

Comprehensive Progress Report

Mission:

The Mission of Forest Hills is to develop globally minded leaders fostering respect, safety, collaboration, and high academic standards for all. Our Vision is to inspire children to "Explore the world. Be the change." Core Values Mustangs Lead - They are Learners, Empathetic, Accountable and Determined

Goals:

! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		9-16 Teachers utilize varied instructional grouping formats during the Daily 5 / Cafe framework. Growth is needed to apply these same grouping formats across all curriculum areas. 10/12/17 The indicator was reassessed and the assessment ratings will remain unchanged. FHG will be piloting EL Open UP Resources this year as one of four schools in NHCS. The framework of the program does not follow the previously used Daily 5/Cafe model. Increased time for ELA will be provided as well as training and PD throughout the year.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		Core instruction shall include whole group, small group, and independent learning based on data. iReady, a computer based program for reading and math, will be used as a core practice with all students.		Stephanie Tew	06/30/2018
Action(s)	Created Date		7 of 12 (58%)		
1	12/19/16	Teachers will participate in iReady and teacher tool box training to support the use of the iReady online learning program.	Complete 09/15/2016	Stephanie Tew	09/15/2016
	Notes: 12/19/16 Task was completed on 9/15/16				

2	12/19/16	Visit a New Hanover County elementary school, in year 3 of implementation, to collaborate with colleagues regarding the use of iReady.	Complete 12/14/2016	Stephanie Tew	12/14/2016
		<i>Notes:</i> 12/19/16 Team completed this task and share the results of this meeting at the 12/14/16 SIT team meeting.			
3	12/19/16	Create Mobile Lab shared schedule to allow for ELA, Math iReady block.	Complete 12/19/2016	Graham Elmore	12/21/2016
		<i>Notes:</i> 12/19/16 Two 45 minute periods, for grades 2-5, every week for the lab to rotate to their classroom. This information will be shared with the entire staff using google docs. Team will consider and seek input regarding how we use the 3rd mobile lab. This task was completed during the leadership team meeting.			
4	12/19/16	Distribution of headphones. This will include 4 operable sets of head phones to be used with classroom desktop computers, mobile labs and tech tubs containing iPads.	Complete 12/21/2016	Donna Bens	12/21/2016
		<i>Notes:</i> 12/19/16 Headphones are on campus and are in the process of distribution. Ms. Bens is reviewing work orders for computers with headphone jacks that are not working.			
5	12/19/16	We will create parent tools that will support the use of iReady as a component of home learning and parent conferences.	Complete 01/23/2017	Stephanie Tew	01/31/2017
		<i>Notes:</i> 12/19/16 Ms. Bens, Ms. Tew and Ms. Romero will collaborate to determine what tools are available to support this implementation. 1/23/17 Parent log in information has been sent home for parents. This information will be attached to the curriculum link on the school webpage.			
6	2/16/17	A technology PLT will be formed to create a plan for digital teaching and learning for grades K-5.	Complete 04/27/2017	Donna Bens	04/27/2017
		<i>Notes:</i> 2/13/17 Tech PLT has been meeting monthly and reviewing feedback regarding technology plan. 3/6/17 The digital teaching and learning plan was reviewed by the leadership team. Administration will meet with this PLT to discuss how to formally			

share with staff and determine its implementation.

4/27/17

PLT created and implemented throughout the school year.

7

4/17/17

Expand Wilson Foundations to be used with the EC department.

Stephanie Tew

12/31/2017

Notes: 4/17/17

Ms. Dineen will schedule peer observations, coaching sessions and direct observations using Wilson Foundations.

5/15/17

Foundations training has currently been implemented, with the help of Ms. Dineen, in grades K-1 and has been expanded to EC classrooms. Materials have been ordered. Teachers are experimenting with daily lessons. Full implementation in our EC classrooms will occur in the 17-18 school year based on goals identified in student IEPs.

8

1/23/17

K-1 teachers will implement a daily, 30 minute, whole group, Foundations block, with fidelity to support their ELA instruction.

Complete 03/06/2017

Stephanie Tew

03/06/2017

Notes: 10/19/16

An EC representative from NHCS came and met with our K-1 teachers to discuss the curriculum and materials needed to implement Foundations.

11/1/16

K-1 teacher visited Wrightsboro elementary to view Foundations instruction in K-1 classes.

1/23/17

Daily walk through observations have been completed by leadership team to ensure that program is being implemented. Plan is being discussed for the use of a Foundations coach to further support instruction.

3/6/17

12 weeks of coaching support has been implemented. The Foundations tracker has been provided to monitor progress for both general ed teachers and the MTSS coordinator.

9

4/17/17

Following data analysis and program review, the EC team has selected to support comprehension with the use of the Read Well program.

Stephanie Tew

06/30/2018

Notes: 4/17/17

The EC team has met with administration to develop an implementation plan of the Read Well program for the 17-18 school year.

10/12/17

The EC team is using Read Well and will collect data to determine the effectiveness of instruction.

10

10/13/17

Consult with the NHCS lead ELA and MTSS coordinators to plan appropriate instruction using the EL Open Up Resource program with an emphasis on using data to determine appropriate mode of instruction.

Stephanie Tew

06/30/2018

Notes:

11

10/16/17

Teachers will participate in iReady and teacher tool box training to support the use of the iReady online learning program.

Stephanie Tew

12/31/2017

Notes:

12

10/16/17

K-1 teachers will implement a daily, 30 minute, whole group, Foundations block, with fidelity to support their ELA instruction.

Stephanie Tew

06/30/2018

Notes: 10/13/17

K-1 will implement a 30 minute Foundations block to supplement the EL Open Up Resource core curriculum. The skills block / phonics materials for EL were not ordered for full implementation by NHCS. Instead, FHG will order and preview K-2 materials during the year to determine which materials will be used for 18-19 school year.

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		10/12/17 The SIT team decided that this is a high priority and easy to address through the implementation of PBIS strategies.	Limited Development 10/12/2017		
How it will look when fully met:		Observation and discipline data will show teachers using effective classroom management with evidence of the common language and practices of PBIS.		Christina Daniels	06/30/2018
Action(s)	Created Date		1 of 7 (14%)		
1	10/13/17	The PBIS team will develop expectations, post expectations, and provide corresponding lessons for the classroom.		Christina Daniels	12/31/2017
Notes:					
2	10/16/17	The PBIS team will develop expectations, post expectations, and provide corresponding lessons for the cafeteria.		Christina Daniels	12/31/2017

<i>Notes:</i>					
3	10/16/17	The PBIS team will develop expectations, post expectations, and provide corresponding lessons for the car pool.		Christina Daniels	12/31/2017
<i>Notes:</i>					
4	10/16/17	The PBIS team will develop expectations, post expectations, and provide corresponding lessons for the auditorium.		Christina Daniels	12/31/2017
<i>Notes:</i>					
5	10/16/17	The PBIS team will revise K-1 matrices and posters to use words paired with images for younger learners.		Christina Daniels	12/31/2017
<i>Notes:</i>					
6	10/16/17	ABE and ODR data will be used to determine the effectiveness of PBIS practices.		Graham Elmore	06/30/2018
<i>Notes:</i>					
7	10/16/17	A seminar will be held at FHG and led by select members of the NHCS instructional services department to help support the development of positive classroom environments.	Complete 09/13/2017	Boni Hall	09/13/2017
<i>Notes:</i> 9/13/17 Suzanne Rilling conducted a classroom management seminar to help in the development of a positive and product classroom environment.					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/12/17 The SIT team assessed this indicator as a high priority and easy to address. Currently the teachers are using planbook for individual lessons. Teachers recognize that there needs to be strategies put into place to develop long range unit plans. 5-16 We have a common plan/template for school wide instruction. Formative assessment is completed, however analyzing the data and moving forward with instruction is not consistent. Our current barrier is teacher/staff retention. 9-16 Reviewed at SIT - no changes to assessment	Limited Development 05/02/2016		
<i>How it will look when fully met:</i>		Teachers will develop unit aligned units of instruction for ELA and Math using the core instructional programs.		Boni Hall	06/30/2018
Action(s)	Created Date		0 of 4 (0%)		

1	10/16/17	Utilizing the EL Open Up Resources for ELA, identify high yield instructional strategies within the program for Modules 1, 2,and 3.		Stephanie Tew	06/30/2018
<i>Notes:</i>					
2	10/16/17	Utilizing the EL Open Up Resources for ELA, unpack Modules 1, 2,and 3 and develop working lesson plans for aligned units of study.		Stephanie Tew	06/30/2018
<i>Notes:</i>					
3	10/16/17	Utilizing the Curriculum Associates Ready and iReady curriculum , identify high yield instructional strategies within the program for Math.		Stephanie Tew	06/30/2018
<i>Notes:</i>					
4	10/16/17	Utilizing the Curriculum Associates Ready and iReady curriculum resources, develop working lesson plans for aligned units of study.		Stephanie Tew	06/30/2018
<i>Notes:</i>					
		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To
Initial Assessment:		10/12/17 The SIT team assessed this indicator as a high priority and easy to address. Currently the instructional improvement plan indicates all required components for daily lesson planning. The planbook.com tool promotes collaboration in planning and is well received by the staff. 9-16 Teachers have begun using planbook.com during the opening weeks of school. Baseline expectations for lesson planning are in the process of being established. Teachers are working collaboratively to ensure alignment with district pacing guides and the NCSCOS.		Limited Development 09/23/2016	
How it will look when fully met:		Weekly lesson plans will include instructional strategies associated with a high effect size and based on the core instructional units of study.			Boni Hall
Action(s)	Created Date				
<i>Notes:</i>					
		A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To
Initial Assessment:		9-16 Teachers employed at Forest Hills last year reported participation in a book study for a minimal amount of time. Teachers recognize the benefit of such study and want to continue with focused development in this area. BOY vocabulary data supports the need for development in this area.		Limited Development 09/23/2016	

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The school will incorporate strategic instruction across all curriculum areas using research-based practices.		Objective Met 03/06/17	Stephanie Tew	05/17/2017
Action(s)	Created Date					
1	10/17/16	Build an understanding of the differences between Tier I (basic vocabulary), Tier II (general academic words and phrases), and Tier III (domain specific/ content words and phrases vocabulary words.		Complete 10/26/2016	Stephanie Tew	11/22/2016
		<i>Notes:</i>				
2	10/17/16	By using the information learned regarding the difference between tier 1, 2 and 3 vocabulary words, we will develop a system for instructing staff on how to use graphic organizers.		Complete 11/02/2016	Stephanie Tew	11/22/2016
		<i>Notes:</i>				
3	10/17/16	We will create a system for students and staff to display their knowledge of vocabulary through the use of word walls.		Complete 11/09/2016	Stephanie Tew	11/22/2016
		<i>Notes:</i>				
4	10/17/16	We will develop strategies for connecting vocabulary to learning standards through activities, games and writing.		Complete 11/16/2016	Stephanie Tew	11/22/2016
		<i>Notes:</i>				
5	11/21/16	Monitor vocabulary instruction for the use of proficient implementation of the identification of Tier II and III words, word walls, and the use of graphic organizers to build student vocabulary.		Complete 03/01/2017	Stephanie Tew	03/01/2017
		<i>Notes:</i> 11/21/2016 January Evidence Walks will include monitoring for vocabulary 1/9/16 Evidence Walks will include monitoring for vocabulary for the remainder of Jan. 2/6/17 Grades 1, 4 and 5 have been observed. The rest of the grades will be completed during this week. 3/1/17 All teachers have a word wall. They will be updated with tier II and tier III words for the remainder of the year. Teachers will strive to include students in the creation and maintenance.				
Implementation:				03/06/2017		

Evidence	3/6/2017 Professional development, as described in the standard, has been fully and effectively implemented.			
Experience	3/6/2017 This experience was a growing experience for all staff. They were able to develop a better understanding of a high yield strategy that can be used across content areas.			
Sustainability	3/6/2017 Walk-through observations will continue to determine growth and proficiency in this area.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	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.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		10/12/17 The leadership team assessed this indicator as a high priority and easy to address. Due to the number of new employees at the school, action steps developed during the previous school year will be continued, monitored and emphasized throughout the school year for effectiveness. 5-16 As a school we have improved our process to refer students through the MTSS process. Teachers complete a data sheet and share with the team (talking point to help build a plan for that student). We discuss the WHOLE student and not just the deficits. An improvement for next year - notifying the next grade level about tier 2 & 3 students. 9-16 Reviewed at SIT - no changes made to assessment	Limited Development 05/02/2016		
How it will look when fully met:		Following MTSS PD on 9/28/16 and Grade Level Data Digger Days (October 5-11) teachers will be able to use the MTSS process to identify core instructional practices for ELA and Math.		Janine Romero	06/30/2018
Action(s)	Created Date		10 of 16 (62%)		
1	9/26/16	Understand the MTSS framework following a brief overview and review of district resources and the WW research	Complete 09/28/2016	Janine Romero	09/28/2016
		<i>Notes:</i> 10/13/16 MTSS framework and resources presented to the staff during the 9/28/16 faculty meeting. Resources presented through Google Classroom to provide for future reference.			

2	9/26/16	Teachers will be introduced to the process of identifying elements that create core instructional plans for ELA and math using the NHCS problem solving tool template	Complete 10/13/2016	Janine Romero	10/13/2016
		<p><i>Notes:</i> 10/13/16 MTSS framework and resources presented to the staff during the 9/28/16 faculty meeting. Resources presented through Google Classroom to provide for future reference. MTSS core plans for ELA and Math are complete for grades 1,3,4,5. Data meetings for grades K and 2 are scheduled for Oct. 17 during which final MTSS plans will be developed.</p>			
3	9/26/16	Teachers will be able to define Instruction - Curriculum - Environment - Learner as factors to consider when determining core instructional practices.	Complete 10/17/2016	Janine Romero	10/17/2016
		<p><i>Notes:</i> 10/13/16 Task is complete for grades 1,3,4,5. Grades K and 2 will be completed when all BOY Data Digger meetings on Oct. 17, 2016.</p> <p>10/17/16 Grades K and 2 are complete.</p>			
4	9/26/16	Teachers will compare and contrast current individual instructional practices with those of their team members to identify core practices for the grade level.	Complete 10/17/2016	Janine Romero	10/17/2016
		<p><i>Notes:</i> Task is complete for grades 1,3,4,5. Grades K and 2 will be completed when all BOY Data Digger meetings on Oct. 17, 2016.</p> <p>10/17/16 Grades K and 2 are complete.</p>			
5	9/26/16	Identify tiered interventions for ELA and math and systems for monitoring student progress.	Complete 06/09/2017	Janine Romero	06/09/2017
		<p><i>Notes:</i> 10/13/16 Review task quarterly through review of monitoring data and feedback received during grade level planning meetings. Consider needs for Power Up: flexible grouping, resources and materials, instructional support staff</p> <p>2/13/17 Teachers are participating in grade level data meetings. All meetings will be completed on 2/28/17.</p>			

3/6/17
 MOY data meetings have been completed. Students have been identified for MTSS interventions based on MOY data. The MTSS coordinator is supporting the teachers to conduct parent meetings and intervention plans. NHCS lead ELA met with teachers to discuss core instructional plans which supported understanding of tiered implementation to aligned differentiated core instruction with all students.

6/9/17
 EOY data meetings were completed. Teachers held EOY meeting with parents and summarized the year end performance and recommended next steps for MTSS for 17-18 school year.

6	9/26/16	Conduct weekly MTSS meetings to review the effectiveness of core instruction and student response to interventions.	Complete 06/09/2017	Janine Romero	06/09/2017
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Notes: 10/13/16
 Weekly team meetings are being held with the multi-disciplinary MTSS Leadership Team.
 Case meetings are prioritized for students identified as having Tier II or Tier III supports in the prior school year. The team is comparing EOY 15-16 data with BOY 16-17 data to determine the appropriateness of interventions.
 Case meetings are scheduled through Google Calendar.
 Additional members with specific specialization are invited based on projected student needs.

2/13/17
 MTSS weekly meetings continue to be conducted.

3/6/17
 Implementation of weekly MTSS meetings are being conducted with fidelity.

7	9/26/16	Teachers will collaborate with parents to inform them of the MTSS process and share progress and tools for home support.	Complete 02/15/2017	Janine Romero	02/28/2017
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Notes: 10/13/16
 Instructional coach provided teachers with tips for Q1 conferences to include:
 * NHCS MTSS brochure to use while explaining core practices for the grade level
 * NHCS MTSS brochure to use while explaining Tier II or Tier III supports

for both academics and behavior
 * TRC - Reading across the grades chart
 * Examples of text at current level and expected EOY levels

12/14/16
 * MOY conferences will be held with parents during the month of February following the completion of data collection.
 * MOY conference tools will be added to Google Drive folders

2/6/17
 The next step in tier 2 paper work was shared.
 Individual student goals were set based on aimswebPlus data.

2/15/17
 The tools that were created were shared by our instructional coach and MTSS coordinator.

8	9/26/16	Walkthrough tools will be developed to monitor fidelity and alignment to core instructional plans for ELA and Math.		Boni Hall	06/30/2018
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<p><i>Notes:</i> 10/13/16 Evidence based Walk-through tools are being developed by the administrative team.</p> <p>12/14/16 The leadership team has developed a schedule for walk-throughs based on the areas of instructional focus. The current focus is evidence of learning targets during instruction and present with current student work, implementation of Foundations, and PBIS core behavior expectations.</p> <p>2/13/16 Walk throughs are focusing on the 23 artisan teacher themes and the use of 30 sec and 5 minute feedback. During the 3rd and 4th quarters we will be look more specifically at guided reading practices and the best practices for the mathematics classroom focusing on building number sense and conceptual understanding of concepts by utilizing concrete-pictorial-abstract model progressions and Singapore Math philosophy and Strategies.</p>					
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9	12/19/16	Parent conferences will be held during the 1st quarter and after MOY data has been collected.	Complete 02/28/2017	Boni Hall	02/28/2017
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Notes: 12/19/16

Teachers conducted parent conferences with all parents throughout quarter 1. We have set a date for MOY meetings to be completed. The month of February has been designated as parent conference month. Feb. 24th, half day for students, has also been designated for parent conferences.

2/6/17

A suggested agenda was created and shared with staff to ensure all important data is shared and talking points are covered.

2/13/17

Parent conferences are being held 2/13 - 2/28.

2/28/17

MOY parent conferences have been completed.

10	3/6/17	Create EOY process and tools for teachers to use for closing out MTSS files for the current school year and preparing for the following year.	Complete 06/06/2017	Janine Romero	06/06/2017
Notes: 6/6/17 Completed by staff.					
11	3/6/17	Create class placement data cards and google document for teachers to complete and use for class placement for the following school year.	Complete 06/06/2017	Janine Romero	06/06/2017
Notes: 6/6/17 Completed by staff.					
12	10/16/17	Form multi-disciplinary /MTSS Leadership Team to meet quarterly.		Janine Romero	06/30/2018
Notes:					
13	10/16/17	Teachers will be introduced to the process of identifying elements that create core instructional plans for ELA and math using the NHCS problem solving tool template		Janine Romero	12/31/2017
Notes:					
14	10/16/17	Teachers will compare and contrast current individual instructional practices with those of their team members to identify core practices for the grade level.		Janine Romero	12/31/2017
Notes:					
15	10/16/17	Identify tiered interventions for ELA and math and systems for monitoring student progress using The Standard Protocol Rubric as co-developed by lead MTSS for NHCS.		Janine Romero	06/30/2018
Notes:					

16	10/16/17	Conduct weekly MTSS meetings to review the effectiveness of core instruction and student response to interventions.		Janine Romero	06/30/2018
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	10/12/17 The school completed module 1 of the PBIS training and achieved green ribbon status from the state of North Carolina. Data shows a reduction in discipline referrals and supports the need to continue PBIS training in module 2. A plan for offering differentiated training for new staff will be provided. 5-16 The school provides social and emotional supports for students. We are a PBIS school without the PBIS name. We meet as a whole school to set the tone for the week (morning Huddle). 9-16 Reviewed at SIT - reassessed indicator to the level of limited development due to the following data: - the school's FIT (Family Involvement Team) consisting of social worker, counselor, site-based mental health therapist, psychologist, and nurse has not been in effect for the past four years. - the school utilized some of the principles of PBIS but had not participated in training and/or procedures for full implementation - MTSS requires the simultaneous consideration of RTI and PBIS to meet the needs of the whole child		Limited Development 05/02/2016		
<i>How it will look when fully met:</i>	A comprehensive system will be in place for all staff to provide supports and interventions for students' emotional needs.			Christina Daniels	06/30/2018
Action(s)	Created Date		6 of 10 (60%)		
1	10/12/16	PBIS - Participate in Module I training for PBIS.	Complete 08/19/2016	Graham Elmore	08/19/2016
<i>Notes:</i> FHills staff participated in NHCS Module I PBIS training on August 19, 2016. Members of the team are serving as leaders on the PBIS PLT.					
2	10/12/16	PBIS - Establish a PBIS PLT to include representatives from each grade level/grade span and department specialists.	Complete 08/23/2016	Christina Daniels	08/23/2016
<i>Notes:</i> A monthly meeting schedule for the PBIS PLT has been developed and entered on Google Calendar. Meeting notes are maintained on the Forest Hills Staff Wiki.					
3	10/12/16	PBIS - Define core procedures for teaching behavior expectations and creating a culture of prevention.	Complete 09/16/2016	Boni Hall	12/14/2016
<i>Notes:</i> * Share PowerPoint presentation with staff to define preventative core behavior expectations during opening staff meeting (completed 8/23/16)					

		<p>* Active Supervision Survey (completed 9/9/16) Classroom Management Plan - create and post on website for parents and upload to shared Google Folder Serves as a basis for MTSS Core Behavior Plans (completed 9/16/16)</p>			
4	10/12/16	<p>PBIS PLT will guide staff in defining core values and school wide expectations for behavior across all settings.</p>	Complete 02/13/2017	Christina Daniels	05/17/2017
		<p><i>Notes:</i> The team to date has completed the following action steps: * Created behavior acronym created to support goals for global citizenship- LEAD = Learners, Empathetic, Accountable, Determined. * Created behavior matrix to define school-wide expectations was developed. * Organized student leaders to conduct presentations in classrooms to share expectations with fellow students. * Begun discussions on a school wide behavior reinforcement system.</p> <p>Next steps: * Print posters of behavior matrix for display around the school (incorporate new logo with Mustang) * Create a plan for implementing the school wide positive reinforcement system * Create lesson plans to teach expectations in identified locations * Clearly define problem behaviors by identifying differences between major and minor and teacher versus office managed</p> <p>2/13/17 Leadership team concluded that this task has been completed.</p>			
5	10/13/16	<p>PBIS - Create a system for providing positive reinforcement and clearly defined consequences for school-wide behaviors.</p>		Christina Daniels	06/08/2018
		<p><i>Notes:</i> 2/13/17 Leadership team determined that we are not complete with this task yet. Next steps are to continue office discipline referrals through ABE to measure impact.</p>			
6	10/12/16	<p>FIT - Establish a Family Involvement Team (FIT).</p>	Complete 02/13/2017	Julie Cox-Beckham	05/17/2017
		<p><i>Notes:</i> Establish a weekly meeting schedule for the members of FIT to discuss the needs of students and families (counselor, social worker, nurse, site-based mental health, school psychologist, administration) Document meetings and share notes through Google Docs folder with team members. Create FIT referral form for teachers using Google Forms. Monitor progress of students through the MTSS process as needed.</p>			

		<p>2/13/17 Leadership team has determined that this task is completed. The FIT team meets weekly and teachers are submitting FIT team referrals. This data is being used as a part of the MTSS process as needed.</p>			
7	10/13/16	<p>FIT - Student leadership groups will be formed to encourage the core values of the school.</p>	Complete 02/13/2017	Dawn Gullledge	05/17/2017
		<p><i>Notes:</i> Honor Guard - began Oct. 5 Safety Patrol - will begin the week of Oct. 17 Kindness Ambassadors - began Oct. 6</p> <p>Opportunity for student involvement in training other students for leadership roles will be provided prior to the second semester.</p> <p>2/13/17 Leadership team determined that this task has been completed. We currently have student kindness ambassadors, honor guard and safety patrol in place.</p>			
8	2/16/17	<p>PBIS- Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. (PBIS Feature 1.8)</p>		Christina Daniels	06/08/2018
		<p><i>Notes:</i> 2/13/17 Leadership team met and discussed next steps for implementing PBIS procedures.</p>			
9	2/16/17	<p>PBIS- School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedures for addressing office-managed versus staff-managed problems. (PBIS Feature 1.5)</p>		Christina Daniels	06/08/2018
		<p><i>Notes:</i> 2/13/17 Leadership team discussed the implementation of a flow chart for addressing office-managed versus staff-managed problems.</p>			
10	2/16/17	<p>PBIS- Faculty are shown school-wide data regularly and provide input on universal foundations at least every 12 months. (PBIS Feature 1.10)</p>		Christina Daniels	06/08/2018
		<p><i>Notes:</i> 2/13/17 Leadership team met and discussed best practices for teachers having access to ABE data.</p>			

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10-12-17 The school has transition plans from Pre-K to K and 5th to 6th at a limited level. Planning for the current school year includes a parent night to preview the grade to grade transitions.	Limited Development 10/12/2017		
<i>How it will look when fully met:</i>		Purposefully planned activities will support student transition to Kindergarten, 6th grade, and from grade to grade.		Dawn Gulledge	06/30/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/16/17	The current system for kindergarten screening and orientation will be reviewed for sustainability.		Dawn Gulledge	01/31/2018
<i>Notes:</i>					
2	10/16/17	The current process for providing orientation to 6th grade will be reviewed by seeking input from students and parents.		Dawn Gulledge	01/31/2018
<i>Notes:</i>					
3	10/16/17	A school-wide event will be organized to provided information to students and families about the upcoming grade level.		Dawn Gulledge	01/31/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/12/17 Wide range of district staff including the superintendent and district superintendent department heads support the school on a regular basis. Forest Hills Global has a Title I principal coach that visits monthly. We have open lines of communication with senior leadership and collaboration through attendance at monthly district team meetings/trainings. 5-16 Wide range of district staff including the superintendent and district superintendent department heads support the school on a regular basis. Forest Hills has a Title I principal coach that visits often. We have open lines of communication with senior leadership and collaboration with instructional coach which the information is passed to the school building. 9-16 Reviewed at SIT - no changes to prior assessment	Full Implementation 05/02/2016		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at	Implementation Status	Assigned To	Target Date

		least twice a month) to review implementation of effective practices.(5137)			
Initial Assessment:		10/12/17 The school improvement team meets twice a month. The leadership team meets three times a month. Grade level teams meet weekly to review the implementation of effective practices. 5-16 Our SIT team did not meet on a regular basis this school year. The team members were not reflective of the grade levels and staff in the building. This year we had gaps in time caused the team to lose momentum and focus. 9-16 SIT reviewed - no changes to prior assessment	Limited Development 05/02/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Leadership Teams will meet during the year and will focus on school improvement initiatives. Performance data, observation data, and perception data will be considered when reviewing the effectiveness of practices and the need for differentiated support.	Objective Met 02/16/17	Boni Hall	05/17/2017
Action(s)	Created Date				
1	10/12/16	Schedule weekly meetings with administration, MTSS Coordinator, Instructional Coach, and Global Studies/PBIS to review instructional priorities and levels of support needed for teachers.	Complete 10/13/2016	Boni Hall	10/13/2016
		<i>Notes:</i> Schedule meetings on Google Calendar - Mondays - adjust time as needed to assure attendance by all (completed 9/30/16) Prioritize indicators for discussion based on monitoring data.			
2	10/12/16	Develop a professional development plan to support the school's primary instructional goals as identified in the Executive Summary's four focus areas (Community Building, Content Planning, Instruction, and Assessment).	Complete 10/13/2016	Boni Hall	10/12/2016
		<i>Notes:</i> Consider how PD will be delivered and the primary person responsible Research PD offered by NHCS Lead Instructors - location and format Determine PD the school will need to sustain annually - consider online options and associated costs PD plan completed and shared with all teachers at Data Digger meetings.			

3	10/12/16	Schedule monthly planning meetings with grade level/department chairs. Schedule monthly meetings with School Improvement Team Co-Chairs to assess progress utilizing the NCStar process.	Complete 02/13/2017	Boni Hall	05/17/2017
		Notes: Schedule meetings grade level/department chairs - 3rd Wednesday of the month Schedule meetings with SIT chairs during collaborative planning time 2/13/17 Leadership determined that this this task has been complete. This also completes this indicator.			
Implementation:			02/16/2017		
Evidence	2/16/2017	Our google shared calendar holds all the dates for meetings that have been held and will be held for the 16-17 school year. Meeting notes are maintained in google drive and through notes recorded in NCStar.			
Experience	2/16/2017	School leaderships are operating across the school and meeting routinely according to the plan schedule.			
Sustainability	2/16/2017	Monitoring outcomes and seeking feedback on the effectiveness of scheduling.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		10/12/17 The school has a comprehensive list of schedules and duty rosters that is shared through google docs with the whole school community. 5-16 A master schedule was created and share with the staff. The scheduled included intervention times for each grade level, planning time for teachers, duties for all staff members and the specials/lunch schedule. Collaborative activities occur in each grade level on a consistent basis during their planning time (specials). Collaborative activities that do not occur on a consistent basis are conversations about students and data driven lessons. An area to grow would be to establish a leadership team at the school that communicates and meets consistently, incentives to attract teachers to	Limited Development 05/02/2016		

		serve on these teams, and a system to document the work on these teams. 9-16 Reviewed at SIT - no changes to prior assessment			
How it will look when fully met:		The school will create a framework for instructional discussions using a variety of formats and schedules.		Graham Elmore	06/30/2018
Action(s)	Created Date		7 of 9 (78%)		
1	10/14/16	A master schedule will be created so that students will be provided with at least 30 minutes daily for acceleration and remediation of instruction, 90 minutes daily of ELA, and 60 minutes daily of math. Also included will be 45 minutes daily of planning time for staff members. Duties and non-instructional responsibilities will also be included as a part of this schedule.	Complete 08/22/2016	Graham Elmore	08/22/2016
	<i>Notes:</i> 10/14/16 A half day and early release schedule was created to continue the focus on daily instruction.				
2	10/14/16	Administration will create a master calendar for the school year, accessible by all staff members, using google calendars.	Complete 08/29/2016	Graham Elmore	08/31/2016
	<i>Notes:</i> 10/14/16 The master calendar was created on 8/29/16. This calendar includes all events that will take place and during and after the school day, to allow for staff members to plan and coordinate necessary training. Administration is responsible for maintaining the calendars. Staff have been receptive to the use of this system.				
3	10/14/16	A professional development calendar was created to provide insight into current and future professional development. It is accessible for all staff members to use for planning considerations.	Complete 10/14/2016	Boni Hall	10/14/2016
	<i>Notes:</i> 10/14/16 Professional development calendar is up to date and accessible to all staff.				
4	10/14/16	The instructional leadership team will meet weekly with administration to discuss upcoming PD and instructional planning.	Complete 10/14/2016	Graham Elmore	10/14/2016
	<i>Notes:</i> 10/14/16 MTSS, Global Studies, AIG, Instructional coach and admin meet on Mondays for a working lunch.				
5	10/14/16	A PLT framework will be created to provide opportunity for distributed leadership based on school improvement goals. One day per month will be scheduled for PLTs to meet and collabora	Complete 11/02/2016	Graham Elmore	11/02/2016

Notes: 10/14/16

The following PLT groups that have been created:

Going Global

Technology

Green

PBIS

Social

MTSS

6 10/14/16 Administration will develop a schedule that provides the opportunity for two designated days of collaborative instructional planning per week.

Complete 12/14/2016

Graham Elmore

12/21/2016

Notes: 10/14/16

MTSS, AIG, Global Studies, the Instructional Coach and Administration will collaborate in planning instructional PD and data analysis to be delivered during the collaborative instructional planning time.

12/14/16

AIG, Global Studies and Instructional Coach have been conducting PD on Wednesdays to provide small group support for school initiatives. To date training has included: Vocabulary, Technology - Hour of Code, Global Studies - Culture Building. MTSS support is provided during alternative planning, primarily on Tuesday collaborative meetings and during whole group faculty meetings. The framework for PD will continue throughout the year.

7 10/14/16 PLT and instructional leadership teams meeting notes will be archived using shared folders in google drive.

Boni Hall

12/31/2017

Notes: 2/13/17

Leadership team is determining the most effective way to share documents in drive to ensure fluid collaboration.

8 10/14/16 Grade level chairs and department team chairs will meet with administration a minimum of once a month.

Complete 03/06/2017

Boni Hall

05/17/2017

Notes: 12/14/16

Meetings with grade level chairs and department chairs is scheduled for the third Wednesday of the month prior to SIT. Additional time is needed with team leaders to discuss the effectiveness of school initiatives. Administration will revisit the scheduling framework to provide more time in collaboration.

2/13/17

Grade level chairs and department chairs have been meeting with

administration on the 3rd Wed. of the month.

3/6/17

Discussion of Wednesday leadership team meetings took place. We review that these meetings provided an opportunity for teachers/grade levels to express any concerns that are not necessary for SIT to deal with.

9 3/27/17 Meet with each grade level team, determine what templates are being used and conduct an evaluation of the system that is currently in place.

Graham Elmore

12/31/2017

Notes:

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The extended learning program will support school improvement initiatives. At this time it is too early to determine the best use for the projected allocation. When allocations are received, BOY data will be reviewed as well as past successes to determine the best approach for instruction.	Limited Development 10/16/2017			
<i>How it will look when fully met:</i>		Curriculum and instruction will be strategically selected to offer students extended learning opportunities.		Graham Elmore	12/31/2017	
Action(s)	Created Date		0 of 3 (0%)			
1	10/16/17	Review allocation for extended learning programs once received.		Graham Elmore	12/31/2017	
		Notes:				
2	10/16/17	Review student data and current curriculum and instruction to determine the greatest area of need.		Boni Hall	12/31/2017	
		Notes:				
3	10/16/17	Develop a strategic plan for extended learning to include provisions for student selection, implementation schedule and timeline, parent notification, and progress monitoring.		Graham Elmore	12/31/2017	
		Notes:				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:		10/12/17 Administration consistently utilized and followed the observation matrix for the year. More specific walk through tools will be generated to provide feedback on core expectations for classroom environment and instruction. 5-16 Teachers need/want feedback from their principal. Principal will review effective practices, monitor instruction and increase visibility during core instructional times. 9-16 Reviewed at SIT - no changes to prior assessment	No Development 05/02/2016		
How it will look when fully met:		A variety of instructional monitoring tools will be used to provide teachers with meaningful feedback aligned to the school's instructional goals for improvement.		Boni Hall	06/30/2018
Action(s)	Created Date		2 of 5 (40%)		
1	11/9/16	The instructional team will review data collection tools to use for high impact evidence walks.	Complete 11/21/2016	Boni Hall	02/15/2017
<p><i>Notes:</i> Jakki Jethro shared research on Evidence Walks and the value of using evidence from walk-throughs to align feedback with school improvement actions.</p> <p>11/21/2016 * Evidence Walk Through tools and systems developed</p>					
2	11/9/16	The instructional team will utilize the tool titled "Discussion of Evidence & Debrief Summary" to record overall, targeted, and specific feedback.	Complete 09/30/2017	Boni Hall	10/31/2017
<p><i>Notes:</i> 1/9/17 Data from Evidence Walks discussed. Results: PBIS - implement plan for providing monthly Booster Sessions; Learning Targets - continue recognition and looking for evidence in student work, small group instruction; Foundations - continue providing support - working on an instruction PD plan to secure additional coaching support; Global Coordinator will continue to attend grade level planning to promote collaboration and natural integration of globalization of lessons - additional funding for resources is needed especially grade appropriate literature</p> <p>2/13/17 Walk through data collection has been taking place.</p> <p>6/30/17 Review of current plan took place. Discussion focused on creating a plan that identifies particular areas of focus for the walk through evaluations by quarter and based on data.</p>					

3	11/9/16	<p>The instructional team will introduce the Artisan Teacher Themes of teaching and provide feedback focusing on the talents and strengths of teachers.</p>		Boni Hall	06/30/2018
<p><i>Notes:</i> Incorporate Feedback through the following means:</p> <ul style="list-style-type: none"> * pre and post conferences and observations through NCEES * evidence-based walkthroughs * 30 second feedback , 5 minute feedback <p>1/11/17 Introduction to Artisan Teacher's themes of talent. Themes 1-6, the technical work of teaching introduced during staff meeting. Use of the research from the Artisan Teacher Field Guide to guide discussion. Learning displayed using Thinking Maps provide further integration of prior PD.</p> <p>Artisan Teacher's Five Minute Feedback structure will be added as a method of teacher feedback for subsequent Evidence Walks. Themes: Clear Learning Goals, Diagnosis, Congruency, Task Analysis, Overt Responses, Mid-Course Corrections</p> <p>2/13/17 Administration has been taking part in BOY and MOY meetings and conducting classroom observations with follow up post conferences.</p> <p>6/30/17 The team decided to restart the 23 themes to ensure that all staff are familiar with each theme and their purpose. The process of embedding Artisan Teacher training through individual and small group conferences proved to be an effective practice for reinforcing the talents of our staff.</p>					
4	11/9/16	<p>The instructional team will clarify areas for attention, support, and/or next steps for professional development.</p>		Boni Hall	06/30/2018
<p><i>Notes:</i> 1/9/17 Current PD plan is appropriate.</p> <p>2/13/17 Current PD plan is being used and is appropriate.</p> <p>6/30/17 The 16-17 professional development plan was implemented. The 17-18</p>					

plan will be developed based on data and needs of returning and new staff.

10/12/17

The 17-18 professional development plan will be developed based on data. Current training will support the implementation of the core reading, EL Open Up Resources and core math, Curriculum Associates iReady /Ready .

5	10/16/17	The team will utilize Google Forms to record walk-throughs in order to aggregate observation data.		Graham Elmore	06/30/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Beginning teachers are supported with at the school and by the LEA.	Limited Development 01/31/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School 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.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/12/17 The school regularly looks at school performance data to make decisions about school improvement. Tools are being created to provide aggregated classroom observation data to inform professional development needs. 5-16 Each grade level discussed their students (data days) after each benchmark period. Through the discussions a common strand was vocabulary. As a school we focused on Vocabulary PD for the teachers. Tying classroom observation data and analysis to	Limited Development 05/02/2016			

		student learning data and professional development is an area that needs to be enhanced at the school. 9-16 Reviewed at SIT - no changes to prior assessment			
How it will look when fully met:		Teachers will use data from a variety of data sources to analyze student performance. Benchmark data will be compared a minimum of three times per year to assess growth and proficiency throughout the year.		Janine Romero	06/30/2018
Action(s)	Created Date		4 of 8 (50%)		
1	12/19/16	Hold 16-17 BOY data meetings to establish base line data.	Complete 10/17/2016	Janine Romero	10/17/2016
		Notes: 12/19/16 This was task completed on 10/17/16.			
2	12/19/16	Hold 16-17 MOY meetings to discuss data.	Complete 02/17/2017	Janine Romero	02/28/2017
		Notes: 12/19/16 Set dates on the calendar and secured funds for substitutes. 2/13/17 MOY data meetings are currently taking place from 2/13-2/28. 2/17/17 MOY data digger meetings have been completed by all grades.			
3	12/19/16	Hold 16-17 EOY data meetings.	Complete 05/17/2017	Janine Romero	05/17/2017
		Notes: 12/19/16 Set dates on the calendar and discussed securing funds for substitutes. 5/17/17 EOY meetings were held by all teachers.			
4	12/19/16	The school will develop a professional development outline to ensure alignment with instructional improvement plan. Revisions will be made based on the analysis of student data throughout the year.	Complete 02/13/2017	Boni Hall	05/17/2017
		Notes: 12/19/16 Professional development outline is included in the teacher data notebooks as well as shared on google drive. As revisions are made updates will be provided. 2/13/17 Leadership determined that this task has been completed.			
5	6/30/17	Hold 17-18 BOY data meetings to establish base line data.		Janine Romero	10/31/2017
		Notes:			
6	6/30/17	Hold 17-18 MOY meetings to discuss data.		Janine Romero	02/28/2018

Notes:					
7	6/30/17	Hold 17-18 EOY meetings to discuss data.		Janine Romero	05/18/2018
Notes:					
8	6/30/17	In addition to reviewing data at BOY, MOY and EOY, data will be reviewed with individual teachers and grade levels at the interim point of each quarter.		Janine Romero	05/18/2018
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/12/16 We have procedures in place for evaluating, replacing staff and recruiting staff. More intentional practices need to be created to celebrate and showcase accomplished teaching practices by our staff members. 5-16 We have a procedure for evaluating and replacing staff, but not for recruiting and rewarding staff members. The procedures and protocols are in place, but not always followed. Approximately 70% of certified staff turned over last school year. 9-16 Reviewed at SIT - no changes to prior assessment	Limited Development 05/02/2016		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
Notes:					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians 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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/12/17 Great improvements have been made to our school website. We hold monthly parent nights and communicate to parents weekly through the automated calling system. MTSS and EC meetings are held weekly to address the needs of students with at risk behaviors in both	Limited Development 05/02/2016		

		academics and their behaviors. 5-16 We have a strong connection between school and home as demonstrated by our Mustang Mail, hosting parent nights and parent/teacher conferences as well as a Sunday phone call every week. Forest Hills holds weekly MTSS meetings that include parents to discuss academic progress. 9-16 Reviewed at SIT - greater emphasis on teacher webpages and school website is needed for full implementation. Focus is needed on providing families with resources to support educational initiatives in the school.			
How it will look when fully met:		The school will provide communication and resources for parents to use to support and extend learning at home. The school will review the variety of methods used to provide communication and seek input from families to assess impact and effectiveness.		Graham Elmore	06/30/2018
Action(s)	Created Date		3 of 7 (43%)		
1	11/9/16	Create Title I family - school compact for achievement with input from SIT parent representatives.	Complete 01/09/2017	Graham Elmore	01/09/2017
		<p><i>Notes:</i> Revise brochures based on feedback. Submit to print shop.</p> <p>12/14/16 Final changes on brochures are in progress.</p> <p>1/9/17 Brochures distributed to all students.</p>			
2	11/9/16	Establish baseline standards for websites for all certified staff members.	Complete 12/14/2016	Graham Elmore	12/14/2016
		<i>Notes:</i>			
3	11/9/16	Re-design school website to include communication and resources for parents to use to support and extend learning at home.		Graham Elmore	12/14/2018
		<p><i>Notes:</i> 11/16/16 SIT team began discussion regarding school website and parent communication. Different ideas were discussed regarding how to improve communication with our school community.</p> <p>1/18/17 SIT met and discussed improvements to the website. Staff members were assigned tasks to complete these improvements.</p> <p>2/15/17 Work session was held at the SIT meeting on 2/15/17.</p>			
4	11/9/16	Create school-wide toolkit to use for parent conferences.	Complete 02/13/2017	Graham Elmore	05/17/2017

Notes: 2/13/17

Leadership team determined this task to be complete.

5	10/16/17	Include a "Help at Home" segment in the monthly newsletter to parents.		Boni Hall	06/30/2018
<i>Notes:</i>					
6	10/16/17	Provide families with materials to use at home with students when invited to school-wide events.		Stephanie Tew	06/30/2018
<i>Notes:</i>					
7	10/16/17	Establish baseline standards for websites for all certified staff members.		Graham Elmore	12/31/2017
<i>Notes:</i>					