

# Forest Heights Elementary

## Comprehensive Needs Assessment 2023-2024

*Please check all applicable school designations below:*

**X Title I**

Priority

Comprehensive School and Improvement (CSI)

Additional Targeted Support and Improvement (ATSI)

Targeted Support and Improvement Consistently Underperforming Subgroups (TSI)

Comprehensive Needs Assessment Committee Members:

- Jason Koepke, Principal
- Lindsay Butler, Assistant Principal
- Jasmyne Spain, Assistant Principal
- Dr. Tori Smith, CRT
- Janice Myers, Reading Coach
- Christia Haynes, Title I Consultant
- LaVette Ruff, School Counselor
- Bridget Barwick, Title I Consultant

## **School Profile**

Forest Heights Elementary School is a rural Title One School located in Richland School District One. The economic description of Forest Height's students is representative mostly of low socio-economic single family communities, which include Rock Gate, Lincoln Shire, Crane Creek, Denny Terrace and a large mobile home park, Palmetto Palms and one middle-class community, Haskell Heights. Forest Heights serves approximately 443 students, 216 male and 227 females, in grades pre-K through 5th. The student body consists of **443** students (**216** male and **227** female). The student body has **322** African American students (**154** males and **168** females), **76** Hispanic/Latino (**37** males and **39** females), 20 two or more races (**10** males and **10** females), and **20** Caucasian students (12 males and 8 females). There are **48** students in special education services (**29** males and **19** females). This number includes speech, resource, and self-contained. There are **55** ESOL students (**26** males and **29** females) in grades pre-K-5th. At this point in the year, we have a low transient student population of 5%.

Forest Heights has 34 teachers on staff. The highly qualified staff consists of three National Board-Certified Teachers and 68% have advanced degrees. 26 of our teachers are certified in their area of instruction and considered highly qualified. 23 out of 30 teachers returned from the previous year, 26 teachers are on continuing contracts, and our teacher attendance rate is currently 91.8%. The average teacher salary is \$55,285.00. The teacher-student ratio is 1:20. The face-to-face teacher-student ratios by grade are as follows 1:18 Pre-K, 1:24 K, 1:19 1st, 1:19 2nd, 1:22 3rd, 1:24 4th, and 1:24 5th. Forest Heights Elementary School students matriculate into Alcorn Middle School or Gibbs Middle school and then into Eau Claire High School.

## Academics

### SC READY Reading Data

	Year	Does Not Meet	Meets & Exceeds
All students	2021	60.5%	11.8%
	2022	42.5%	22.0%
	2 yr. change	-18%	+10.2%
3 <sup>rd</sup> grade	2021	58.3%	13.9%
	2022	44.3%	21.3%
	2 yr. change	-14%	+7.4%
4 <sup>th</sup> grade	2021	71.4%	9.5%
	2022	54.8%	22.6%
	2 yr. change	-16.6%	+13.1%
5 <sup>th</sup> grade	2021	51.2%	12.2%
	2022	28.6%	22.2%
	2 yr. change	-22.6%	+10%
White Students	2021	66.7%	33.3%
	2022	30%	20%
	2 yr. change	-36.7%	-13.3%
African American students	2021	62.6%	9.9%
	2022	47.5%	22.7%
	2 yr. change	-15.1%	+12.8%
Males	2021	69.4%	9.7%
	2022	43.5%	18.5%
	2 yr. change	-25.9%	+8.8%
Females	2021	50.9%	14%
	2022	41.5%	25.5%
	2 yr. change	-9.4%	+11.5%
ESOL	2021	45.5%	18.2%
	2022	19.2%	23.1%
	2 yr. change	-26.3%	+4.9%
SPED	2021	94.1%	5.9%
	2022	84.2%	0%
	2 yr. change	-9.9%	-5.9%
AAP	2021	0%	100%
	2022	4%	76%
	2 yr. change	+4.0%	-24%

When observing the data, it clearly shows gains in all areas except our SPED, AAP, and white students in our reading data. FHES had two new SPED teachers last year and has had several new AAP teachers. This turnover contributes to the lack of growth in those areas. Cultural relevancy is a possible contributing factor for our white students.

### SC READY Math Data

	Year	Does Not Meet	Meets & Exceeds
<b>All students</b>	2021	63.3%	11.7%
	2022	45.2%	24.2%
	2 yr. change	-18.1%	+12.5%
<b>3<sup>rd</sup> grade</b>	2021	57.1%	20%
	2022	39.3%	32.8%
	2 yr. change	-17.8%	+12.8%
<b>4<sup>th</sup> grade</b>	2021	60.5%	7.0%
	2022	41.9%	21%
	2 yr. change	-18.6%	+14%
<b>5<sup>th</sup> grade</b>	2021	71.4%	9.5%
	2022	54%	19%
	2 yr. change	-17.4%	+9.5
<b>White Students</b>	2021	25%	25%
	2022	40%	20%
	2 yr. change	+15%	-5%
<b>African American students</b>	2021	70.8%	6.7%
	2022	50.4%	19.9%
	2 yr. change	-20.4%	+13.2%
<b>Males</b>	2021	69.4%	9.7%
	2022	42.4%	30.4%
	2 yr. change	-27%	+20.7
<b>Females</b>	2021	56.9%	13.8%
	2022	47.9%	18.1%
	2 yr. change	-9%	+4.3
<b>ESOL</b>	2021	37.5%	29.2%
	2022	26.9%	46.2%
	2 yr. change	-10.6%	+17%
<b>SPED</b>	2021	81.3%	12.5%
	2022	78.9%	5.3%
	2 yr. change	-2.4%	-7.2
<b>AAP</b>	2021	0%	100%
	2022	0%	84%
	2 yr. change	0%	-16%

When observing the data, it clearly shows gains in all areas except our SPED, AAP, and white students in our math data. FHES had two new SPED teachers last year and has had several new AAP teachers. This turnover contributes to the lack of growth in those areas. Cultural relevancy is a possible contributing factor for our white students. The ESOL sub-group, however, made a 17% gain in the area of Meet and Exceeds Expectations.

**Needs Assessment:** Based on the data, the utilization of Title One funds to employ reading interventionist is producing the results that we are desiring for our students. We have not reached our overall goals of 40% scoring Meets/Exceeds, but we are making progress towards this goal. The need for interventionists in both math and ELA are both evident. The Saturday Academy for our ESOL student population is proving to be very beneficial as it is reflected in students’ growth and gains. We will also continue to need consumable SC Ready Coach materials. The SC Ready Digital Coach is an additional significant need, as we can properly prepare our students for the computer- based SC Ready and state assessments. Based on the data, we need to continue to invest in interventionists, math and ELA consultants, interventionists, and proper ELA and math materials.

## My IGDIS Data

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My IGDIs, Individual Growth & Development Indicators (IGDIs) is a set of preschool assessments for monitoring the growth and development of children on the pathway to kindergarten. Scientifically validated for identifying children who are experiencing difficulties acquiring fundamental skills necessary for academic success, IGDIs can also be used to measure developmental gains and inform instructional needs of individual children. My IGDIs is administered three times during the school year: fall, winter and spring. The Early Literacy Assessment assesses students in the following domains: Picture Naming, Rhyming, Sound Identification, and Which One Doesn’t Belong. The Early Numeracy Assessment assesses students in the following domains: Oral Counting, Number Naming, Quantity Comparison, and 1 to 1 Correspondence Counting.

Literacy- Percent of students making strong progress

	<i>Picture Naming</i>	<i>Rhyming</i>	<i>Which One Doesn’t Belong</i>	<i>Sound Identification</i>
<b>Fall 2022</b>	25.8%	27.3%	60%	27.4%

Numeracy- Percent of students making strong progress

	<i>1 to 1 Correspondence</i>	<i>Number Naming</i>	<i>Oral Counting</i>	<i>Quantity Comparison</i>
<b>Fall 2022</b>	11.1%	16.2%	5.3%	5.4%

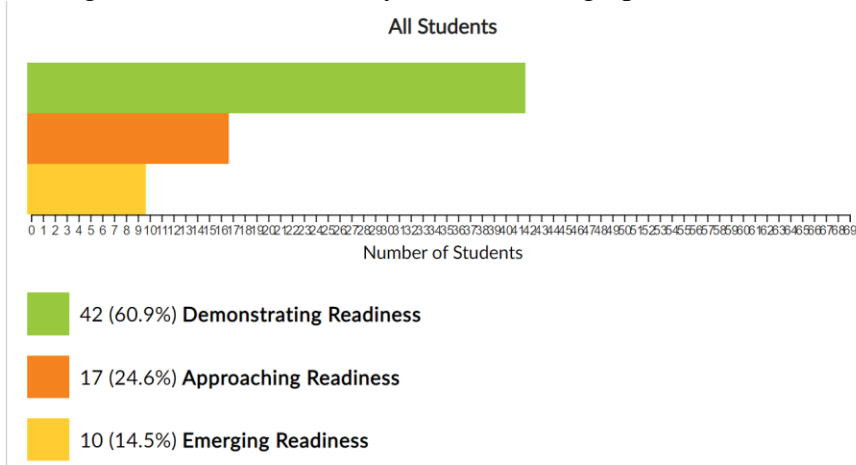
FHES students are showing all positive gains in our pre-kindergarten students. We are super excited and thrilled that our foundational classes are showing strong progress in these areas. This growth is translating into their Readiness as they are entering into Kindergarten. We had over 60% of our students entering ready for Kindergarten. This high percentage is almost double state average.

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## Kindergarten Readiness Assessment Data (KRA)

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The Kindergarten Readiness Assessment is a developmentally appropriate instrument that measures a child’s school readiness across multiple domains. The KRA determines each child’s readiness level from an evaluation of four domains: Social Foundation, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students’ abilities at the beginning of the school year. The test is administered to all kindergarten students twice a year. The data graphic below shows a snap from Fall 2022.



Overall Performance Level			
	Emerging	Approaching	Demonstrating
<b>Number</b>	10	17	42
<b>Percent</b>	14.5%	24.6%	60.9%

When studying the STAR growth at FHES, you will find growth in ALL areas with the exception of SPED and ESOL in Math. Our first-grade math is a strength of our school as well as the performance of females over males. We set 40% proficiency goals in all grade levels and 5 areas reach this proficiency mark in the winter of 2023. Our foundational grades are showing tremendous growth and we are poised to have an even more wonderful future. Although the ESOL subgroup decreased in proficiency by 5.2% in Reading from Fall 2022 to Winter 2023, students made significant gains on the STAR Early Literacy assessment, with a 19.4% increase and a 9.6% in Math.

### STAR Early Lit. Data- District Benchmark Proficiency Rate

Category	Fall 2022	Winter 2023
<b>Kindergarten</b>	44.4%	54.4%
<b>1<sup>st</sup> grade</b>	41.3%	53.2%
<b>2<sup>nd</sup> grade</b>	2.2%	10%
<b>White students</b>	42.9%	57.1%
<b>African American students</b>	34.1%	35.5%
<b>Males</b>	26.3%	31.6%
<b>Females</b>	36.4%	43.2%
<b>ESOL</b>	23.8%	41.7%

<b>SPED</b>	7.7%	7.7%
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**STAR Reading Data- State Benchmark Proficiency Rate**

<b>Category</b>	<b>Fall 2022</b>	<b>Winter 2023</b>
<b>1<sup>st</sup> grade</b>	80%	90%
<b>2<sup>nd</sup> grade</b>	65.2%	68.2%
<b>3<sup>rd</sup> grade</b>	25.5%	35%
<b>4<sup>th</sup> grade</b>	25.4%	28.6%
<b>5<sup>th</sup> grade</b>	19.4%	19.4%
<b>White students</b>	0%	16.7%
<b>African American students</b>	30.4%	31%
<b>Males</b>	28.2%	30.8%
<b>Females</b>	34.6%	36.9%
<b>ESOL</b>	30.4%	40%
<b>SPED</b>	7.4%	7.7%

**STAR Math Data-State Benchmark proficiency rate**

<b>Category</b>	<b>Fall 2022</b>	<b>Winter 2023</b>
<b>1<sup>st</sup> grade</b>	78.4%	59.3%
<b>2<sup>nd</sup> grade</b>	39.4%	29.2%
<b>3<sup>rd</sup> grade</b>	30.9%	35%
<b>4<sup>th</sup> grade</b>	21%	25.8%
<b>5<sup>th</sup> grade</b>	22.2%	19.4%
<b>White students</b>	28.6%	35.7%
<b>African American students</b>	32.5%	27.4%
<b>Males</b>	36.2%	33.1%
<b>Females</b>	37.7%	31.6%
<b>ESOL</b>	59%	53.8%
<b>SPED</b>	8.3%	8.6%

**Needs Assessment:** Based on the data, the utilization of Title One funds is producing the results that we are desiring for our students. We have not reached our overall goals of 40% proficiency rates in every grade, but we are making progress towards this goal. The continued need for interventionists in both math and ELA are both evident. We also will continue to need SC Ready Coach materials to properly prepare our students for SC Ready and state assessments. Based on the data, we need to continue to invest in interventionists, math and ELA consultants, and proper ELA and math materials. All groups and subgroups who are significantly behind in reading and math will be addressed from the aforementioned resources needed.

## BAS DATA

Grade Level	EOY Spring 2022 Data	Fall Benchmark % on Grade Level	Winter Benchmark % on Grade Level	Overall Goal on Grade Level
Kindergarten	56%			70%
1 <sup>st</sup> Grade	68%	49%	44%	80%
2 <sup>nd</sup> Grade	67%	41%	45%	80%
3 <sup>rd</sup> Grade	71%	51%	52%	80%
4 <sup>th</sup> Grade	85%	56%	71%	85%
5 <sup>th</sup> Grade	41%	48%	54%	90%

The BAS assessment enables teachers to determine students' independent and instructional reading levels. It also recommends a placement level for instruction and helps teachers form initial groups for reading instruction. The Benchmark Assessment System is administered three times (fall, winter and spring) throughout the school year to identify students who need intervention and extra help as well as monitor and report student progress across the school year and grade levels.

The first administration of the BAS assessment was given to first through fifth grade students' fall 2022. Kindergarten's first administration of the BAS was winter 2022. According to Fountas and Pinnell (2021), "Teachers are able to observe students' reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling and make informed decisions that connect assessment to instruction."

Moving forward, K-5 teachers will use the data to provide targeted and guided instruction for students while implementing the Fountas and Pinnell classrooms during Reading and Writing workshop to bridge the literacy gaps. Honoring and protecting literacy instruction time is vital as teachers implement Balanced Literacy while providing multiple opportunities for students to read and write throughout the instructional day. This is especially important in other content areas because it affords students more experiences to become competent readers and writers. In addition, it is imperative that teachers stay abreast of current instructional practices and strategies related to the teaching of reading and writing. Additionally, teachers' knowledge of research-evidence based interventions to use for tier II and tier III students to address their deficits should increase. Therefore, ongoing professional development in teaching reading and writing as well as intervening to address the needs of the students not performing on grade level are essential to student learning and growth. Student subgroups that have not shown growth, will be a part of the student population that receives small group need based intervention.



## Attendance

The Attendance Team has implemented incentives to boost attendance this school year. Each quarter, students with fewer absences and/or fewer excused absences are eligible for incentives. We also utilize funding outside of the Title I federal funds to offer incentives to the parents of students who have exhibited model attendance. The parent names of the students who are eligible for such incentives go into a drawing and they receive incentives as well. As a result of these efforts, our chronic absenteeism percentage has decreased from 33% to 27%. The attendance team meets weekly to identify students with high numbers of absences and make calls to parents to encourage turning in any excuses to minimize attendance numbers. Students are put on an Attendance Intervention Plan (AIP) with high absences. The team also meets weekly to discuss strategies to improve attendance rates. The attendance team has also begun sharing with parents a link for them to access to upload their medical excuses. This link is also available on our school's website for easy access.

Teachers are also incentivized through the Attendance Team. Teachers who take their attendance in PowerSchool by the specified time daily are eligible. This not only assists the Attendance Team with ensuring students are at school, it also maintains high morale within the building.

Students with excessive tardies are put on a Tardy Intervention Plan where they are to meet with the principal to determine the root cause of tardies.

### 2022-2023 Teacher Attendance

Instructional Days	Non-Instructional Days	Total	Professional Development Absences	Attendance Rate 2023	Attendance Rate 2022	Change
338	20.50	358.50	79	91.8%	92.6%	-0.8%

### 2022-2023 Chronic Absences by Type

Total: 2,305	Excused		Unexcused		Out of School Suspensions (OSS)	
	Number	Percent	Number	Percent	Number	Percent
	931	40.4%	1,252	54.3%	122	5.3%

### 2022-2023 Chronic Absences by Demographics

K	1	2	3	4	5	AA		White		Hispanic		Other		SPED	
						M	F	M	F	M	F	M	F	Spe D	Not Sped
33.8%	36.7%	34.2%	31%	22.5%	10.4%	30.4%	27.1%	1.7%	37.5%	19.4%	21.2%	0%	100%	35.6%	26.9%

## Culture & Climate

### School Vision:

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance & inclusion, and excellence.

### School Mission:

Passionately foster an enthusiastic, creative community of learners prepared to continue their intellectual, emotional, and physical development.

### School Values:

**Learning** – Supporting a learning environment that continuously motivates all individuals to excel;

**Relationships** – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners;

**Integrity** – Conducting ourselves with honesty and responsibility;

**Accountability** – Demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures;

**Innovation** – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment;

**Respect** – Promoting a school community that appreciates the value of students, families, colleagues, and cultures;

**Service** -Dedicating ourselves to delivering excellent service to all stakeholders.

At the conclusion of the 2021-2022 school year, students and teachers were given the State’s Engagement Survey, which reflected feelings and perceptions about the learning, social and physical environment of the school in addition to school-home relations. We can't wait to see the data from the 2022-2023 school year. There were 165 responses from students and 36 responses from teachers. The survey yielded the following results:

	<b>Students</b>	<b>Teachers</b>
<b>Number of surveys returned</b>	<b>165 (Up 93)</b>	<b>36 (Same)</b>
<b>Percent satisfied with learning environment</b>	<b>96.2% (Up 14%)</b>	<b>96.2% (Up 35.2%)</b>
<b>Percent satisfied with social and physical environment</b>	<b>93.8% (Up 10%)</b>	<b>93.8% (Up 24%)</b>
<b>Percent satisfied with school-home relations</b>	<b>93.2% (Up 5%)</b>	<b>93.2% (Up 43%)</b>

Teachers at Forest Heights Elementary School took part in a survey about our administrative team. This survey focuses on the climate and culture of the building. When results came in, over 94.5% of the teachers and staff were pleased with the working environment. They were particularly pleased with the administrative team, their visibility, their positive approach, and the administration’s willingness to assist teachers and students.

According to all teacher and staff results, the greatest need within the school is to offer more clubs and activities for our students. We have added incentives this year for our students, but we need more to offer them to give them ownership within the school and activities for them to feel and know they are a “part” of something productive and positive. The “Whole Child” approach to education fosters not only students’ academic needs, but their social, emotional and physical needs as well should be the focus. Teachers continue to benefit from substantial professional development training sessions in educating the “whole child” especially in reading this year. The majority of our faculty attended the Ron Clark Academy to learn how to create a more engaging culture and environment within our building. There is a need for the remaining faculty to attend the Ron Clark Academy as well as a group of student leaders from the school.

Also, when focusing on the needs of Forest Heights, teachers during the 2022-2023 school year who had experience in teaching students from poverty were 32 out of the 34 teachers. This number indicates that although we have teachers that have experience with teaching students from poverty, we aren’t necessarily equipped with the tools in providing and addressing their needs. Many of their needs are soft skills, life skills, and normal physical needs. Our students also need coping skills that will help them handle stress and obstacles. Additional extensive professional development could be utilized to provide teachers with training on how to do so. One of our teachers took a class on poverty and homelessness because she had no experience with students of poverty.

Processes and procedures have been developed by the administrative team to promote orderly movement within the building. Examples of this are ensuring that students walk on the right side of the hall consistently. Since we have adopted the mindset that “They are all our students.” Everyone is responsible for redirecting students when they are not in compliance. This enforced procedure has made an impact on noise and order in the hallways at Forest Heights. Also, there is now a bell system in place for students which allows us to better account for student tardies. A sign has been purchased to be placed in the car lane once the tardy bell rings. To increase safety for the students, parents are required to come into the building to sign their students in once the bell has rung. The new morning procedure that was implemented for student arrival has created increased order and promotes student responsibility. Additionally, we have set procedures in place when students are signed out that are enforced. This has helped promote safety and eliminate confusion.

During this school year, Forest Heights has continued Forest Heights FriYAY, provided free snack Fridays, food truck Fridays, FHES Radio Show gift card winning, First Year at the Forest group meetings, and a classroom management course taught by the administration. These events and activities were all designed to create a healthy culture and climate within our building. Our teachers seem to love the environment we have worked diligently to establish.

The 2017-2018 Mentor/Mentee program was established and consisted of students at FHES, sororities, fraternities, faith-based organizations, college student-athletes, teachers and our SRO. These programs have continued during the 2022-2023 school year. Additionally, each participating group received instruction on the expectations of the mentors during this training provided by our school counselor and administrators. Individually or as a group the adults worked closely with our students with any social/emotional or behavioral concerns and established goals. The teachers were very active with checking in and checking out with their mentees on the progress they were making through their involvement with the mentor program and goals that were initially established. Our sororities and fraternities were engaged in weekly /biweekly activities with their mentees. The SRO has created a system for students to come to her if they need to talk or need to cool down

and talk through their frustrations. FHES hosted over 100 volunteers this year! This was an incredible improvement.

In addition to Haskell Heights, Harvest Hope, Kappa Lambda Chi Military Fraternity, Columbia Psi Chapter of Kappa Epsilon Psi Military Sorority, and Sigma Gamma Rho Sorority, this year we have also partnered with Ridgeway Baptist Church Missionary, Elevation Church and Columbia International University. We have many partnerships that help provide essential needs for our students such as food, clothing, shoes, and holiday enriching materials. As a positive behavior incentive, our sorority and fraternity hosted a Trunk or Treat during Halloween along with Columbia International University. The event was well organized and the student recipients were beyond appreciative.

Per the Richland One Comprehensive School Guidance Curriculum, the following Standards were addressed through the Forest Heights Mentor Program:

- **Respecting Self and Others**
- **Developing a sense of community**
- **Making decisions and setting goals**
- **Developing Safety and Survival Skills**

Examples of the activities in which the mentors/mentees engaged were:

- **Vision Boards**
- **Opportunities to practice the skills learned during the etiquette lessons**
- **Group discussions and feedback**
- **Lessons on anti-bullying**

We have been able to spend time with our Mentees and really build a good rapport with the students and help them work through their difficulties and frustrations. Many students, who were receiving discipline referrals frequently, were able to learn coping skills from their mentor and now have data to show they are behaving more frequently.

Forest Heights was selected to become an AVID Advancement via Individual Determination (AVID) School during the summer of 2017 and this year in 2022-2023, we continued this work with greater intentionality. The philosophy of AVID embraces the following:

- **Equity:** AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.
- **Leadership:** AVID leaders shift the campus culture to drive change and spread best practices.
- **Teacher Effectiveness:** The AVID Effect is realized through the delivery of inquiry-based and student-centric instruction, which increases levels of effectiveness.
- **Student Learning:** With AVID, teachers inspire students to take control over their own learning.

In preparation for this, three teachers, one assistant principal and the Curriculum Resource Teacher (CRT) attended the Summer Institute training in Maryland. It was decided that our school would have 5<sup>th</sup> grade to initially roll out the program with the intention of eventually becoming “school-wide, adding a grade level each year. For the initial roll out, Forest Heights determined that it would be best to focus on the strand of “Organization.” Additionally, the assistant principal, our school counselor, and one 5<sup>th</sup> grade teacher were

trained in a PATH Training during the month of November. During the 2017-2018 School year, the currently trained teachers and administration attended a Richland One District sponsored Path training in Columbia, SC. In preparation for this school year, several current members of the Forest Heights faculty attended the Summer Institute Training in either Tampa, Florida or Philadelphia, Pennsylvania. This included new hires and those who would be teaching 4<sup>th</sup> grade for the 2018-2019 school year. Additionally, those who had been previously trained participated in the ongoing PATH trainings that were sponsored by Richland School District One. Third grade teachers were trained during the 2019-2020 school year via the Richland County PATH sessions. Due to anticipated staff reallocations, teachers who will be assigned to 3<sup>rd</sup> grade will receive AVID Training. Currently during our 2021-2022 school year, while still implementing AVID principles, we have had a much heavier focus on academics due to our current academic status. We have seen great gains academically this year due to our proper focus. We are adding a focus moving into next year in 2023-2024 as we are sending another team to Baltimore, Maryland to engage in best AVID practices.

Our students have embraced the tenets of AVID and are demonstrating an increased awareness of college and career mindset. Examples of activities that have been done to promote this concept are our Career Day Activities, college posters on display, spirit days promoting colleges across the country, college week with visits from college students from Benedict College, and teachers displaying their alma maters over their room or office doors, etc. We have also had AVID First Fridays during the year. We dress up in our college gear and promote college goals with our students. We also have an AVID instructional focus each week.

Our 4<sup>th</sup> grade students are continuing the momentum of using the binders for students. The binders are used as an organizational tool for each subject area. They are using different colored file folders for each subject area. There are certain expectations for the arrangement and contents of the binders to promote consistency among all students. Since using the binder and organizational systems of AVID, teachers and students note that students are much more organized in each of their subject areas. Additionally, the teachers use the WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) to align with the expectations for advanced study and advanced courses in middle and high school. This information has been shared with 3<sup>rd</sup> grade. We now have AVID up and running in grades 3<sup>rd</sup>-5<sup>th</sup> grades.

Because of the positive impact AVID has had on student organization and learning, it is necessary that we strengthen the process to maintain student organizational and WICOR skills. There is a need to train additional staff in the AVID methodologies. We currently have five staff members signed up for AVID training during the summer of 2023.

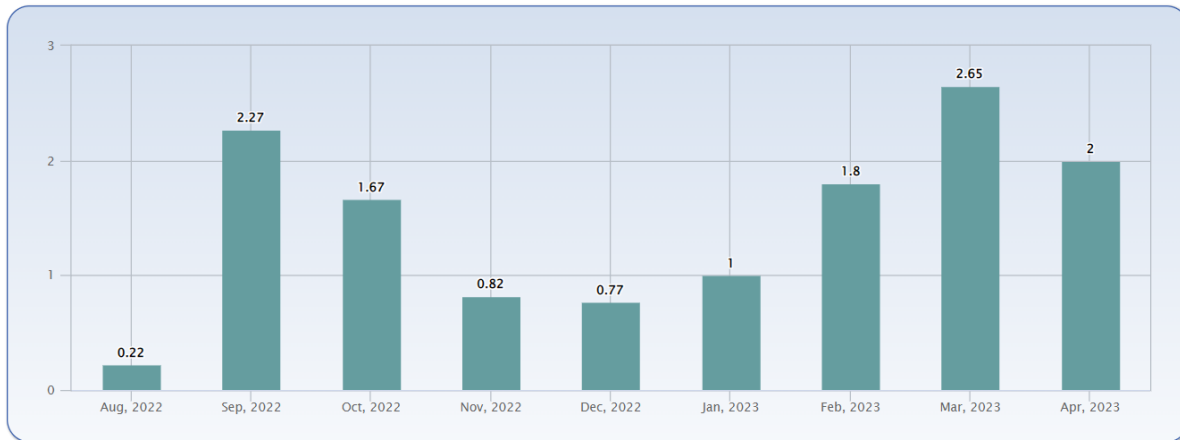
**Needs Assessment:** Based on the data, we see the need to continue incentives for students and teachers. Incentives increase morale and create a positive culture within our school. Students and teachers alike, see that they are receiving recognition for their hard work and success. We will also continue with our mentoring program. This creates confidence for our teachers and students. We desire to continue our partnerships and volunteer program based on the positive effect that they have on data. They meet essential needs within our school that create a more successful atmosphere for our students. The data also shows that AVID continues to be a need within our building. This program provides needed structure and tools for our students to be successful.

# Discipline Data: 2022-2023

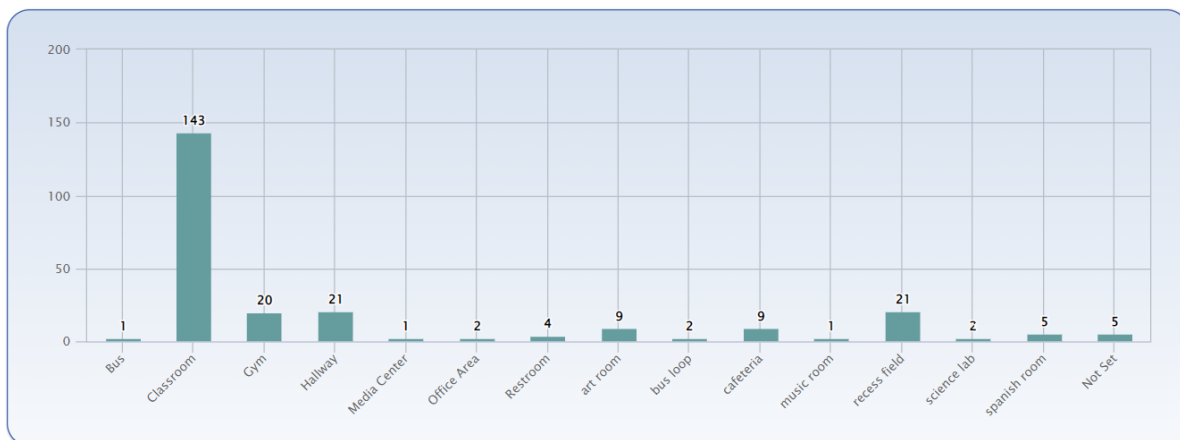
2021-2022=319 total referrals

2022-2023= 246 referrals

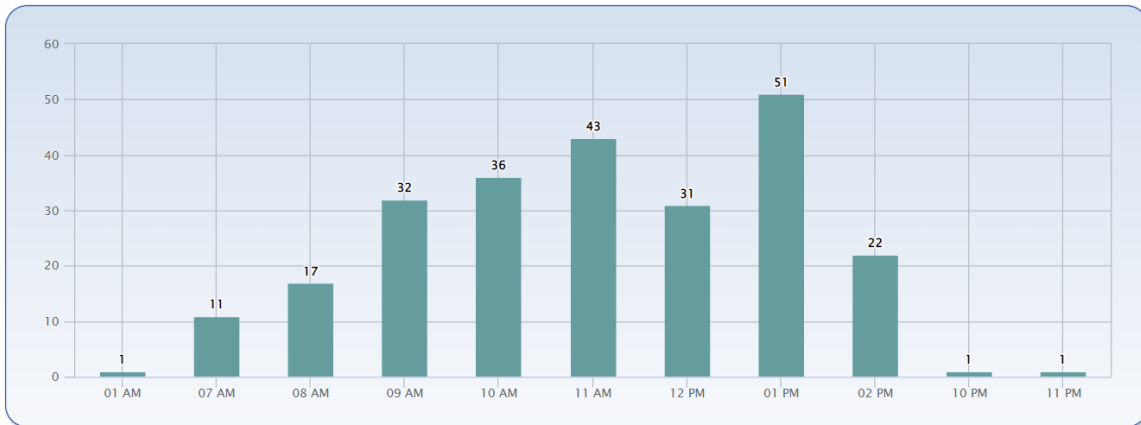
Office Referrals Per Day Per Month



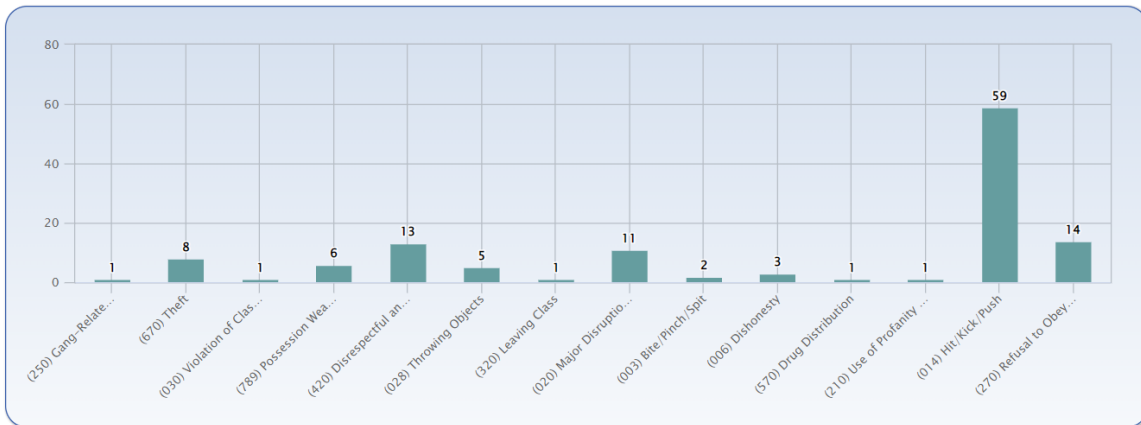
Office Referrals by Location



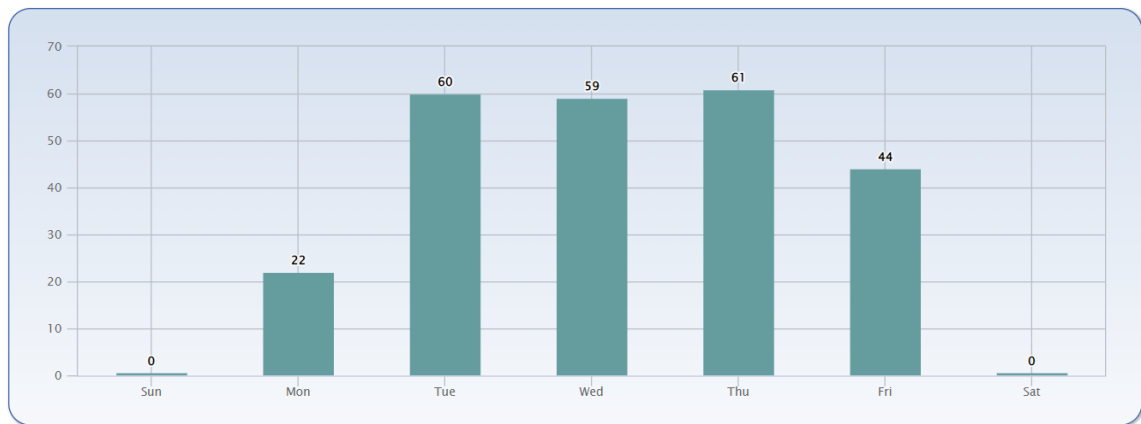
**Office Referrals by Time Occurrence**



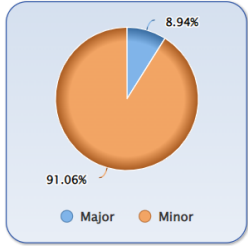
**Office Referrals by Student Behaviors**



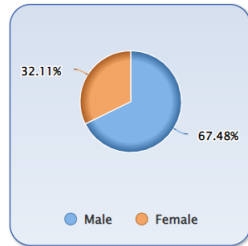
**Office Referrals by Day of Week**



Office Referrals by Student Behavior Significance



Office Referrals by Gender



Office Referrals by Subject

Subject	No. of Ref.	%
Reading	57	23.17
Transition	47	19.11
Math	27	10.98
PE	26	10.57
recess	19	7.72
Science	12	4.88
art	11	4.47
Not Set	10	4.07
Lunch	8	3.25
writing	8	3.25
spanish	6	2.44
Social Studies	5	2.03
morning meeting	5	2.03
breakfast	3	1.22
Bus	2	0.81
<b>Total</b>	<b>246</b>	<b>100</b>

Office Referrals by Ethnicity

Ethnicity	No. of Ref.	%
B	215	87.4
W	14	5.69
H	9	3.66
M	5	2.03
A	3	1.22
<b>Total</b>	<b>246</b>	<b>100</b>

## Expulsion Data

Year	ISS	OSS
2022	6	169
2023	31	156

**Needs Assessment:** Based on the data, we need to continue the PBIS system that we have in place. The data is trending in the right direction. We have over 70 less referrals at this point in the year when compared to last year. This is a powerful testament to the effectiveness of the PBIS system, in spite of the increase with in-school suspensions. There were 25 more in-school-suspensions than the previous year. However, there was a slight decrease in out-of-school suspensions with 13 less than the previous year. We will also continue our Town Hall meetings where we address the behaviors and data. We also use this time to discuss expectations and consequences. FHES is going to adopt the Ambassador Program in order to help promote and reward positive behaviors. FHES will continue to conduct Socratic circles and conflict resolution groups in order to prevent unwanted behaviors. FHES utilizes its mental health counselors, social worker, SRO, and school counselor as intervention as well. Identified groups, including sub-groups will be



## **5. Parent and Family Engagement**

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today’s global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a “Cluster Support Model” for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school’s mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein’s Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Forest Heights has active parent leadership committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school’s needs.

In addition to parent education sessions, there are many other efforts that assist the school engage families and the community. The Parent and Family Engagement Specialist continuously meets one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and Guidance Counselors to ensure families are supported and informed.

### **Activities held this year**

Activity Date	Time	Type (Virtual/In Person/WTG)	Audience	# of Attendees	Topic	Main Speaker	Average Evaluation
9-Mar	8:30am	In Person	2nd grade Parents	57	Poetry Café	2nd grade Teachers	3.68
10-Mar	8:00am	In Person	ALL Parents	26	SEL Day/Stress & Anxiety Workshop	Ms. Ruff & Ms. Hunter-Hall	3.7
				41.5			3.69

### **Analysis**

The average number of attendees for parent and family engagement education session was 41.5%. Although the Parent and Family Specialist just started in February and has only been able to have a couple of sessions, we have had a remarkable turnout rate. The data shows that we will receive more participation in person. All activities included giving parents information, and strategies to do with their children to help with educational and social emotional needs.

### **Survey Result Section**

Satisfaction surveys were available digitally per QR Code and hardcopy. Surveys had options to fit the needs of all participants. Although, the evaluation participation could have been better according to the number of participants and surveys completed. The results yielded a score of 3.69% on a 4-point scale of those participants who did complete evaluation surveys.

## **Barriers Section**

Like any other institution, Forest Heights has seen barriers in some components of its operation. One of the most significant barriers presented was that of the Parent and Family Engagement Specialist. We did not receive a Parent and Family Engagement Specialist until February. Forest Heights did receive support from another schools PFES while the district was attempting to fill the vacancy.

Forest Heights has a family atmosphere. However, during some of our data meetings, Title I meetings in particular, the ESOL parents seem to be lost and some don't feel comfortable attending such meetings as there is a communication gap. Many are willing to attend and would like to provide input, however, the language barrier creates a disconnect and a willingness to attend. Holding separate data related meetings with a translator for the ESOL population would truly benefit this target group of parents and assist in increasing the parental involvement here at Forest Heights.

## **Professional Capacity**

During the 2022-2023 School year, Forest Heights had 34 certified teacher positions. One 4<sup>th</sup> grade position is being covered by our ISS Supervisor. Two 5<sup>th</sup> Grade Teachers are currently working on their certification. Forest Heights was also provided with an additional certified Math Tutor. Given our current assessment data and overall student performance, it was deemed to be prudent that these extra positions be funded. This represents three current vacancies on our certified staff roster. We have eight international teachers this year and two brand new teachers. Teachers within their first year of teaching are serving on the following grade levels: kindergarten and 2<sup>nd</sup> grade. Five of our teachers are within their first three years of teaching. Of our current teachers, one is on an improvement plan based on the 4.0 Rubric Evaluation System.

Current survey data indicates that 68% of Forest Heights hold an advanced degree. The attendance rate for teachers, according to our most recent data, is 91.8%. We are continuing to promote positive teacher attendance through incentives. Forest Heights has a difficult time recruiting substitute teachers; therefore, it is imperative that teachers are present in the classroom daily. The principal is in his second year at Forest Heights, although he has over 18 years in education on multiple educational levels, including over 7 years in administration. 100% of our certified staff members are certified in their area of instruction. However, one fourth grade and two fifth grade long term substitute teachers are currently pursuing their certification.

For the upcoming school year, as of the time of this writing, contracts have not been signed. Therefore, teacher retention has not been established. Letters of intent indicate almost all staff returning. We have one that is transferring and two having to go back to their native country due to visas and contracts.

The administration and select members of our certified staff will continue to participate in job fairs offered through Richland One School District as well as research the benefits of attending college job fairs or other private recruiting opportunities.

It is important that we continue to seek ways to prepare our teachers for the challenges and opportunities in teaching our students of poverty and other family challenges. Much professional development is needed for both our new teachers, as well as our veteran teachers who are not fully equipped to determine and deliver the most beneficial methods of managing and connecting with the students at Forest Heights to obtain maximum academic and social results. Additionally, during this 2022-2023 school year, the administration has implemented several staff recognition activities. These activities have included collaborative planning time during the day, duty free lunch, teacher of the month, perfect attendance, 75% growth in class, etc. New “committees” were assigned by the principal this year in lieu of voluntary sign up by staff members. These didn’t catch traction, but we have a plan for next year.

In Summary, Forest Heights needs to continue seeking effective incentive plans that will support and encourage teachers and on-going professional development in classroom management and researched based strategies that will enable them to connect with the population of students at Forest Heights.

**Needs Assessment:** Based on the data, FHES will continue to provide professional development opportunities for teachers and staff. This creates a more well-rounded and confident faculty/staff. FHES will continue to promote the school with promo materials in order to attract the best talent. FHES will continue to focus on maintaining a positive culture and climate in order to ensure our teachers desire to return each year. At FHES, we will also continue to bring in consultants and initiatives that promote growth within our teachers and staff.

## Other (Based on school's needs)

### Science

Students in 4th grade were assessed on their knowledge of science and 57.4% scored Does Not Meet and only 25% scored Meets/Exceeds. This was our only “Unsatisfactory” on our school-wide report card. The data shows a desperate need for a more intense and intentional approach to science planning across all grade levels and also a hands-on approach to science instruction that focuses on application of the standards. We are in need of a Science Lab teacher to conduct experiments across all grade levels as the teachers are teaching across grade level standards.



Unsatisfactory  
2.47/ 10  
Points earned

#### OVERALL RATINGS SCALE

##### Excellent:

school performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate [↗](#)

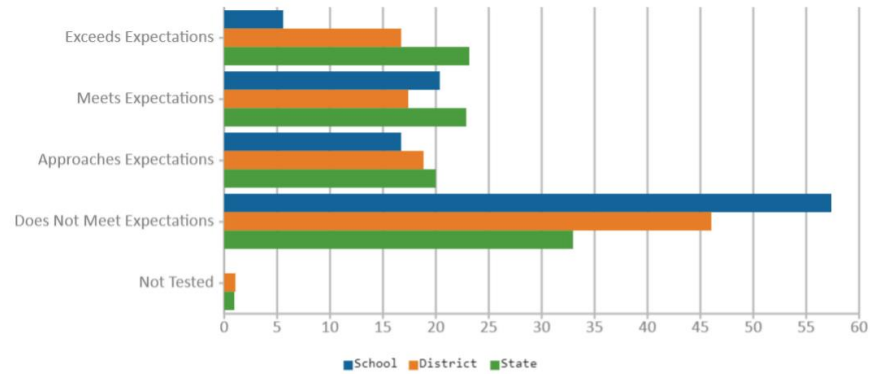
##### Good:

school performance exceeds the criteria to ensure all students meet the Profile of the SC Graduate [↗](#)

#### Preparing for Success [ⓘ](#)

Details Student Performance across District and State

##### SCPASS Science Science



Note: Results from alternate assessments were included in the calculations where available.