

Forest Park 2020-2021 Comprehensive Needs Assessment

Updated: 6/3/2020

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

- Respect
- Attitude (a good attitude)
- Never Give Up
- Gratitude
- Excellence
- Responsibility

This school improvement plan will be revisited quarterly to determine if we are following it with fidelity, the success of the plan, and to determine if any changes and revisions are necessary. This plan will be shared with stakeholders via the school and district website. Teachers were encouraged to share their input and will be included on quarterly reflection meetings. We view this as a working document that will evolve throughout the school year to reflect the changing needs of our school population.

Overview:

The Forest Park School Improvement Plan addresses three main goals: (1) Professional Learning Communities (2) Effective Instructional Practice in Literacy and STEM and (3) Student Achievement. We have addressed each of these goals with an action plan that includes tasks, descriptions, timelines, and accountability measures.

During the creation of our School Improvement plan, we sought the guidance of various stakeholders including teachers, specialists, staff, and parents. All were encouraged to share feedback. We will continue to meet as a leadership team throughout the year to solicit feedback and reflect on the success of the plan.

We review data from NWEA Map, ACT Aspire, as well as school demographic data to determine the goals and needs for this school year. Based on trends, we determined that the student achievement focus should be students identified with Disabilities and receiving special education services, as well as students that are economically disadvantaged. We also noted a trend at all grade levels that suggested females were outperforming males in most areas. We will form a team of stakeholders to brainstorm ways we can engage our male learners.

We will continue to update our plan throughout the year with the most recent data and progress. It is important to note that this is a “living document” and will change with the needs in the school building.

Focus Area 1: Professional Learning Communities

Goal	Task	Description	Timeline	Accountability
To improve adult practices that support student achievement	Continue to implement a team structure of shared leadership in our school community.	We will create a master schedule that allows for shared responsibility among teams and support staff and utilize PLC's during common planning time.	August 2020 - May 2021	Administration will meet with teacher and stakeholders to review practice and solicit feedback. Administrator will conduct focus walks and classroom observations.
	Monthly leadership teams meetings for planning and data review.	The leadership team will meet monthly to ensure student growth and provide feedback to teachers and stakeholders.	August 2020- May 2021	
	Professional Development	Administration will provide EdReflect training for teachers in TESS Domains, EdReflect platform usage, bloomboard, as well as PLC techniques.	August 2020 and continued, if needed, throughout the year	
	Focus Walks/Vertical Planning	Teachers and administrators will take part in monthly focus walks to witness model lessons in classrooms throughout our building. Teachers will reflect on practices seen in vertical planning teams.	September 2020- May 2021	

Focus Area 2a: Effective Instructional Practice- Literacy

Goal	Task	Description	Timeline	Accountability
<p>To utilize the Science of Reading to support reading readiness daily.</p>	All teachers will be trained in the RISE initiative.	K-2 teachers in our building were trained during the 2019-2020 school year. This year we will insure that all classroom teachers, interventions, and SPED teachers are trained. (Specialists will show awareness with 18 hours of PD.)	August 2020 - May 2021	Principal will check professional development hours and complete Phase II classroom observations.
	K-5 Classroom Teachers will utilize LRSD curriculum with fidelity.	Heggerty, Wilson Foundations, Just Words, and Wit and Wisdom will be taught daily with the required minutes reflected in teacher schedules.	August 2020-May 2021	(1)Review lesson plans (2)Focus walks (3)Weekly teams meetings to plan
	Create a plan to address Writing and grammar standards.	Teachers K-5 will create a plan to details monthly writing goals. Administrator and specialists will work together to choose grammar supplement to be utilized by teachers.	August 2020- May 2021	Teachers will display monthly writing assignments in the hallway to showcase student growth and keep them in a writing portfolio.
	Interventionists will utilize LRSD Reading Interventions to assist students needing Tier 3 interventions.	Teachers will identify students in need of interventions. Interventionists will use Wilson Reading System and Just Words curriculum. Identified students will utilize audio books/bookshare to participate in grade level curriculum.	September 2020-May 2021	(1) Data review (2)assessment plan for intervention system (3) monthly meetings among interventionists to review data

	Create a culture of reading in the building.	Each classroom will develop a plan for using Accelerated Reader. Time will be given daily for independent reading time. Students will be celebrated as readers throughout the school building.	August 2020- May 2021	Leadership team and a variety of stakeholders will work together to create a plan for building culture. Teachers and Library Media Specialist will oversee. Administrator will check in monthly.
	Utilize Lexia CORE 5 to provide an extra layer of support for all students K-5.	School will purchase Lexia Core 5 for all students. Teachers will allow students to utilize the program daily during DVR time.	August 2020-May 2021	Leadership will monitor Lexia Usage and student progress.
	Professional Development	Teachers will need continued support for the implementation of new literacy curriculum. We will provide RTI PD, Lexia PD, as well as professional development so support teachers with further blended learning, should it be necessary. (Google Classroom, Google Docs/Forms, Its Learning,	August 2020- May 2021	Administrator and Interventionists will work together to create professional development opportunities for teachers.

Needs:

Library Support- \$9,600

Pre-K- \$3,800

Online reading intervention: \$

Scholastic News and writing support: \$6,300

Classroom Supplies/Materials: \$5,000

Focus Area 2b: Effective Instructional Practice (STEM)

Goal	Task	Description	Timeline	Accountability
<p>All K-5 teachers will use research based strategies to teach math and science (STEM).</p>	Teachers will utilize NWEA Learning Continuum and Go Math assessments to personalize learning for individual student needs.	All teachers will look at student data to decide personal learning targets for students. They will provide whole group, small group, and individual instruction to insure they are meeting all the needs in the classroom.	August 2020 - May 2021	Principal will review small group plans and classroom data with teachers following NWEA assessments.
	Provide interventions based on student needs.	Teachers will provide daily interventions for identified students utilizing Go Math and other research based curriculums.	September 2020-May 2021	(1)Review lesson plans (2)Focus walks (3)Weekly teams meetings to plan
	Utilize technology resources to enhance classroom instruction.	Teachers will use Reflex Math, Prodigy, Gizmos and Khan Academy to provide technology for students that will encourage growth in mathematical concepts.	September 2020-May 2021	Lesson plans, focus walks, admin observations
	Provide hands on learning experiences in outdoor garden.	Students will visit the garden to participate in hands on learning experiments. The PTA will fund a garden instructor that provides monthly lessons in the garden and activities that can be completed on a weekly basis. These lessons will coincide with the state science standards.	August 2020-May 2021	Garden monthly schedule
	Provide coding and computer programming curriculum for students.	Students will be instructed in Coding and computer programing techniques	August 2020-May 2021	Administrator will create master schedule that allows for technology lessons

		during their weekly technology hour.		and will observe lessons on a monthly basis.
	Utilize integrated units of study that allow for students to reach a depth of knowledge.	Teachers will utilize Wit and Wisdom curriculum and build integrated units of study that include science standards with literacy instruction. Teachers will plan field trips and special learning experiences that connect learning on a deeper level.	August 2020-May 2021	Administrator will attend weekly planning with teachers. Allow for vertical planning among grade levels. Monitor lesson plans for integration.
	Family STEAM night	We will host a family STEAM night that has activities at every grade level that coordinate with grade level science standards and current units of study. We will showcase science fair projects and garden projects.	TBD	School-wide faculty attendance. Administrator will outline expectations for this night.
	Professional Development	Best methods for using technology platforms, NWEA refresher for finding reports and data. Mr. Finney will provide PD related to gifted teaching practices that teachers could utilize for all students. Ms. Taylor (garden instructor) will provide science based PD for using new equipment and incorporating lessons in classroom instruction.	August 2020- May 2021	Classroom Observations, Monthly Faculty Meetings, District PD offerings

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Needs:

Reflex Math/Gizmos- \$4,500

Instructional Technology- \$10,000

Focus Area 3: Student Achievement

Goal	Task	Description	Timeline	Accountability
<p>To improve core instructional practices that result in higher student achievement and growth in Language Arts, Literacy, Math and Science.</p>	Increase achievement for students receiving special education services by providing time for SPED teachers and classroom teachers to collaborate.	Principal will create a schedule that allows for classroom teachers and specialists to collaborate at least once a month to review data and monitor student growth.	September 2020 - May 2021	Principal will schedule and attend collaboration meetings on a monthly basis.
	Improve student achievement for economically disadvantaged students.	Teachers will monitor data and brainstorm ways as a school we can close this gap.	August 2020 -May 2021	Continued conversations among stakeholders and data review.
	Create strategic plan that allows for continued rigorous instruction during an extended school closure.	Forest Park will have a clear plan to navigate distance learning. This will be shared with students and parents at the beginning of the school year.	August 2020- May 2021	Teachers, Specialists, and administrators will work together to create the plan that will be shared with all stakeholders. Teachers will be given PD to support their instruction. Students will receive instruction and support in all online platforms. We will update technology with the help of district resources and have clear expectations for all involved.
	Create incentives to encourage daily attendance for students.	Monthly "TEA" (Time for Excellent Attendance) parties for students with no tardies or absences.	August 2020- May 2021	Administrator will plan and schedule TEA parties. Communication will be shared with all stakeholders. Attendance data will be reviewed quarterly to determine success of initiative.

	Professional Development	Attendance procedures, effective instructional practice, distance learning	August 2020-May 2021	Administrator plans PD opportunities and creates survey for feedback
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Supporting Data

2017 School Rating: A (89.39)

2018 School Rating: A (85.1)

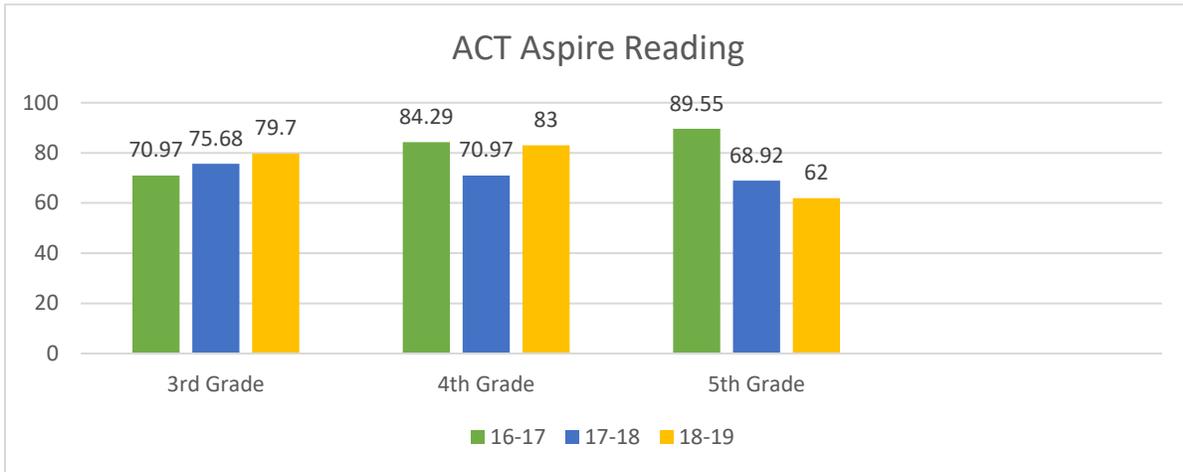
2019 School Rating: A (88.58)

- Attendance Rate: 2017: 99.5% (School Engagement Score 99.8)
2018: 96.15% (School Engagement Score 84.6)
2019: 93.22% (School Engagement Score 83.05)

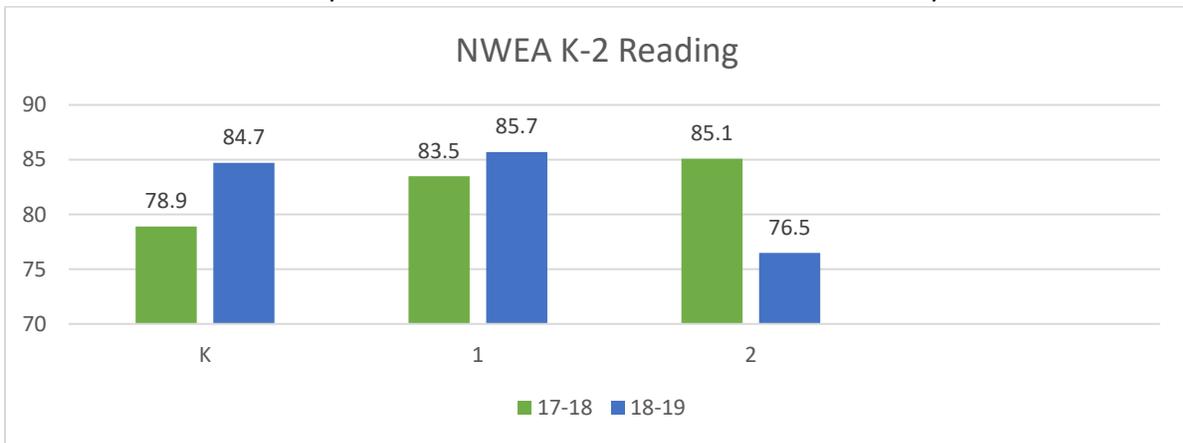
Population/% of Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students (100%)	89.39	85.1	88.58
Black or African American (14.94%)	78.13	71.81	73.03
Hispanic/ Latino (5.3%)	94.53	81.08	83.83
White (74.46%)	91.52	88.09	92.28
Economically Disadvantaged (18.8%)	77.99	72.52	73.16
English Learners (6.02%)	86.18	96.85	97.09
Students with Disabilities (10.36%)	68.35	58.16	66.24

- The overall ESSA index score rose 3.48 points this year. Scores in all sub-groups rose as well. There was significant increase in the Students with Disabilities category (8.08 points).
- Scores for the Economically Disadvantaged, African-American, and Students with Disabilities indicate areas of concern due to the difference from the overall index score. This will continue to be areas that we address to show increased growth.
- Our overall weighted achievement score increased from 93.93 to 99.07.
- As a school, we continue to see trends that place female learners scoring higher than male learners. We will work to close that gap this year by increasing STEM instruction.

Achievement Data: Literacy (No Spring 2020 Test Data due to COVID-19 school closures)

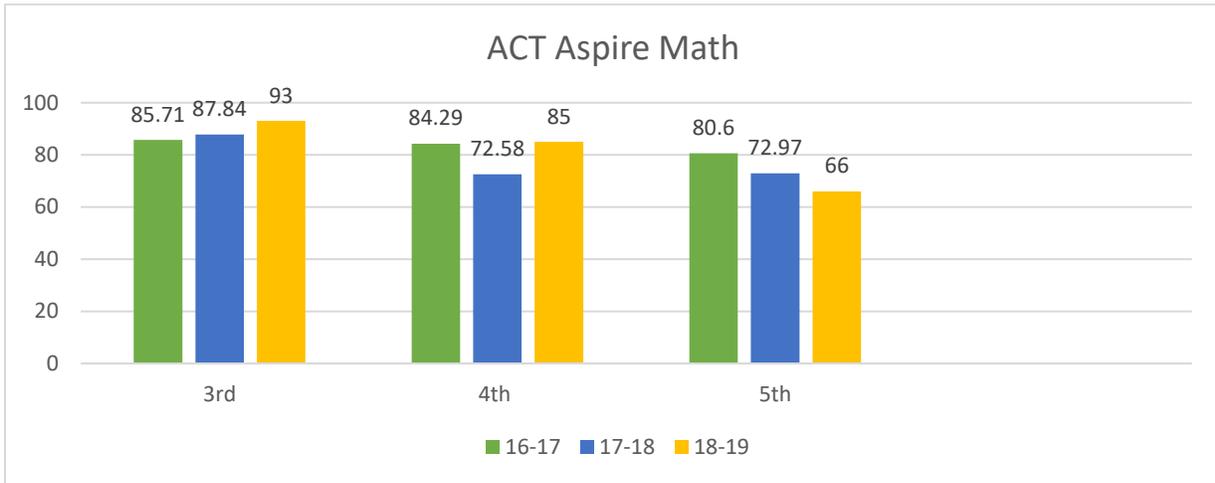


- Grade 3 has shown steady growth from 70.97 in 16-17 to 79.7 in 18-19.
- Grade 4 grew tremendously from 17-18 to 18-19.
- Grade 5 has steadily declined. This will be an area of focus this school year.

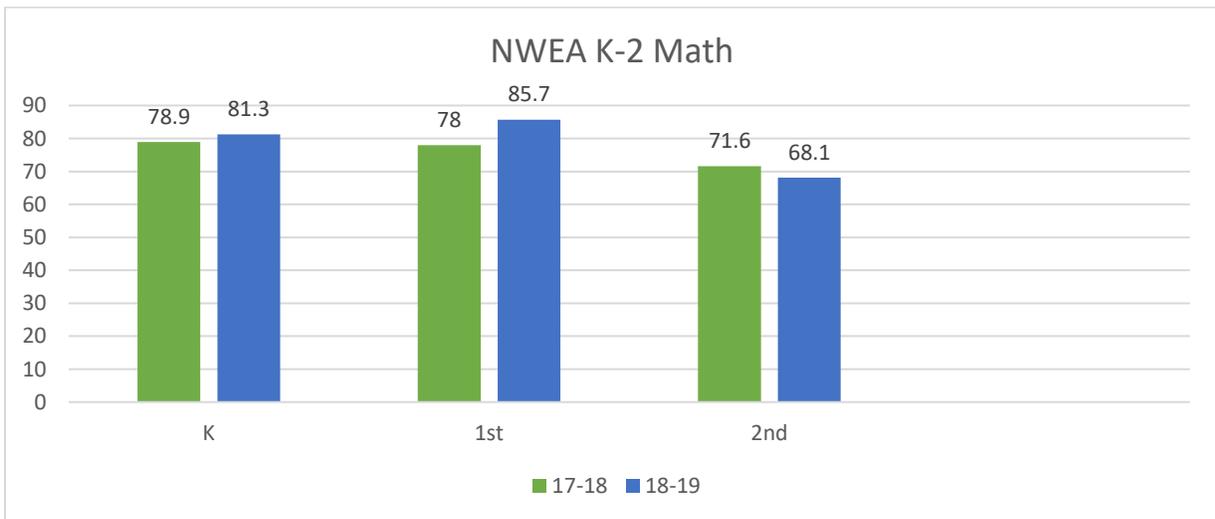


- Kindergarten and First grade showed growth from 17-18 to 18-19.
- 2nd grade showed a decrease. We will utilize phonics, phonemic awareness, and comprehension curriculum to fidelity this year.

Achievement Data: Mathematics (No Spring 2020 Test Data due to COVID-19 school closures)

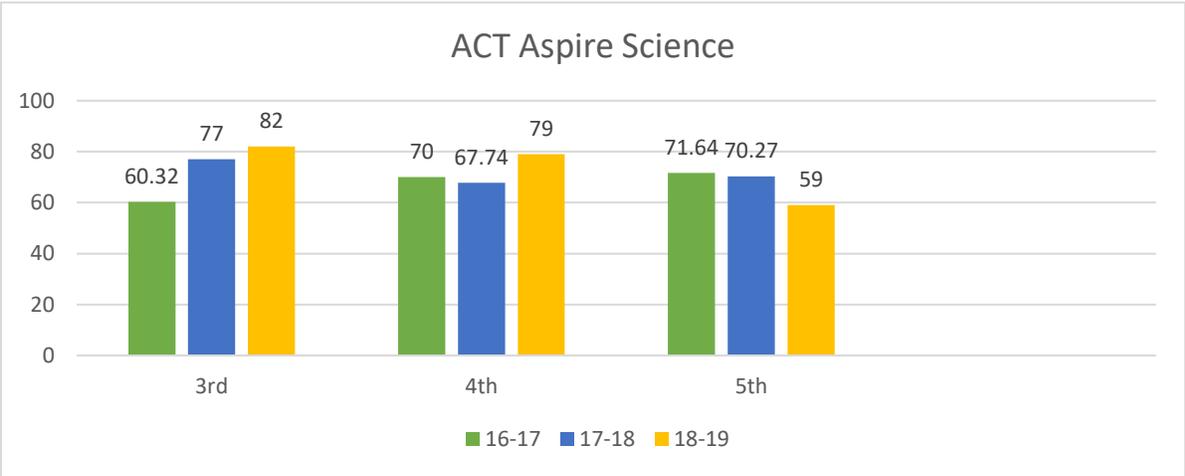


- 3rd Grade has shown a gradual increase over the past 3 years.
- 4th grade showed a large increase from 17-18 to 18-19.
- 5th grade has had a gradual decline over the past 3 years.



- Kindergarten and First grade are showing increasing scores.
- 2nd grade has a slight decrease.

Achievement Data: Science (No Spring 2020 Test Data due to COVID-19 school closures)



- We see increases in most grade levels. We will continue to work to improve our science achievement and growth across all grade levels with a specific focus on 5th grade.