

Comprehensive Progress Report

Mission: To promote an environment that ensures safety, community, equity, and growth.

Valuing, inspiring, and supporting all students.

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			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We utilize all state assessments including NC Check-Ins, district benchmarks, and grade-level created assessments to assess students. We regularly review this data and create intervention groups for struggling learners. Grade-levels have designed assessments aligned to standards being taught.	Limited Development 10/02/2020		
<i>How it will look when fully met:</i>		Vibrant PLC discussions in which data is analyzed and curriculum is adjusted to meet students' needs. Assessments will indicate that the majority of students are meeting standards based on the data.		Kelly Fainter	05/28/2021
Actions			0 of 2 (0%)		
	10/2/20	Aligned assessments are analyzed by grade level teams for each unit of study.		Kelly Fainter	05/28/2021
	<i>Notes:</i>				
	10/2/20	Teachers adjust instruction at the core level based on data from aligned assessments.		Kelly Fainter	05/28/2021
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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 students' 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	05/31/2021
Actions			5 of 8 (62%)		
	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	05/29/2017
<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	05/29/2017
<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>					

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>				
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 05/28/2021	Susan Puckett	05/29/2021
<i>Notes:</i>				
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	05/29/2021
<i>Notes:</i>				
10/5/20	Teachers at Forest Park will continue to participate in Reconnect Training.		Bernard Waugh	05/29/2021
<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	05/31/2021
<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.				

	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Students are screened using the DESSA tool for social-emotional data.</p> <p>Discipline Data is analyzed and utilized to make decisions for individual students.</p> <p>Universal screeners are now utilized for academics: NCENSI, iStation, and iReady.</p> <p>Check-ins, EOGs, and BOG3 are administered to collect proficiency data.</p>	Limited Development 10/02/2020			
How it will look when fully met:	<p>Interventions will be consistently reviewed and updated based on student data.</p> <p>School-wide results of universal screening data would be presented to staff.</p> <p>Decision rules determined by the district will be adhered to.</p> <p>Staff will be aware of decision rules and will collect ongoing progress monitoring data to inform interventions and instructional decisions.</p>		Bernard Waugh	05/28/2021	
Actions		0 of 3 (0%)			
10/2/20	School-wide results of universal screening data are presented to staff.		Bernard Waugh	05/28/2021	
<i>Notes:</i>					
10/2/20	Interventions will be consistently reviewed and updated based on student data.		Bernard Waugh	05/28/2021	
<i>Notes:</i>					
10/2/20	Staff will be aware of decision rules and will collect ongoing progress monitoring data to inform interventions and instructional decisions.		Bernard Waugh	05/28/2021	
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Teachers will fully embrace the collaborative planning model with data analysis, data responsive planning, and begin creating aligned/rigorous assessments that drive student learning.	Objective Met 10/26/20	Martha Motley	06/01/2020
Actions					
	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.	Complete 05/29/2020	Martha Motley	05/29/2020
<i>Notes:</i> The took place in PLCS and we are now in a rhythm.				
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.	Complete 05/28/2021	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.	Complete 05/29/2020	Kelly Fainter	05/31/2020
<i>Notes:</i>				
Implementation:		10/26/2020		
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.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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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		
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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.		Martha Motley	05/28/2021
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Actions		6 of 9 (67%)		
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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
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Notes:

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
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Notes:

9/2/17	Walk-through feedback is given to Forest Park teachers within 2 days.	Complete 05/24/2018	Josh Sain	06/08/2018
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Notes:

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
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Notes:

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>				
7/30/19	The administration will conduct mini-observations with feedback meetings on a biweekly basis with at least 5 selected participants.		Martha Motley	04/20/2021
<i>Notes:</i>				
7/30/19	The Forest Park teacher observation schedule will be followed by the administration with regards to deadlines.		Martha Motley	04/20/2021
<i>Notes:</i>				
6/11/18	Mrs. Motley will conduct mini-observations or walkthroughs with feedback on a biweekly basis.		Martha Motley	05/28/2021
<i>Notes:</i> These will focus on teachers with targeted needs and based on their selected goals.				

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>		<p>Forest Park administration regularly analyzes the school data. Teachers review data at the conclusion of each major testing window. Some smaller data sources are discussed throughout the year when needed.</p> <p>At the beginning of this school year, we offered PD options and teachers selected sessions they found most helpful to them and their goals.</p>	Limited Development 09/02/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Teachers will look at their goals and opt to participate in PD based on their professional growth needs.</p> <p>Walkthrough data, common assessment data, and surveys will indicate trends and needs for professional development at the school level, or for small groups or individuals.</p>		Martha Motley	05/28/2021
<i>Actions</i>			5 of 7 (71%)		
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
		<i>Notes:</i>			
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
		<i>Notes:</i>			
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

<i>Notes:</i>				
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
<i>Notes:</i>				
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.	Complete 03/27/2020	Martha Motley	05/29/2020
<i>Notes:</i>				
10/2/20	Professional development options will be available for teachers on mandatory workdays and after school based on school data and trends.		Martha Motley	05/28/2021
<i>Notes:</i>				
10/2/20	Walkthrough data, common assessment data, and survey data will be evaluated to determine professional development needs at the school level, or for small groups and individuals.		Martha Motley	05/28/2021
<i>Notes:</i>				
Implementation:		10/02/2020		
Evidence	10/2/2020 Calendar and data meeting agenda notes provide evidence that this goal has been completed.			
Experience	10/2/2020 Data meetings are currently in place.			
Sustainability	10/2/2020 We will continue with these tier 2 and tier 3 meetings.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are using Dojo, phone calls, and zoom to communicate with families.	Limited Development 10/02/2020		
<i>How it will look when fully met:</i>		Parents and teachers will have two-way conversations surrounding student growth and the whole child. Parents and teachers will both participate in improving students' understanding of content and in reinforcing the importance of education.		Martha Motley	05/28/2021
Actions			0 of 2 (0%)		
10/2/20		Math sessions for parents provided by grade level teachers monthly. Videos will be recorded for ongoing use and live sessions will provide added support.		Martha Motley	05/28/2021
		<i>Notes:</i> Haley Flynn, Kelcie Lewis, Jocelynn Watkins will begin these sessions in October.			
10/2/20		Family Nights, Learning Celebrations, and fun school events will be scheduled to allow parents to participate at school with their child.		Martha Motley	05/28/2021
		<i>Notes:</i> We will begin these events virtually and move to in-person once COVID restrictions decrease.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parents have been invited to PTO and we asked for those interested in participating on the School Improvement Team. Our PTO has met twice. From those interested in the School Improvement Team, we created an anonymous ballot and parents selected four members to represent our parents and families on the School Improvement Team. We have held two SIT team meetings and committee meetings in which these parents participated.	Limited Development 10/02/2020		
<i>How it will look when fully met:</i>		Parents on PTO and SIT will represent our families and help us provide additional opportunities for community and family engagement. Parents and families will feel comfortable and welcome at the school and be able to share concerns and needs easily.		Martha Motley	05/28/2021
<i>Actions</i>			0 of 1 (0%)		
	10/2/20	We will continue SIT team committee and leadership team meetings that provide opportunities for parents to engage in helping us make decisions to improve the school.		Martha Motley	05/28/2021
<i>Notes:</i>					