



Forest Hill School LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

November 15, 2018

Instructional Services
Governing Board Presentation

School Vision, Mission, Values

Vision: Forest Hill School is dedicated to preparing world class students to be self-directed, resourceful problem-solvers with the flexibility and confidence to succeed in an ever-changing world.

Mission: Forest Hill inspires learning and problem solving by creating educational experiences that address the academic, social, and emotional needs of our students.

Values: A strong sense of community is a vital part of the Forest Hill culture with staff, students, and parents dedicated to an exceptional educational experience that promotes academic, social, and emotional success for all our students.

School Celebrations

- 2% increase for English/Language Arts (ELA) and 5% decrease for Math; will continue with tiered intervention program to meet the needs of our struggling students.
- School-wide focus on technology integration; innovative lesson planning in 3rd grade.
- Strong Professional Learning Community (PLC) implementation; completed two PLC Team Cycles for ELA and Math
- Strong implementation of Core Knowledge Language Arts (CKLA) Foundational Skills in Kindergarten; Benchmark Assessment System (BAS) scores 99.93% of 1st Graders on grade level.
- Inclusion opportunities for 20 students in grades K–5; preschool inclusion weekly

#1: Ensure High Quality Instruction Aligned to Standards

- Lesson design with essential standards TK-5
- Learning Targets implementation for one content area 3rd-5th
- STEAM program TK-5
- PLC Team Cycle TK-5
- Higher Order Thinking Questioning Professional Development

Next Steps:

- Innovation and Self-Direction

#2: Ensure all students learn at high levels and close the achievement gap

- ❑ Hispanic Students 4% increase for ELA; stayed the same for Math 69%
- ❑ Multiracial Students 12% increase for ELA and 5% decrease for Math
- ❑ Targeted iReady lessons for students based on essential standards
- ❑ Students accessing reading materials at their instructional level (book clubs, NewsELA, Benchmark)
- ❑ iReady Standards Mastery assessments given based on essential standards
- ❑ PLC Team Cycle with instructional supports for struggling learners
- ❑ English Language Dev. (ELD) Program; Benchmark Curriculum; additional writing group added
- ❑ Tiered reading intervention program for Tier 3
- ❑ Math intervention program for Tier 3

#3: Provide Tiered Supports that Promote Social/Emotional Development

- Pilot of Toolbox Program in grade 5; TK-5 researched and determined full adoption for 2018-19 school year.
- Project Cornerstone implemented in all classrooms; working to provide inclusion
- Counseling program
- PBIS program; Check in/Check Out; Student Study Team process used with fidelity
- Uplift services; home visits
- Recess 101 program

#4: Engage Parents/Guardians in Child's Education

- Thought Exchange responses indicate that parents want to see:
 - Social-Emotional program
 - Differentiated lessons and activities for high-performing students
- Classroom volunteer opportunities
- PTA monthly community engagement events
 - Back to School Social
 - Art & Music Social

On-Going Progress Monitoring

- Teacher Data Chats every 6-8 weeks
- Tier 2 & 3 students monitored and plan implemented
- Administrator providing feedback after classroom visits
- Administrator monitors the outcome of the PLC instructional supports and provides feedback
- Develop site commitments to increase student agency and self direction

Next Steps for Areas of Need

- Differentiation; how to support our at/above grade level students
- Going deeper with Learning Targets for all subject areas to encourage self-directed learning
- Student-focused lesson design
- Growth Mindset Professional Development for staff
- Designing lessons to include Profile of a Graduate (PoG) competencies
- Increasing opportunities for student empowerment