Forest Hills Elementary School

2020-21 Schoolwide Improvement Plan

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Forest Hills Elementary School

10112 N OLA AVE, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Michelle Soto

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: D (35%) 2016-17: D (32%) 2015-16: F (28%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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10112 N OLA AVE, Tampa, FL 33612

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Forest Hills Elementary will support the social and emotional needs of all students while facilitating an education to develop each child to their fullest's potential.

Provide the school's vision statement.

Forest Hills Elementary empowers students academically, socially, and emotionally.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Gordon, Regina	Principal	Leadership team meetings can include the following: Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to: 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs. Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result

Name	Title	Job Duties and Responsibilities

in improved outcomes
and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom
and a highly effective principal in every school. This vision is founded in the research-based tenet that
teacher quality has a larger impact on student achievement than any other schooling factor. Further
research demonstrates the impact of a principal's leadership on outcomes for students and teachers.
Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to
further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under
the oversight of Human Resources. All applicants must be pre-approved by the District to attend
these events. Certified teachers with an Effective or Highly Effective performance evaluation,
teaching in field, at our highest needs schools are eligible for salary differential. This program was
established with the purpose of helping to create stability and equity in harder to staff schools,
recruiting and retaining highly qualified instructional staff, increasing student achievement, and
promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary
increases to sustained high-level performance, while career ladder positions, such as Instructional
Mentors, are available to effective educators. The base teacher salary schedule is designed to
provide substantial increases in compensation to teachers who have demonstrated positive student
impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional
mentors assigned to every new educator for up to two years to increase effectiveness and decrease
recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist
principals in determining teachers' transfer options and promotion into leadership positions. HCPS
has linked PD opportunities to HR functions so that school-level and district-level trainings are
developed and deployed in response to areas of need identified by educator

Name	Title	Job Duties and Responsibilities
		evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Demographic Information

Principal start date

Monday 6/15/2020, Michelle Soto

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

69

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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School Grades History	2018-19: C (48%)

	2017-18: D (35%)
	2016-17: D (32%)
	2015-16: F (28%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	88	103	113	115	86	0	0	0	0	0	0	0	591
Attendance below 90 percent	17	16	14	11	10	18	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	24	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	33	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	3	2	21	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	3	0	3	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	15	16	20	27	16	18	0	0	0	0	0	0	0	112
One or more suspensions	0	8	5	12	2	7	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	76	56	60	0	0	0	0	0	0	0	192

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	1	24	11	15	0	0	0	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	24	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	3	0	2	0	0	0	0	0	0	0	5

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	114	111	125	113	110	0	0	0	0	0	0	0	677
Attendance below 90 percent	15	16	20	27	16	18	0	0	0	0	0	0	0	112
One or more suspensions	0	8	5	12	2	7	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	76	56	60	0	0	0	0	0	0	0	192

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	1	24	11	15	0	0	0	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	24	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	3	0	2	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	52%	57%	24%	52%	55%
ELA Learning Gains	56%	55%	58%	44%	55%	57%
ELA Lowest 25th Percentile	60%	50%	53%	51%	51%	52%
Math Achievement	37%	54%	63%	20%	53%	61%
Math Learning Gains	56%	57%	62%	30%	54%	61%
Math Lowest 25th Percentile	62%	46%	51%	35%	46%	51%
Science Achievement	33%	50%	53%	18%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	52%	-28%	58%	-34%
	2018	27%	53%	-26%	57%	-30%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	41%	55%	-14%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	29%	55%	-26%	56%	-27%
Same Grade Comparison		12%				
Cohort Comparison		14%				
05	2019	29%	54%	-25%	56%	-27%
	2018	25%	51%	-26%	55%	-30%
Same Grade Comparison		4%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	54%	-25%	62%	-33%
	2018	25%	55%	-30%	62%	-37%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	37%	57%	-20%	64%	-27%
	2018	23%	57%	-34%	62%	-39%
Same Grade Comparison		14%				
Cohort Comparison		12%				
05	2019	33%	54%	-21%	60%	-27%
	2018	20%	54%	-34%	61%	-41%
Same Grade Comparison		13%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	51%	-22%	53%	-24%
	2018	18%	52%	-34%	55%	-37%
Same Grade Comparison		11%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	47	50	15	41	57	24				
ELL	36	55	50	31	66	67	21				
BLK	26	55	70	31	50	68	20				
HSP	35	57	56	32	56	62	30				
WHT	37	55	50	48	56		41				
FRL	33	55	62	36	56	65	31				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	38	52	12	31	27	18				
ELL	16	25	33	14	29	30	7				
BLK	27	37	39	20	35	48	15				
HSP	28	38	44	24	38	41	27				
MUL	27	30		7							
WHT	39	54		41	46		35				
FRL	29	39	42	24	36	42	23				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	42	41	3	31	33	6				
ELL	12	38	48	14	28	26	7				
BLK	19	40	48	12	23	40	11				
HSP	24	46	55	21	33	29	21				
MUL	23			15							
WHT	32	35		25	31	40	18				
FRL	23	44	51	19	29	32	17				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data that showed the lowest performance was ELA proficiency score of 29.3%. This is a decline of one point from last school year. Historically since 2016, the ELA proficiency has been: 2016- 23%. 2017- 24%, 2018- 30%, 2019- 29.3%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All data showed an increase. ELA proficiency is an area of focus. The factor was that the resources used were not viable, therefore students were not exposed to rigorous texts that promote active engagement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state average was in the areas of proficiency in both reading and math. The state average is 57% in ELA, and 60% in Math. At our school site its is 29%, and 34%, respectively. The factor that contributed to this gap was the historical data that shows our students need support with rigorous texts.

Which data component showed the most improvement? What new actions did your school take in this area?

The areas that showed the most improvement were the gains in mathematics. The plan moving forward is to support teachers in the implementation of planning math lessons that embed conceptual understanding, and providing teachers with support to facilitate meaningful classroom discussions and differentiated small group instruction. Additionally, we will continue math monthly assessments and regular data meetings and action planning to facilitate the implementation of small group differentiated instruction regularly.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In the 2020-2021 school year, we are going to work with teachers to promote proactive strategies for supporting students who have been through trauma. This will align with the continued work on increasing school-wide attendance percentages. Our continued focus on school-wide attendance will involve incentives correlating to attendance goals and ongoing progress monitoring. These proactive measures through socio-emotional learning time in all schedules will allow students to learn to regulate their own behavior, and prevent suspensions from occurring.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading Proficiency
2. Math Proficiency
3. Socio-Emotional Learning & Trauma Informed Practices
4. Science Proficiency
5. ESE subgroup learning gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Teachers will utilize data and instructional best practices to implement differentiated small group instruction regularly. There will be ongoing support through coaching, planning, and feedback to help increase student achievement. Our continued focus on integrating the new viable curriculum, using formative assessments, and the teachers' deep understanding of student data will facilitate planning for purposeful differentiation. A need for more development of pedagogical knowledge to deliver math instruction at a conceptual level, deep understanding of aggressively monitoring to identify groups and misconceptions as well as the integrity of student accountability protocols when it comes to independent work stations has impeded or attempt to close the achievement gap. Implementing and fine-tuning a framework surrounding purposeful differentiation through small group instruction will allow for strategic interventions to support students' growth and needs.
Measurable Outcome:	Implement purposeful differentiation through teacher guided small group in order to support students' ability to read, analyze and comprehend complex text as evidenced by I-Ready grade level placement data. 18/19 17% of students were on grade level on reading I-Ready, 19/20 34% of students were on grade level for the Winter I-Ready Diagnostic. The goal for the 20/21 is 70%. We plan to improve students' ability to read, analyze and interpret texts as evidence by I-ready grade level placement data.

Build and support students' conceptual understanding on mathematical and real world problems as evidenced by I-Ready grade level placement data. 18/19- 32%, Math Winter I-ready Diagnostics 19/20- 27%. The goal for 20/21 is 70%. We will plan and implement lessons that align to standards. Teachers will utilize the data to facilitate purposeful differentiation through teacher guided small group instruction and independent workstations. |
| **Person responsible for monitoring outcome:** | Regina Gordon (regina.gordon@hcps.net) |
| **Evidence-based Strategy:** | 1. Continue weekly common planning and follow up sessions.
2. Ongoing coaching cycles and feedback.
3. Ongoing progress monitoring and data analysis sessions.
4. Ongoing professional development opportunities for teachers and staff.
5. Purposeful use of technology-based programs, equipment, and applications for student engagement.
6. Strengthen RTI process with an RTI facilitator to oversee process with administration and student services team. |
| **Rationale for Evidence-based Strategy:** | 1. Support the development of high quality lesson plans, develop steps for small group instruction and independent differentiated tasks, deepen teachers' understanding around content and best practices, infuse technology.
2. Support the implementation of high quality lesson plans through small group instruction and independent differentiated tasks, instructional practices and technology usage.
3. To utilize data regularly while planning instructional next steps. Ensure fidelity and alignment of monthly assessments in reading and math to progress monitor student achievement and identify the needs for each group.
4. To deepen teachers' understanding of best practices, resources, content and aggressive monitoring practices to support student learning.
5. Provide differentiated and engaging learning opportunities using technology.
6. Streamline supports for targeting needs of specific students. |

Action Steps to Implement

1. Coaches and resource teachers will facilitate weekly standards based planning sessions
- support development of instructional plans
- evaluate student work and data
- deepen teachers' understanding of resources and best practices
- deepen teachers' understanding of concepts and content
-develop steps for small group instruction and independent differentiated tasks
2. Coaches, resource teachers and administrators will provide formative feedback instructional and student performance
- instructional learning walks
- formative classroom observations
- coaching cycles
-planning session support and protocol development

Person Responsible   Regina Gordon (regina.gordon@hcps.net)

3. Students' data will be used in planning sessions and in separate data analysis sessions
- administer monthly assessments for students in math and reading
- create action plans that address student data
- adjust instructional plans regularly
- leverage resources and staff to support student needs
4. Professional development will be offered throughout the year in a variety of ways
- job embedded PD: lesson studies, learning walks, Edcamp, coaching cycles, modeling
- monthly ILT's
- curriculum training
- technology based programs and applications

Person Responsible   Regina Gordon (regina.gordon@hcps.net)

5. Use technology as a tool to enhance students learning experience
- equipment for student use
-resources provided for teacher implementation
- Nearpod lesson development
6. Facilitate the MTSS process with staff and RTI Facilitator
- regular MTSS meeting schedule
- progress monitor Tier 2 and Tier 3 data
- planning support for targeted interventions and lesson development

Person Responsible   Regina Gordon (regina.gordon@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Create classroom cultures that are intentional in developing students' emotional intelligence, increasing students' connection to their school community through relationships, and provide constructive responses. A need for more development in understanding the impact trauma, poverty and lack of exposure has on students in order to use the tools available to create a culturally responsive classroom, has impeded our attempt to close the achievement gap.
Measurable Outcome:	Students will demonstrate increasing amounts of appropriate behavior by communicating, collaborating, and peacefully resolving conflict with others as evidenced by ASQI and SCIP data. ASQI Data: Students follow rules of conduct- 18/19: 74%, 19/20: 79%, 20/21- Goal: 89% Students at this school understand expectations for their conduct- 18/19: 87%, 19/20: 98%, 20/21- Goal: 100% Student SCIP Data: I feel safe at school- 18/19- 67% 19/20- 73% 20/21- Goal: 85% There is an adult I can talk to when I have a problem- 18/19- 87% 19/20- 90% 20/21- Goal: 100% Students at this school treated others with respect- 18/19- 31% 19/20- 38% 20/21- Goal:70% I am encouraged to show good character- 18/19- 84% 19/20- 90% 20/21- Goal: 94% Bullying is addressed at my school- 18/19- 56% 19/20- 57% 20/21- Goal: 70% My teacher thinks it is important for me to build friendships- 18/19- 67% 19/20- 73% 20/21- Goal: 85%
Person responsible for	Regina Gordon (regina.gordon@hcps.net)

monitoring outcome:	
Evidence-based Strategy:	1. Ongoing professional development opportunities for teachers and staff 2. Ongoing coaching feedback 3. Planning support and modeling 4. Student services team provide group and class SEL lessons 5. Student services team will facilitate RTI B sessions on monthly schedule 6. Student services team meetings will be held weekly to progress monitor student behavior data 7. Celebrate students who demonstrate good character aligned to the habits of character
Rationale for Evidence-based Strategy:	1. Continue to grow teachers understanding of SEL 2. To support the implementation of Sanford Harmony and Inner Explorer as a resource to provide SEL lesson 3. To build capacity to create culturally responsive classrooms 4. To support the need for modeling appropriate conflict-resolution 5. Target student specific needs to support planning and monitoring strategic behavior interventions 6. Provide tiered supports to grade level teams to monitor student progress 7. To create student leaders who are celebrated for making good choices

Action Steps to Implement

1. Develop teachers understanding of the impact of trauma, lack of exposure, and poverty on students.
- attend a school culture training implemented by Kim Bearden on building relationships and positive school culture
- Brian Mendler will present to faculty during Preplanning to provide strategies for connecting with students and building trust
-learning walks and edcamp sessions to build teacher capacity
-modeling and coaching for teachers for more targeted support
-pre-planning learning opportunities for teachers and staff
2. Ongoing coaching feedback to develop alternative plans for difficult students
- facilitate Tier 2 and 3 behavior planning sessions
- Tier 1 Training during pre-planning
- provide coaching on teachers Tier 1 classroom systems
- implementation of trauma informed and restorative practices.

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3. Planning support and modeling
- student services team will model morning meetings
- provide teachers with resources on developing SEL lessons
- to develop classroom procedure and processes
4. Student Services team will provide group and class SEL lessons
- to provide students with support on reoccurring issues
5. Student Services team will facilitate scheduled RTI B meetings
- to support the development of alternative behavior plans for students in need of more support
- to support progress monitoring of behavior data for Tier 2 and 3 students
- provide feedback about Teachers' Tier 1 approaches

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6. Student Services Team meetings will be held weekly to progress monitor student behavior data
- adapt school wide practices to better support students needs

- create action plans to support students and teachers in need
- develop ways to celebrate student success

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Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Strengthening teachers' knowledge and understanding for delivering instruction to meet varying student needs with a viable curriculum, aligned to state standards will allow for the opportunity to close achievement gaps. Additionally, continuing to strengthen the culture through providing new learning around building a positive classroom culture from the beginning of the year will positively impact students' academic growth. In order to address our ESE students, who did not meet the state ESSSA requirements, we will strategically plan to have the VE teachers assigned to students according to the teachers' strengths. The VE teachers will work cooperatively with the general education teacher to progress monitor students by using monthly data from the math and reading assessments in order to make instructional decisions. The resources used for ELA will be Brainspring and Rewards, to strengthen students' foundational skills and close the achievement gap.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Forest Hills will continue to refine the positive culture at the school by embracing equity and access to resources. We will lean on our student services team to help provide wrap around services for our families within the community and on site. Additionally, our scheduling of events will be flexible, allowing various families to attend. Our goal is to increase opportunities to meaningfully engage with our families, parents, and stakeholders.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$335,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	0042 - Forest Hills Elementary School	Title, I Part A		$5,940.00
			Notes: Data chats will be held 6 times with in the school year on assigned planning dates mentioned above in line 2 when formative assessment data is available. The data will be utilized to plan instructional adjustments and student interventions. Subs may be needed to provide coverage for these meetings. This will be for 24 teachers in grades K-5 and VE. 6 sessions for a total of 24 teachers, needing 9 subs per session (3 days per session, 3 subs per day to faciliate all grade levels). Totaling in $990.00 per session, overall costs $5,940.00.			
		100-Salaries	0042 - Forest Hills Elementary School	TSSSA	1.0	$16,200.00
			Notes: The math coach will facilitate planning sessions that support the development of high quality lesson plans, deepen teachers understanding around content and best practices, and infuse technology weekly. The Math coach will work with grades-KDG-5 and assigned VE teachers . This is a total of 24 teachers.			
		100-Salaries	0042 - Forest Hills Elementary School	Title, I Part A	1.0	$90,000.00
			Notes: Hire 2 teacher leaders. Each teacher leader will be assigned specific content within the reading and math disciplines. They will set up a demonstration classroom that will be available every day for learning walks, and side-by-side coaching that they conduct with various teachers.			
		100-Salaries	0042 - Forest Hills Elementary School	Other	2.0	$165,000.00
			Notes: Hire 2 reading coaches. The reading coaches will facilitate planning sessions that support the development of high quality lesson plans, deepen teachers understanding around content and best practices, and infuse technology weekly. Reading coach 1 will work with grades-KDG, 1, 4 and assigned VE teachers and Reading Coach 2 will work with grades 2, 3, 5 and assigned VE teachers. This is a total of 24 teachers, 12 in each coaches case load.			
		520-Textbooks	0042 - Forest Hills Elementary School	Title, I Part A		$20,000.00
			Notes: The purchase of the reccommended trade books for EL module lessons are important to increase students access to additional related topics in different genre of texts related to the module lessons. Each class would receive a class set. 18 classrooms impacting 396 students.			
		319-Technology-Related Professional and Technical Services	0042 - Forest Hills Elementary School	Title, I Part A		$11,400.00
			Notes: Learnzillon- Online platform that provides lesson plan resources and planning support in use the EL curriculum for ELA teachers, VE staff and coaches totaling in 45 users.			
		330-Travel	0042 - Forest Hills Elementary School	Title, I Part A		$11,000.00
			Notes: EL Education Conference- National EL Conference held in Denver, November 5th -8th. This conference wil allow ELA teachers, coaches and administrators to deepen their understanding of the EL content and resources, therefore improving lesson planning practices and instrucitonal delivery withing the framework of EL. Attendees will also gain knowledge on instructional best practices pertaining to reading comprehension, phonics, and building knowledge through ELA standards and literature. No more then 5 antendees: estimated hotel per night $200.00 (3 rooms needed for 4 nights), estimated cost of conference $1,200.00 (5 antendees), estimated airfare $300.00 (5 flights)uber or cab fees $100.00 (for group), daily perdiem $30 (4 days for 5 atendees) an estimated total cost of			

			$10,600.00. Antendees will bring back new knowledge and conduct professional development sessions with specific staff to disseminate new learning.			
		330-Travel	0042 - Forest Hills Elementary School	Title, I Part A		$8,000.00
			Notes: NCTM math conference, held TBA. This conference will allow math teachers, coaches, and administrators to deepen their understanding of NCTM best practices, developing students conceptual knowledge of mathematical concepts, and improve lesson planning practices and lesson delivery. No more then 5 antendees: estimated hotel per night $245.00 (3 rooms needed for 4 nights), estimated cost of conference $507.00 (5 antendees), estimated airfare $300.00 (5 flights) uber or cab fees $100.00 (for group), daily perdiem $30 (4 days for 5 atendees). An estimated total cost of $7,675.00. Antendees will bring back new knowledge and conduct professional development sessions with specific staff to disseminate new learning.			
		330-Travel	0042 - Forest Hills Elementary School	Title, I Part A		$8,000.00
			Notes: NCTM Math Conference- NCTM math conference, held TBA. This conference will allow math teachers, coaches, and administrators to deepen their understanding of NCTM best practices, developing students conceptual knowledge of mathematical concepts, and improve lesson planning practices and lesson delivery. No more then 5 antendees: estimated hotel per night $245.00 (3 rooms needed for 4 nights), estimated cost of conference $507.00 (5 antendees), estimated airfare $300.00 (5 flights) uber or cab fees $100.00 (for group), daily perdiem $30 (4 days for 5 atendees). An estimated total cost of $7,675.00. Antendees will bring back new knowledge and conduct professional development sessions with specific staff to disseminate new learning.			

2	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$213,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0042 - Forest Hills Elementary School	Title, I Part A	2.0	$90,000.00
			Notes: Hire 2 Guidance Counselors. In order to improve students ability to demonstrate appropriate behavior by communicating, collaborating and peacefully resolving conflicts the guidance counselor will provide counseling services, small group support and whole group direct SEL lessons weekly. Whole group lessons will impact all students grades K-5 (792), Guidance Counselor 1-K,2,4 and Guidance Counselor 2- 1,3,5. Currently we have 225 students on recieving school based mental health services and support. 122 on Tier 2 and 3 plans.			
		100-Salaries	0042 - Forest Hills Elementary School	Title, I Part A	1.0	$90,000.00
			Notes: Hire RTI teacher. The RTI Teacher will work collaboratively with teachers, administrators and the student services team to facilitate the RTI process for Academics and Behavior. The RTI teacher will work with the entire student services team to ensure the RTI processes and procedures are followed and students needs are being met. RTI-A-88 students coded tier 2, 179 coded tier 3. RTI-B 122 students have tier 2 or tier 3 plans, 17 have FBA's.			
		150-Aides	0042 - Forest Hills Elementary School	Title, I Part A		$25,000.00
			Notes: Hire Assistant Teacher. The Assistant Teacher will run a daily student support center called Panther Camp to support non-exclusionary disciplinary practices when students need a break from the normal classroom setting. Students will be assigned daily to receive behavior and academic support when the classroom setting is not meeting their needs. ESE and Guidance staff will also support students in the support center as needed. The Assistant teacher will attend weekly student services meetings to assist in creating interventions for students with behavioral and academic needs. Currently between August and March we have served students 819 times in our student support center.			
		330-Travel	0042 - Forest Hills Elementary School	Title, I Part A		$8,000.00
			Notes: Behavior Support Conference- Innovative Schools Summit Conference in San Antonio November 12-15th. Assistant teacher, guidance counselor, RtI teacher, administrators will attend the national behavior conference to deepen their understanding of best practices to improve student culture and minimize discipline rates schoolwide. Participants will also gain			

	furhter knowledge of restoritive practices, trauma sensitive practices, and inclusion strategies to bring back to school to improve a high achieving student culture and learning environment. No more then 5 antendees: hotel per night $189.00 (3 rooms needed for 4 nights), cost of conference $445.00 (5 antendees), estimated airfare $300.00 (5 flights) ,uber or cab fees $100.00 (for group), daily per diem $30 (4 days for 5 attendees). An estimated total cost of $6,693.00. Attendees will bring back new knowledge and conduct professional development sessions with specific staff to disseminate new learning.
Total:	**$548,540.00**