as, adhere to school rules, uniforms rules, and respect themselves and others. The teachers portion of this compact conveys that each teacher will provide challenging and meaningful homework, hold at least 2 parent teacher conferences, communicate regularly, and encourage students to believe, achieve, and succeed. The principal promises to regularly communicate to the PTSA, monitor student progress, and empower students, parents and teachers. Address to link: http://schools.lrsd3.org/?q=content/parent-involvement-plan-25 FHSA also utilizes parent link and a school weebly website to post announcements and communicate to parents regularly. Ensuring that this compact is followed, parent surveys have been created and will go out in October, February, and May. The parent involvement team developed a survey that contains 10 questions for parents to voice their concerns. Another way that this compact is being monitored is through the school office and administration. Procedures and discipline actions are handled daily according to the school handbook and Forest Heights STEM Academy handbook. Parent Teacher conferences are held in October and again in February. Teachers use modes of communication such as Class Dojo, gaggles, teacher websites phone calls, emails, and newsletters. The principal (s) communicate regularly to the PTSA president and attend PTSA meetings when deemed necessary and utilizes the school weebly website and parent link to communicate to parents.</p>
	Target Date:	05/20/2016
	Tasks:	
	1. Create a school/home connection through the movement – Let Me See You STEM! A task that will bridge the learning from school to home by having students do STEM activities at home and share them with their teachers, classmates, and the school.	
	Assigned to:	Jennifer Thomas
	Added date:	02/29/2016
	Target Completion Date:	05/20/2016
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0%