

Comprehensive Progress Report

Mission: To TEACH! To LEARN! To GRADUATE! To INSPIRE!

Kannapolis City Schools will inspire our learners to graduate and become successful citizens.

Vision:

Goals:

Enhance and broaden parent communication, increase community based partnerships, and offer more opportunities for family engagement to ensure students are continually supported by all stakeholders.

Ensure students exceed growth expectations as measured by EVAAS.

To ensure all students have access to their education, Forest Park will decrease the number of students with chronic absenteeism to 6%.

To enhance learning environments in all classrooms, Forest Park teachers will continually implement and strengthen their RECONNECT and culturally responsive instructional strategies.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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:		<p>Forest Park teachers have a very sound understanding of behavior management in their classrooms. They have had professional development regarding PBIS, classroom environments, and consistent expectations across the grade levels.</p> <p>Forest Park teachers will be able to accurately document student behaviors and maintain continual parent communication to ensure mental health supports can be implemented when needed.</p>	Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Teachers will be proactive with student behavior support and work with the MTSS team to ensure all students have their social/emotional/behavioral needs met.	Objective Met 10/18/19	Susan Puckett	06/07/2019
Actions					
8/31/17		Forest Park staff members will participate in a PBIS refresher at the beginning of the 2017-18 school year.	Complete 09/01/2017	Susan Puckett	09/08/2017
<i>Notes:</i>					
8/31/17		Forest Park will hold quarterly PBIS celebrations for students who meet their quarterly goals.	Complete 05/04/2018	Susan Puckett	04/02/2018
<i>Notes:</i>					
8/31/17		Forest Park teachers will teach/model all behavior expectations to students at the beginning of the year and following any lengthy breaks throughout the year.	Complete 04/13/2018	Susan Puckett	06/08/2018
<i>Notes:</i>					
8/31/17		Forest Park staff members will participate in professional development regarding social/emotional interventions and classroom environments.	Complete 05/18/2018	Josh Sain	06/08/2018
<i>Notes:</i>					

8/31/17	Forest Park staff members will keep accurate discipline data (Educators Handbook) and follow all school discipline procedures with regards to referrals and parent communication.	Complete 05/18/2018	Josh Sain	06/08/2018
<i>Notes:</i> Teachers will be reminded of expectations at monthly staff meetings.				
8/31/17	Forest Park teachers will use Class Dojo as a form of communication but will call or schedule a conference should student behavior begin to interfere with student learning.	Complete 05/18/2018	Susan Puckett	06/08/2018
<i>Notes:</i>				
8/31/17	The Forest Park leadership team will review/analyze all discipline data quarterly and proactively respond to areas that exhibit need with the staff.	Complete 05/18/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
10/4/18	Provide teachers with professional development on mental health and how it impacts students in our school.	Complete 06/10/2019	Tina Sinclair	08/22/2018
<i>Notes:</i>				
10/4/18	Provide teachers with training on how to effectively collect and document behavior data.	Complete 09/26/2018	Christine Anderson	09/26/2018
<i>Notes:</i>				
10/4/18	Provide teachers with training on how to create effective student behavior plans. Also, provide resources for those teachers to ensure plans are implemented with fidelity and behaviors are progress monitored routinely.	Complete 10/30/2018	Josh Sain	10/30/2018
<i>Notes:</i>				
6/11/18	Continue to implement the PBIS framework throughout the school year and have monthly meetings with the newly established PBIS team.	Complete 05/31/2019	Josh Sain	06/01/2019
<i>Notes:</i>				
9/16/18	Teachers will develop an understanding of mental health supports offered by the school/district and maintain accurate documentation to ensure those supports are accessible to all students.	Complete 05/31/2019	Susan Puckett	06/01/2019
<i>Notes:</i>				
Implementation:		10/18/2019		

Evidence	7/29/2019 Teachers provided documentation of parent contacts and conferences this school year. Teachers kept detailed data on students exhibiting behaviors that impeded their learning. This documentation has allowed our team to meet and discuss the opportunity for students with extreme behaviors to become a part of a classroom with mental health support.			
Experience	7/29/2019 School leaders supported teachers in learning to document student behaviors and maintain continual parent communication.			
Sustainability	7/29/2019 We will need to complete the PD sessions with new staff members and continue to discuss the importance of this work with all staff.			

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Curriculum and instructional alignment				
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Forest Park teachers participate in required 1 hour collaborative planning sessions. Sessions include data analysis, curriculum alignment conversations and monitored planning. Grade levels divide and conquer with planning (by subject) and discuss those plans openly during the required times. Planning sessions have the support of the instructional coach and the Principal/AP when needed.	Limited Development 08/31/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Grade levels will use collaborative planning sessions to review student data, work samples, and curriculum alignment documents that drive student learning and achievement. Lessons will be designed in response to the specific learning needs of all Forest Park students.	Objective Met 10/18/19	Kelly Fainter	06/07/2019
Actions						
	8/31/17		The Forest Park master schedule will provide opportunities for collaborative planning 2 times per week at 50 minutes each session (Wednesdays-Data, Thursdays-Data Responsive Planning). Ms. Thompson and Ms. Fainter's schedules will be protected to support teachers during collaborative planning. The schedule will allow for support staff to collaborate as well.	Complete 01/12/2018	Kelly Fainter	06/08/2018

Notes:

8/31/17	Grade level agendas for collaborative planning (Wednesdays, Thursdays) will indicate the UbD units that will be discussed and analyzed.	Complete 05/18/2018	Kelly Fainter	06/08/2018
<i>Notes:</i>				
8/31/17	Walk-through data will be gathered regarding standards-aligned units of instruction and shared with grade levels during collaborative planning to ensure the fidelity of standards based instruction.	Complete 05/18/2018	Erin Helms	06/08/2018
<i>Notes:</i>				
10/4/18	Protect collaborative planning for improving classroom instruction by moving MTSS data meetings to the 1st Friday of each month.	Complete 10/01/2018	Lenore Thompson	10/05/2018
<i>Notes:</i>				
10/4/18	Protect the Assistant principal's schedule to ensure more frequent classroom observations to ensure accountability with grade level PLC initiatives.	Complete 11/01/2018	Josh Sain	11/01/2018
<i>Notes:</i>				
6/11/18	Continue to strengthen collaborative sessions with Forest Park teachers for the 2018-19 school year.	Complete 05/31/2019	Josh Sain	06/01/2019
<i>Notes:</i>				
9/16/18	Use the mini observation and feedback process as an extension of collaborative planning.	Complete 05/24/2019	Kelly Fainter	06/01/2019
<i>Notes:</i>				
Implementation:		10/18/2019		
Evidence	7/29/2019 Meeting notes and agenda items reflect that weekly grade level sessions included data analysis, curriculum alignment conversations and monitored planning. Grade level team members, the instructional coach, assistant principal, and principal were available and present at many meetings.			
Experience	7/29/2019 Forest Park teachers participated in at least one hour-long collaborative planning sessions each week. Agendas were created to ensure that the team focused on data, curriculum alignment, and monitored planning.			
Sustainability	7/29/2019 Schedule for the upcoming year will need to protect this time. Schedules of instructional coach, assistant principal, and principal will build in time for these meeting.			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
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	
<i>Initial Assessment:</i>		Forest Park has a well established, tiered instructional system in place but teacher assistants are relied upon to deliver the majority of Tier 2 academic interventions to students.	Limited Development 08/31/2017			
<i>How it will look when fully met:</i>		Teachers and Teacher Assistants will have a shared responsibility with student interventions and the tiered instructional system. Collaborative planning will be used to discuss such interventions so that teachers are fully aware of their student's progress.		Martha Motley	05/29/2020	
Actions			5 of 10 (50%)			
	8/31/17	Forest park admin/instructional team will monitor the fidelity of pre-post test implementation during Wednesday collaborative planning with UdD as the framework for those assessments.	Complete 05/18/2018	Lenore Thompson	06/08/2018	
<i>Notes:</i>						
	8/31/17	The Forest Park MTSS team will ensure that teachers/assistants are trained and supported as they collect Tier 2 and Tier 3 data using the schools tracking system. The MTSS team will also ensure this data is discussed during student review meetings to ensure our intervention system is meeting the specific academic needs of ours students.	Complete 05/18/2018	Lenore Thompson	06/08/2018	
<i>Notes:</i>						
	8/31/17	The MTSS Team will ensure that our Tier 2 interventionist meet regularly with the school's instructional coach (Fainter) to discuss intervention data and implementation.	Complete 05/18/2018	Kelly Fainter	06/08/2018	
<i>Notes:</i>						
	8/31/17	Forest Park will facilitate all Tier 2 and Tier 3 student discussions during collaborative planning with the entire grade level during Wednesday and Thursday planning.	Complete 05/18/2018	Lenore Thompson	06/08/2018	
<i>Notes:</i>						
	10/4/18	Establish procedures and norms for the implementation of MTSS data meeting to ensure they meet their intended purpose.	Complete 10/05/2018	Kelly Fainter	10/05/2018	
<i>Notes:</i>						
	9/27/19	Provide quarterly professional development sessions (lunch and learn) for teacher assistants to ensure they have the support and resources to effectively implement Tier 2 interventions.		Kelly Fainter	05/31/2020	

<i>Notes:</i>						
9/16/18	Use 8 Friday MTSS meetings (one per month) to thoroughly review data and ensure the framework is meeting it's intended purpose.				Martha Motley	05/31/2020
<i>Notes:</i>						
10/4/18	Use MTSS data meetings to ensure Tier 2 interventions are effective based on progress monitoring data and ensure students are receiving interventions to address their specific academic deficits.				Martha Motley	05/31/2020
<i>Notes:</i>						
9/23/19	Use the DESSA system to identify students who warrant Tier 2 or Tier 3 behavior interventions. Also use the DESSA system to progress monitor student behaviors as they receive behavior interventions.				Susan Puckett	06/01/2020
<i>Notes:</i>						
6/11/18	Continue to implement the MTSS framework and strengthen the rigor of Tier 2 and Tier 3 interventions.				Josh Sain	06/01/2020
<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>			<p>Forest Park's MTSS team is very aware of their student's social/emotional states and frequently use the school counselor and outside resources when student concerns arise.</p> <p>7/29/2019 - We have added an additional Trilogy classroom to allow for an upper and lower classroom for students across the district with mental health needs. Some teachers have been provided with professional development for teachers in Resources for Resiliency.</p>	No Development 08/31/2017		
<i>How it will look when fully met:</i>			Forest Park's MTSS team will continue to be very aware of their student's social/emotional states and frequently use the school counselor and outside resources when student concerns arise. They will also be more proactive with social/emotional concerns and develop a consistent intervention schedule that continually supports the needs of students throughout the year.		Susan Puckett	05/31/2020
Actions				5 of 7 (71%)		
8/31/17	The school counselor's schedule will provide flexibility to pull students who need additional social/emotional support on a regular basis.			Complete 09/18/2017	Susan Puckett	09/08/2017
<i>Notes:</i>						

8/31/17	Forest Park kindergarten teachers will use Kindergarten Entry Assessment data to identify students who have a high social/emotional need to allow for specific interventions to begin as early in the school year as possible.	Complete 11/01/2017	Tina Sinclair	11/01/2017
<i>Notes:</i>				
8/31/17	The school counselor's schedule will provide flexibility to collaborate with other district counselors as she begins to pull social/emotional groups for interventions.	Complete 08/28/2017	Susan Puckett	06/08/2018
<i>Notes:</i>				
8/31/17	Forest Park teachers will be given professional development regarding social/emotional interventions and when to refer students for intervention. Teachers will also be trained with classroom strategies for students receiving interventions.	Complete 05/18/2018	Susan Puckett	06/08/2018
<i>Notes:</i>				
6/11/18	Forest Park will continue to implement social/emotional interventions with an emphasis on 3rd, 4th, and 5th grade students. K-2 students will attend weekly school counseling sessions with Ms. Puckett as a class.	Complete 05/31/2019	Susan Puckett	06/01/2019
<i>Notes:</i>				
9/16/18	Forest Park teachers will communicate with parents weekly (daily if needed) regarding students who have been identified for social/emotional support. This communication will be in the form of a phone conference or a face to face conference. The MTSS team will determine the level of parent communication needed and will indicate the frequency in the student's behavior plan.		Susan Puckett	05/31/2020
<i>Notes:</i> This is a continuing item from last school year. The teacher who had been responsible for this action item is no longer at Forest Park. Mrs. Yelton, Mrs. Puckett, Ms. McElfresh, and Miss Rocklein will support this action.				
9/27/19	Forest Park teachers will collaborate with Susan Puckett and Isabel Piana (school therapist) to determine when additional therapeutic services are needed for students.		Susan Puckett	05/31/2020
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Forest Park teachers and administration address student transitions at the end of each year as they create balanced classes for the next grade level of the cohort.		Limited Development 08/31/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Student transitions will be a frequent discussion topic during weekly collaborative planning that includes STEM, Technology, EC and ESL support.		Objective Met 10/18/19	Suzanne Lentz	06/07/2019
Actions						
	8/31/17	Forest Park teachers will meet at the end of the 2017-18 school year to ensure class lists for the following year/grade are balanced. This will ensure the unique learning needs of all students are met.		Complete 05/24/2018	Lenore Thompson	06/08/2018
<i>Notes:</i>						
	8/31/17	Forest Park will use its new STEM teacher to assist teachers with vertical science planning to ensure our students are prepared for the science EOG when they reach the end of 5th grade.		Complete 05/24/2018	Meredith Katz	06/08/2018
<i>Notes:</i>						
	8/31/17	Forest Park will use its new DLM facilitator to ensure students are ready for the next grade level standards regarding technology.		Complete 05/24/2018	Stacy Giaccone	06/08/2018
<i>Notes:</i>						
	8/31/17	Forest Park will continue to strengthen its ESL services/interventions to ensure identified students are acquiring language acquisition skills so that grade level core curriculum is easier to access.		Complete 05/24/2018	Vanessa Torres	06/08/2018
<i>Notes:</i>						
	8/31/17	Forest Park will continue to strengthen its EC services/interventions to ensure identified students are acquiring appropriate academic skills as they access grade level content.		Complete 05/24/2018	Christine Anderson	06/08/2018
<i>Notes:</i>						
	6/11/18	Work to ensure student transitions to the next grade level are seamless and that classes are balanced to ensure the needs of students are met in every classroom through grade level parent nights.		Complete 05/31/2019	Lenore Thompson	06/01/2019
<i>Notes:</i>						

9/16/18	Ensure that all ESL, EC, Speech, and students receiving mental health support are appropriately placed into classrooms that are conducive to support and success.	Complete 05/31/2019	Ashley Jones, Christine Anderson, Susan Puckett	06/01/2019	
<i>Notes:</i>					
Implementation:		10/18/2019			
Evidence	7/29/2019 At the end of the school year, even more detailed data was provided on each individual student. Teachers have implemented this process and the transition plan is working smoothly.				
Experience	7/29/2019 Teachers were asked to provide details about students successes and needs in their learning environment to enable us to place students in the appropriate classrooms to meet their needs.				
Sustainability	7/29/2019 Agendas from weekly collaborative meetings show that these conversations took place.				
	A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Members of the Forest Park leadership team have attended the Racial Equity Institute. The leadership team has also discussed the finding of the district's text equity audit.	Limited Development 09/23/2019		
How it will look when fully met:		Forest Park classrooms will exhibit culturally responsive classrooms where all texts/materials/instructional resources reflect the backgrounds of all students in their classrooms. Forest Park teachers will also ensure their classroom management practices are equitable for all students.		Josh Sain	05/29/2020
Actions			0 of 3 (0%)		
9/23/19	Bi-weekly school-based BT meetings will address culturally-relevant texts and materials. PLC meeting discussion will emphasize ways to incorporate culturally-relevant material in their classrooms and analyze student behavior data to ensure that consequences are equitable.			Josh Sain	05/31/2020
<i>Notes:</i>					

9/23/19	KILT members will continue to participate in Culturally Responsive Teaching professional development. They will plan and implement this PD with the Forest Park Staff during monthly staff meetings and early-release PD days.		Jocelyn Watkins	05/31/2020
<i>Notes:</i>				
9/23/19	Teachers will conduct text audits of their classroom libraries and incorporate culturally responsive strategies into their classrooms.		Kelly Fainter	05/31/2020
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All schools are assigned a CO contact person to provide ongoing, specific, timely support. Data are used to make decisions about the allocation of financial, human and instructional resources.	Limited Development 03/28/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		District leaders will deliver differentiated support to schools in a proactive and strategic way. The school leaders will feel supported by the district.	Objective Met 07/29/19	Chip Buckwell	06/07/2019
Actions					
9/24/18		The district MTSS team will create and share decision rules for literacy.	Complete 11/01/2018	Chip Buckwell	11/01/2018
<i>Notes:</i>					
9/24/18		The district MTSS team will allocate resources and support based on the number of students needing interventions according to the decision rules.	Complete 01/01/2019	Chip Buckwell	01/15/2019
<i>Notes:</i>					
9/24/18		The district MTSS team will create and share decision rules for math.	Complete 03/01/2019	Chip Buckwell	03/01/2019
<i>Notes:</i>					
3/28/17		The superintendent will meet weekly with cabinet members using an agenda to guide the meeting.	Complete 06/07/2018	Chip Buckwell	06/07/2019
<i>Notes:</i>					

3/28/17	The superintendent will assign a central office curriculum support person to each school. This person will be responsible for attending periodic school leadership meetings, serving as a liaison between the school and KCS cabinet, and offering specific support.	Complete 06/07/2018	Chip Buckwell	06/07/2019
<i>Notes:</i>				
3/28/17	The superintendent determines how many data meetings each school will host, and how often the director will attend school leadership meeting based on summative performance data and other factors.	Complete 06/07/2018	Chip Buckwell	06/07/2019
<i>Notes:</i>				
9/24/18	The district MTSS team will allocate resources and support based on the number of students needing interventions according to the decision rules.	Complete 06/10/2019	Chip Buckwell	06/15/2019
<i>Notes:</i>				
Implementation:		07/29/2019		
Evidence	7/29/2019 Weekly meetings occurred in conjunction with conversations at principals meetings and curriculum instruction meetings to discuss meeting needs of students in the school.			
Experience	7/29/2019 Weekly meetings occurred in conjunction with conversations at principals meetings and curriculum instruction meetings to discuss meeting needs of students in the school.			
Sustainability	7/29/2019 Continued meetings with district leadership.			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership team does not meet regularly. There are subcommittees that meet to discuss curriculum and instruction.		Limited Development 04/26/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Forest Park will have an established leadership team that meets twice monthly and manages the business of the school including academics, child study/student support, parental involvement, finance, and school/community concerns.		Objective Met 07/29/19	Josh Sain	06/07/2019
Actions						
	8/31/17	Forest park will consolidate it leadership, MTSS, and PBIS teams to create a “super leadership” team to mainstream the school’s improvement goals and initiatives.		Complete 09/14/2017	Josh Sain	09/08/2017
<i>Notes:</i>						
	8/31/17	Ensure all relevant academic, behavioral, and program fidelity (walk-through) data are discussed at each meeting to ensure the school is making progress toward improvement goals.		Complete 05/25/2018	Josh Sain	06/08/2018
<i>Notes:</i>						
	8/31/17	Ensure the meeting notes of the school leadership team are available to all staff members to ensure transparency with school based and district initiatives.		Complete 05/24/2018	Josh Sain	06/08/2018
<i>Notes:</i>						
	8/31/17	Use weekly admin meetings to ensure the work of the leadership team is being implemented throughout the school.		Complete 05/24/2018	Josh Sain	06/08/2018
<i>Notes:</i>						
	10/4/18	Sub-committees will be evaluated for effectiveness by meeting with committee chairs to determines strengths, weaknesses, and an improvement plan moving forward.		Complete 05/31/2019	Josh Sain	01/15/2019
<i>Notes:</i>						

6/11/18	Forest Park will continue to strengthen its Leadership team meetings and increase its level of decision making by expanding roles within the committee to more staff members at Forest. The team will also increase its communication to the staff by sharing meeting minutes in a timely manner.	Complete 06/17/2019	Josh Sain	06/01/2019
<i>Notes:</i>				
9/16/18	Sub-committees will be managed and support the overall work of the school improvement plan. Committees will meet once per month or more frequently depending on the need.	Complete 06/17/2019	Natasha Sifford	06/01/2019
<i>Notes:</i>				
Implementation:		07/29/2019		
Evidence	7/29/2019 Agenda notes and schedules created. A schedule is in place for the coming year.			
Experience	7/29/2019 It was difficult to schedule this time. We reorganized the leadership team in June to include a classroom teacher, EC teacher, school counselor, assistant principal, and the principal.			
Sustainability	7/29/2019 This team began meeting in early June and has met this summer. A schedule is in place for the coming year.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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:		Forest Park has a specific planning time for teachers each day. The school requires 2 of those planning times to be collaborative with the support of the school's administration, instructional data coach, or grade level lead teachers. Teachers create specific duties/roles for each member of the team with regards to planning (by subject).	Limited Development 09/02/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Teachers will fully embrace the collaborative planning model with data analysis, data responsive planning, and begin creating aligned/rigorous assessments that drive student learning.		Josh Sain	06/01/2020
Actions			8 of 11 (73%)		
9/2/17		Forest Park teachers will create team norms to maximize their time during collaborative planning.	Complete 09/22/2017	Kelly Fainter	10/27/2017
<i>Notes:</i>					

9/2/17	Each grade level will select a representative to lead planning meetings and ensure all agenda items are discussed/analyzed.	Complete 09/22/2017	Kelly Fainter	10/27/2017
<i>Notes:</i>				
5/24/18	Ensure new grade level teams engage in the collaborative planning process for the remainder of the year and summer to continue to build upon the foundation of Forest Park's planning framework for the 2018-19 school year.	Complete 05/24/2018	Kelly Fainter	05/24/2018
<i>Notes:</i>				
9/2/17	Forest Park teachers will create agendas that ensure instructional alignment, assessment creation, consistent grading strategies, data analysis, and student support (MTSS).	Complete 05/18/2018	Kelly Fainter	06/08/2018
<i>Notes:</i>				
9/2/17	Forest Park teachers will implement a two day collaborative planning cycle that includes data review and data responsive planning.	Complete 05/18/2018	Lenore Thompson	06/08/2018
<i>Notes:</i>				
10/4/18	Analyze benchmark data to identify areas of improvement.	Complete 05/29/2020	Grade Level Chairs	10/31/2018
<i>Notes:</i>				
10/4/18	Provide professional development with teachers regarding new instructional resources (Ready Math and Reading, Fountas and Pinnell Guided/Shared Reading).	Complete 12/20/2019	Tina Sinclair	12/20/2018
<i>Notes:</i>				
6/11/18	Forest Park teachers will continue to create common formative assessments that are aligned with standards and then analyze those assessments the week following during collaborative planning.	Complete 05/31/2019	Kelly Fainter	06/01/2019
<i>Notes:</i>				
7/30/19	Teachers will collaborate to create lessons that are aligned to state standards and meet students' academic needs. Meetings will be held weekly and will include team members, the instructional coach, and an administrator.		Martha Motley	05/29/2020
<i>Notes:</i>				
7/30/19	Forest Park teachers will continue to create common formative assessments that are aligned with standards and then analyze those assessments the week following during collaborative planning.		Kelly Fainter	05/29/2020
<i>Notes:</i>				

9/27/19	Grade level lead teachers will hold weekly grade level planning meetings (in addition to mandatory weekly PLC meetings) to ensure instruction is planned (KILT) and aligned to UbD documents.		Kelly Fainter	05/31/2020
<i>Notes:</i>				
Implementation:		07/30/2019		
Evidence	5/24/2018 The school has implemented weekly planning meetings where teachers discuss and better understand instructional alignment. Each team created norms and procedures for their meetings. Each meeting had an agenda to follow during the collaborative planning time.			
Experience	5/24/2018 With this being a transition year, the school has made some progress with this indicator but we still have work to do. The school needs to improve with overall collaboration and strengthen teacher ability to focus and plan based on data and student need.			
Sustainability	5/24/2018 Grade level planning meetings will continue to be improved with the focus on instructional alignment throughout all grades. Each grade level will identify a grade level chair to increase communication with administration and ensure school/district initiatives are being implemented throughout the school year.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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:		The principal and assistant principal of Forest Park maintain the observation schedule and adheres to that schedule 90% of the time. Feedback is given within a week of the observation and goals for improvement are established during each feedback session.	Limited Development 09/02/2017		
How it will look when fully met:		The principal of Forest Park will continually monitor classroom instruction and work with teachers to strengthen their ability to reach students on a daily/weekly basis. Observation feedback will be timely (within 2 days) and will support teachers with tools/strategies to become even better instructors throughout the year.		Josh Sain	05/29/2020
Actions			6 of 12 (50%)		
9/2/17	Ms. Thompson will use the NCEES tool to help teachers continually improve their classroom instruction.		Complete 05/24/2018	Lenore Thompson	04/27/2018
<i>Notes:</i>					

9/2/17	The Forest Park teacher observation schedule is followed by administration with regards to deadlines.	Complete 05/24/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
9/2/17	Walk-through feedback is given to Forest Park teachers within 2 days.	Complete 05/24/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
9/2/17	All Observation post-conferences will be held 2 days prior to teacher observations.	Complete 05/24/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
9/2/17	Mr. Sain will use the NCEES tool to help teachers improve their leadership within their classrooms and the school building.	Complete 05/24/2018	Josh Sain	04/27/2019
<i>Notes:</i>				
9/16/18	PDPs will be embedded into collaborative planning sessions to ensure they are relevant.	Complete 06/03/2019	Lenore Thompson	06/01/2019
<i>Notes:</i>				
9/23/19	Mentors will be provided with quarterly PD to ensure they are providing their mentee with the appropriate level of support. This PD will also ensure that Mentors are aware of peer observation deadlines throughout the school year.		Suzanne Lentz	03/01/2020
<i>Notes:</i>				
7/30/19	Mr. Sain will use the NCEES tool to help teachers improve their leadership within their classrooms and the school building.		Josh Sain	04/20/2020
<i>Notes:</i>				
7/30/19	Mrs. Motley will use the NCEES tool to help teachers continually improve their classroom instruction.		Martha Motley	04/20/2020
<i>Notes:</i>				
7/30/19	Mr. Sain will conduct mini-observations with feedback meetings on a weekly basis with at least 5 selected participants.		Josh Sain	04/20/2020
<i>Notes:</i>				
7/30/19	The Forest Park teacher observation schedule will be followed by administration with regards to deadlines.		Josh Sain	04/20/2020
<i>Notes:</i>				

6/11/18	Mrs. Motley will conduct mini-observations with feedback meetings on a weekly basis with at least 5 selected participants.		Martha Motley	05/29/2020
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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
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<i>Initial Assessment:</i>	Forest Park administration regularly analyzes the schools "big data" when it is available. Teachers review "big data" at the conclusion of each major testing window. Some smaller data sources are discussed throughout the year when needed.	Limited Development 09/02/2017		
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<i>How it will look when fully met:</i>	Administration will review all data sources during weekly admin meetings and revise instructional plans according to that data. Teachers will participate in weekly data analysis discussions where all data sources are reviewed and instruction is revised in response to the analysis.		Martha Motley	05/15/2020
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Actions		4 of 5 (80%)		
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9/2/17	Forest Park teachers will have collaborative planning to analyze data every Wednesday and have support from the school's assistant principal and instructional coach. Grade level data will be tracked to ensure all SMART goals are being met or revise if necessary.	Complete 06/01/2018	Lenore Thompson	06/08/2018
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<i>Notes:</i>				
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9/2/17	The Forest Park leadership team will regularly analyze the school's performance, assessment, benchmark, and behavioral data at the end of each quarter (more frequently, if needed).	Complete 05/24/2018	Lenore Thompson	06/08/2018
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<i>Notes:</i>				
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9/2/17	All observation/walk-through, performance, assessment, benchmark, behavioral, and implementation data will be reviewed at weekly administration meetings. All imperative findings will be reviewed with leadership as needed.	Complete 05/18/2018	Josh Sain	06/08/2018
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<i>Notes:</i>				
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6/11/18	Forest Park administrators will continue to analyze data throughout the school year during weekly admin meetings.	Complete 05/31/2019	Josh Sain	06/01/2019
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Notes:

7/30/19

Data meetings will be held the second Friday of each month to analyze data and determine Tier 2 intervention groups and progress.

Martha Motley

05/29/2020

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

Initial Assessment:

Forest Park has had a long tradition of a low teacher turnover rate. Staff is rewarded throughout the year by admin for going above and beyond. Teacher recruitment has been reserved for administration.

Limited Development
09/02/2017

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

The Forest Park Staff will be continually rewarded throughout the year for going above and beyond. Teachers/staff will be evaluated using a positive, goal-oriented approach. If a replacement of staff is needed, it will be through a team approach to ensure the right candidate is selected for the betterment of the school.

**Objective Met
07/30/19**

Josh Sain

06/07/2019

Actions

9/2/17

All Forest Park staff members will be evaluated with goal oriented feedback that will improve their instruction, student success, and classroom management. All feedback from administration will be timely (within 2 days).

Complete 05/18/2018

Josh Sain

04/27/2018

Notes:

9/2/17

Forest Park admin will enable teacher leaders to support all staff members throughout the school year in the areas of curriculum/instruction, assessment, and classroom management.

Complete 05/18/2018

Josh Sain

06/08/2018

Notes:

9/2/17

Continually meet with custodial staff to ensure the building is clean and welcoming to all teachers, students, and community members. Ensure teachers keep their classrooms clean and organized.

Complete 05/24/2018

Josh Sain

06/08/2018

Notes:

9/2/17	Forest Park teachers/staff who continually go above and beyond will be rewarded with quarterly appreciation celebrations, employee of the month, and weekly forest park spotlight.	Complete 05/18/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
9/2/17	Forest Park staff will be provide with continual and embedded PD (weekly, monthly) based off of their needs (collaborative planning conversations, needs assessments).	Complete 05/18/2018	Kelly Fainter	06/08/2018
<i>Notes:</i>				
9/2/17	Forest Park will use a team approach when interviewing new staff members.	Complete 05/18/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
6/11/18	Forest Park administration will continue to spotlight teachers and staff members for going above and beyond on a weekly basis.	Complete 06/03/2019	Josh Sain	06/01/2019
<i>Notes:</i>				
Implementation:		07/30/2019		
Evidence	7/30/2019 We did have teachers move this year but this was due to life circumstances such as marriages and moving out of state. We kept many teachers and were able to recruit those who student taught with us.			
Experience	7/30/2019 Celebrations of staff members and continued support of teachers occurred throughout the year.			
Sustainability	7/30/2019 Hiring people who have longevity in mind and have skills that will meet the needs of students will continue. We will support our new teachers and continue to provide ongoing constructive feedback and positive support for our teachers.			

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>		Forest park teachers regularly communicate with parents regarding student progress in their classrooms. The school also holds curriculum nights for parents to learn about all instructional expectations held by the school and district.	Limited Development 09/02/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All Forest Park parents will have a clear understanding of curriculum expectations and will have the resources support to assist their children at home.	Objective Met 07/30/19	Josh Sain	06/07/2019
Actions					
	9/2/17	Forest Park will hold two curriculum nights (1st/2nd Semester) for parents to have the opportunity to see the learning that takes place in the classroom and to informally conference with teachers.	Complete 04/12/2018	Josh Sain	03/30/2018
<i>Notes:</i>					
	9/2/17	Forest Park parents will receive a weekly school messenger regarding any/all upcoming events.	Complete 05/24/2018	Josh Sain	06/08/2018
<i>Notes:</i>					
	9/2/17	Teachers will provide meaningful comments on progress reports and report cards. If there is cause for concern, teachers will proactively call or schedule conferences with parents to address all academic issues.	Complete 04/20/2018	Kelly Fainter	06/08/2018
<i>Notes:</i>					
	9/2/17	Forest Park will keep its website updated with all relevant curriculum information including the instructional coach's page with parent resources. Teachers will maintain their web pages with resources and tips for learning as well.	Complete 05/11/2018	Lenore Thompson	06/08/2018
<i>Notes:</i>					
	9/2/17	The Forest Park Facebook and Class Dojo pages will be continually updated with school information and reminders that correlate to the school's website.	Complete 05/24/2018	Josh Sain	06/08/2018

<i>Notes:</i>				
9/2/17	Mr. Sain will keep parents updated with curriculum through his monthly principal's newsletter.	Complete 05/18/2018	Josh Sain	06/08/2018
<i>Notes:</i>				
6/11/18	Forest Park will continue to strengthen parent communication and increase their knowledge level of curriculum with strategies to support their children at home.	Complete 05/31/2019	Josh Sain	06/01/2019
<i>Notes:</i>				
9/16/18	Forest Park will increase it's efforts to communicate with Hispanic families.	Complete 05/31/2019	Sherri Argabright	06/01/2019
<i>Notes:</i>				
Implementation:		07/30/2019		
Evidence	7/30/2019 Parent contact logs, saved documents translated, attendance at family nights.			
Experience	7/30/2019 Teachers were asked to meet with at least one student's family each month and made at least 5 phone calls home each month. Ms. Argabright worked to translate parent communications and interpret phone calls or in conferences as needed.			
Sustainability	7/30/2019 We will continue to ask staff members to hold regular conferences and make positive communications home. Our new and existing bilingual staff members will share in translating and interpreting for our Spanish speaking families.			

Natasha Sifford (Co-Chair) - August 2017
Susan Puckett (Co-Chair) - August 2015
Josh Sain (Principal) - March 2017
Martha Motley (Asst. Principal) - June 2019
Kelly Fainter (Instructional Coach) - August 2017
Derik Wieland (Technology) - November 2019
Nikki Gonzalez (Parent Representative) - August 2019
Brian Duncan (Parent Representative) - August 2019
Erin Duncan (Teacher) - August 2018
Daniel Safrit (Teacher) - August 2018
Annemarie Emmert (Teacher) - August 2019
Melissa Mottet (Teacher) - August 2018
Kelcie Lewis (Teacher) - August 2019
Jocelyn Watkins - August 2019
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