



School Improvement Plan 2023-2024

School: Forest Heights STEM Academy
Address: 5901 Evergreen Drive
ESSA Score Current Year:
ESSA Score Previous Year: 75.25

Principal: Barbara Kirkpatrick
Phone: 501-447-2700
ESSA Letter Grade Current Year:
ESSA Letter Grade Previous Year: B

Guiding Coalition		
Name	Position/Role	Contact (email/phone)
Barbara Kirkpatrick	Principal	barbara.kirkpatrick@lrzd.org /447-2702
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Mario Tims	Middle School Teacher / Parent	mario.tims@lrsd.org / 447-2703
Nakeisha Jones	Elementary Teacher	Nakeisha.P.Jones@lrsd.org /447-2779

SCHOOL MISSION

The mission of Forest Heights STEM Academy (FHSA) is to prepare students to compete in our global economy by equipping them with skills that are not confined and isolated within one discipline but are found between and across the disciplines of science, technology, engineering, and math. Students will participate in STEM projects acting as scientists, engineers, and mathematicians as they design and conduct learning projects and then communicate their results.

SCHOOL VISION

At FHSA we are building leaders, innovators, and problem-solvers, one mind at a time.

PLAN: NEEDS ASSESSMENT

Academics

Strengths	Challenges
<ul style="list-style-type: none"> ● Met 80% growth goal in all Literacy and Math areas except 3 grade levels on ESSA Index for 2022. ● Scores were above district and state average. ● Accelerated classes offered as well as Physical Science, Algebra 1 , Spanish I & II, and French I & II. ● 94.8% of our identified Gifted and Talented population are enrolled in Middle School advanced classes 	<ul style="list-style-type: none"> ● All students should be showing greater growth in Literacy and Math ● Achievement scores K-8 should show significant increases.
Culture & Climate	
Strengths	Challenges
<ul style="list-style-type: none"> ● Elementary school counselor pushes into the classrooms on a regular basis. ● Middle School counselor works with groups of students to remediate conflicts. ● SBIT meets with students and parents using a restorative behavior model to create a behavior plan when needed. ● Teachers serve as mentors for middle school students who need extra support. ● 1.3% of discipline issues occur during morning arrival. ● 5.5% of discipline issues occur during afternoon dismissal. 	<ul style="list-style-type: none"> ● We have several families impacted by death in their immediate families. ● Middle School Counselor has to pull students from class to provide counseling sessions. ● SBIT students reappear before the team while the classroom teacher is unaware of previous strategies or weaknesses needing support prior to SBIT referral. ● 51.1% of behavior incidents requiring parent contact occur on the playground. 28.9% of behavior incidents requiring office referrals occur in the classroom.
Parent/Family Engagement, Partnerships, Operations	

Strengths	Challenges
<ul style="list-style-type: none"> • PTSA is very active and supports FHSA. • PTSA provides grants for the teachers to help with purchasing supplies for their classrooms. • Parents are involved in STEM Showcase night, Elementary Choir performances, Middle School Fine Arts night. • Teachers on average have 80% of parents who attend Parent Teacher Conferences. • Forest Heights currently has partnerships with: Knowledge Tree CHI St. Vincent American Chemical Society MISO Energy - South Region • \$2000 available for teacher grants for classroom materials • Approximately 13,000 parental involvement hours were logged by parents. 	<ul style="list-style-type: none"> • All parents are not involved. Same group of parents participate in most parental activities • Parent nights have not been fully participated in since Covid . • We need to acquire more partnership as some partners have left and are now at the Academy schools. • During the Covid years our partners were not as actively involved with the school as needed. We need to rekindle some of those partnerships and form new ones. • More STEM partners need to be sought out.

PLAN: GOAL-SETTING		
Area	Goal (Include connection to LRSD Board Goals)	Current Supporting Data

Literacy

Board Goal: Goal 1 - College and Career Readiness: Improve student achievement in reading and math, aiming towards meeting or exceeding grade level performance for all students

- A. Performance K to 2nd: Increase early literacy and math by two percent in each content, based on MAP assessments
- **In the 2023-2024 school year, the number of K-2 students in Reading will show an increase in growth from the 58% tile to 62% tile on the Spring Map assessment.**
 - **In the 2023-2024 school year, the number of K-2 students in Reading will show an increase in achievement from the 67% tile to 70th% tile on the Spring Map assessment.**
- B. Performance 3rd to HS: Increase academic achievement and growth in math and literacy by two percent or more every year as compared to the prior year, based on state accountability assessments
- **In the 2023-2024 school year, the number of 3-8 students in Reading will show an increase in students Reading at Grade Level from 52.68 % to 62% on the ATLAS assessment.**
 - **In the 2023-2024 school year, the number of 3-8 students in Reading will show growth from 80.30% to 82.00% on the ATLAS assessment.**

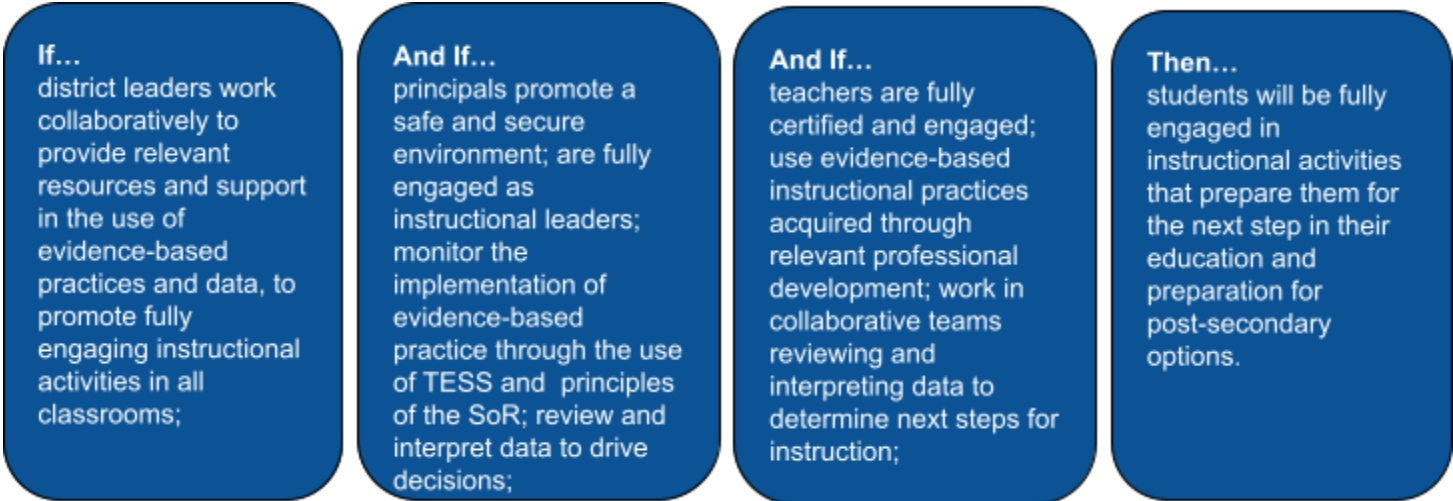
- **In the 2022-2023 school year, on the MAP assessment, the number of K-2 students in Reading who showed Growth were in the 58%tile.**
- **In the 2022-2023 school year, the K-2 Reading achievement score was in the 67%tile on the MAP assessment.**
- **In the 2022-2023 school year, on the ACT Aspire, the number of students 3-8 that were Reading at Grade Level was 52.58%.**
- **In the 2022-2023 school year, on the ACT Aspire the number of students 3-8 that showed growth in Reading was 80.30%.**

<p>Math</p>	<p>Board Goal: Goal 1 - College and Career Readiness: Improve student achievement in reading and math, aiming towards meeting or exceeding grade level performance for all students</p> <p>C. Performance K to 2nd: Increase early literacy and math by two percent in each content, based on MAP assessments</p> <ul style="list-style-type: none"> ● In the 2023-2024 school year, the number of K-2 students in Math will show an increase in growth from 47th% tile to 50% tile on the Spring Map assessment. ● In the 2023-2024 school year, the number of K-2 students in Math will show an increase in achievement from 62nd% tile to the 70th% tile on the Spring Map assessment. <p>D. Performance 3rd to HS: Increase academic achievement and growth in math and literacy by two percent or more every year as</p>	<ul style="list-style-type: none"> ● In the 2021-2022 school year, on the MAP assessment, the number of K-2 students in Math who showed Growth were in the 47th %tile. ● In the 2021-2022 school year, the K-2 Math achievement score was in the 62nd%tile on the MAP assessment.

	<p>compared to the prior year, based on state accountability assessments</p> <ul style="list-style-type: none"> ● In the 2023-2024 school year, the number of 3-8 students in Math will show an increase in those scoring ready or exceeding from 55.97% to 60% on the ATLAS assessment. ● In the 2023-2024 school year, the number of 3-8 students in Math will show growth from 81.56% to 83.00% on the ATLAS assessment. 	<ul style="list-style-type: none"> ● In the 2021-2022 school year, on the ACT Aspire, the number of students 3-8 that scored ready or exceeding in Math was 55.97%. ● In the 2021-2022 school year, on the ACT Aspire, the number of students 3-8 that showed growth in Math was 81.56%. ●
<p><u>School Culture</u></p>	<p>Board Goal: Increase recruitment and retention rates of highly qualified teachers and leaders.</p> <ul style="list-style-type: none"> ● By the end of the 2023-2024 school year the turnover rate of teachers will be 10% or less. 	<ul style="list-style-type: none"> ● 12 out of 60 teachers left at the end of the 2021-2022 school year. 20% turnover ● 9 out of 60 teachers left at the end of the 2022-2023 year. 15% turnover

<p><u>School Choice Goal</u></p>	<p>Board Goal : Increase year over year K-12 enrollment such that by 2030, LRSD enrollment is equal to or greater than 24,000 students (or a number based on a current demographic study and population trends).</p> <ul style="list-style-type: none"> ● By October 1, 2023 all allotted seats will be filled K-8. ● During the 2022-2023 school year we will continue to implement the following recruitment measures: <ul style="list-style-type: none"> ● Recruitment tours ● District Spirit Fest Student Recruitment Day ● STEM Night ● Fall Fest ● Spring Fling ● Performing Arts Events 	<ul style="list-style-type: none"> ● Our seats are capped and in some grades we have waiting lists therefore our enrollment will not show significant growth over a long period of time. ● Our enrollment over the past five years: <ul style="list-style-type: none"> ○ 2019 Enrollment - 706 ○ 2020 Enrollment -709 ○ 2021 Enrollment - 703 ○ 2022 Enrollment - 713 ○ 2023 Enrollment - 721 ● Since Covid some of our parent night activities are not coming back as strong as they were before.
<p><u>Parent Engagement</u></p>	<p>Involve more families in FHSA and increase parent engagement by 30%.</p> <p>Increase our family night opportunities during the 2023-2024 school year by 30%.</p> <p><u>2023-24 School Engagement Plan</u></p>	<ul style="list-style-type: none"> ● Currently the average attendance for PTSA meetings is 10. ● During the last school year we had 9 opportunities for families to come to Forest Heights to engage in family activities.

THEORY OF ACTION:



PLAN: IMPLEMENTATION

Goal 1: Literacy

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<ul style="list-style-type: none"> Strength Tier 1 instruction in all classes by providing PD specifically tied to instructional strategies 	FHSA Administration/Teachers	August-May	Not Started ▾

<ul style="list-style-type: none"> Provide small group instruction, based on needs, K-8 grade with fidelity. Teachers will provide time in their daily schedules for literacy and math small group instruction. 	FHSA Administration/Teachers	August - May	Not Started ▾
<ul style="list-style-type: none"> Administer formative assessments aligned with state standards and LRSD curriculum maps. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
<ul style="list-style-type: none"> PLCs will focus on Tier 1 instruction, planning, and assessments. Teachers will provide agendas and minutes for each PLC. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
<ul style="list-style-type: none"> Specialists and paraprofessionals will have scheduled push in time for grades 2, 3, and 4 to help with students who are below grade level in literacy. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
<ul style="list-style-type: none"> Teachers will collaborate with the ESOL coordinator and the special education teachers to support the SPED and ELL population. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
<ul style="list-style-type: none"> Teachers will use data walls to monitor growth on all formative assessments. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
			Not Started ▾
			Not Started ▾
			Not Started ▾
Evaluation (Check)			

Quarter 1

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 2

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?

- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 2: Math

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<ul style="list-style-type: none"> • Use data walls to monitor growth on all formative assessments. 	FHSA, Teachers, Specialists	August 2022-May 2023	Not Started ▾
<ul style="list-style-type: none"> • Administer formative assessments aligned with state standards and LRSD curriculum maps. 	FHSA, Teachers, Specialists	August 2022-May 2023	Not Started ▾
<ul style="list-style-type: none"> • PD for Tier 1 and Tier 2 instruction 	FHSA, Teachers, Specialists	August 2022-May 2023	Not Started ▾
<ul style="list-style-type: none"> • Strength Tier 1 instruction in all classes by providing PD specifically tied to instructional strategies 	FHSA Administration/Teachers	August-May	Not Started ▾
<ul style="list-style-type: none"> • Provide small group instruction, based on needs, K-8 grade with fidelity. Teachers will provide time in their daily schedules for literacy and math small group instruction. 	FHSA Administration/Teachers	August - May	Not Started ▾
<ul style="list-style-type: none"> • Administer formative assessments aligned with state standards and LRSD curriculum maps. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾

<ul style="list-style-type: none"> PLCs will focus on Tier 1 instruction, planning, and assessments. Teachers will provide agendas and minutes for each PLC. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
<ul style="list-style-type: none"> Specialists and paraprofessionals will have scheduled push in time for grades 2, 3, and 4 to help with students who are below grade level in literacy. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾
<ul style="list-style-type: none"> Teachers will collaborate with the ESOL coordinator and the special education teachers to support the SPED and ELL population. 	FHSA Administration/Teachers	August 2023-May 2024	Not Started ▾

Quarter 1

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 2

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 5: PFE

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<p>Tours for incoming 6th grade students and their families are given by our PTSA members.</p> <p>In July we have Kindergarten “Meet and Greet” for families to come and meet their teacher and classmates.</p>	<p>Administrators PTSA members</p> <p>Administrators Kindergarten Teachers</p>	<p>October November</p> <p>July</p>	<p>Not Started ▾</p>
<p>In August we have Eagle Academy for incoming 6th graders and their families for orientation.</p>	<p>Administrators 6th Grade teachers</p>	<p>August</p>	<p>Not Started ▾</p>
<p>Eagle Extravaganza is held in August for all students and families to come meet their teachers and tour the school.</p>	<p>Administrators Teachers Staff</p>	<p>August</p>	<p>Not Started ▾</p>
<p>STEM nights for families to come and participate in STEM activities as a family.</p>	<p>Administrators Staff</p>	<p>March</p>	<p>Not Started ▾</p>

Middle School students and families participate in Appalooza which is an App design competition for Project Lead the Way students.	Administrators PLTW / Science Teachers	April	Not Started ▾
In the Fall, PTSA hosts the Fall Carnival and Spring Fling in the Spring.	Administrators Staff PTSA	October/April	Not Started ▾
PTSA meetings are held throughout the year and feature different student performance groups for parents.	Administrators PTSA	School Year	Not Started ▾
Band and Choir concerts are held twice a year to showcase our performing arts students.	Administrators Band Director Choir Director	School Year	Not Started ▾
			Not Started ▾
			Not Started ▾

Evaluation (Check)

Quarter 1

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 2

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?