



Forest View Elementary

School Improvement Plan

2006-2007

Forest View Elementary

School Improvement Plan – 2006-2007

Executive Summary

EXECUTIVE SUMMARY

The Forest View School Improvement Plan reflects the collaborative work of teachers, administrators, parents and students and charts a road map that will create a positive and nurturing learning environment dedicated to maximizing each student's growth and potential. **A comprehensive needs assessment informed our decision making. The Forest View School Improvement Plan is based solid and shared values and sets realistic goals through the use of scientific research based school-wide reform strategies.**

Mission, Vision, and Values provide the philosophical foundation of our plan.

Mission: Forest View students grow intellectually, socially and emotionally as they become creative, confident problem solvers prepared for global citizenship.

Vision: the learning community we aspire to be

A caring community that:

- Values diversity, fosters respect for all, by all
- Builds strong partnerships with families through focused Parental/Family Involvement strategies
- Sustains partnerships with universities and community at large

A rich academic environment that:

- nurtures the talents and gifts of all
- celebrates each student's growth
- integrates a science focus
- focuses on authentic, cooperative learning, with an emphasis on creative problem-solving

affords the faculty time to meet and make data driven instructional decisions to identify difficulties and provide assistance to individual students

recruits, nurtures and develops a Highly Qualified staff through High Quality and ongoing professional development

Values: how we relate to one another

We value and foster relationships that:

- Honor, celebrate diversity
- Respect the unique contribution of each stakeholder
- Create a safe, welcoming environment, with well defined expectations
- Reinforce common and shared character traits for adults and children

Our approach to instruction reflects our mission, vision and values through:

- A curriculum that is differentiated to the needs of all learners;
- Integration of science and social studies across the curriculum
- An ongoing commitment to best practice: authentic assessment; data-driven instructional decisions, teacher and student engagement, both the art and science of pedagogy
- Celebration of each student's growth and accomplishment

Professional development is linked to Federal, State, and local accountability standards as identified by our comprehensive needs assessment and articulated in our School Improvement Plan

Data-Driven Planning

The Forest View School Improvement Plan is based on thorough data analysis and comprehensive needs assessments that enable a commitment to building a caring community of learners actively engaged in authentic education.

Data Sources and review methods:

Demographic: review/analysis

Academic: '04/'05 AYP data/analysis

- Current AYP data, as available
- EOG data; developmental scale growth
- NC Writing Test data
- Benchmark data
- K-2 assessments
- Classroom assessments/portfolios
- Staff development needs/interest

Review: administrators; grade-level meetings; remediation plan

Social/discipline: PBS, state survey; UNC data

Suspension; discipline referrals

Review: ongoing PBS committee; records

Satisfaction: parent survey; Title I (PAC)

Engagement: attendance

Event/activity involvement (sign-ins)

“D-4”- internal community planning event (April, '06)

Review: administrators, site-based team

The data-review revealed:

Demographics: Forest View is highly diverse: 28 % white, 23% black, 33% Hispanic and 11% Asian and 3% multi-racial. Our students come from 30 different countries and speak 28 native tongues. 52% of our students qualify for free and reduced lunch.

Academics:

11 of 15 subgroups achieved AYP in reading.

Those not achieving are: Economically Disadvantaged, Students with Disabilities,
LEP, Hispanic

EOG scores: highest percentage ever reading on grade level—86.4 %

Writing test data showed: 74% proficient

Growth data revealed: Average Developmental Score Gain: 3rd= 8.5 %, 4th= 6.2%, 5th = 5.8 % Average: 6.8 %

Social: Implementation of the PBS model resulted in significantly fewer disciplinary referrals and suspensions. In order to institutionalize these changes, there is a need to more fully integrate the social skills curriculum.

Generally, Forest View receives high satisfaction marks. There is a continuing need to reach out to an increasingly diverse group of families. Families who have choices want Forest View to offer greater enrichment options, such as foreign language and supports for advanced learners. A broad cross-section of parents and faculty engaged in a process to review and modify the school's committee structure with the goal of involving more families and creating broad ownership of all planning and work.

Key Implementation priorities of Forest View School Improvement Plan:

coordinate federal, state, local **funds and programs** to **meet the needs of all students through a high quality instructional program of study**

promote student growth through delivery of our school-wide reform strategies

fully implement **balanced literacy** program and Investigations math program

implement proactive **family involvement** strategies

build capacity to meet needs of **high risk populations**: ESL, EC, low socioeconomic status

build capacity and innovative strategies to meet needs of **advanced learners**

design, deliver and support **sustained professional development** focused on literacy, building cultural competency, and facilitating staff collaboration through implementing Professional Learning Community training at designated staff meetings

**School Improvement Plan – 2006-2007
Forest View Elementary**

Strategic Priority: High Student Performance through High Quality Instruction

Goal: Reading/Literacy – Increase literacy proficiency K-5 to meet local, state and federal standards for all subgroups (95% on grade level by 2007)

Justification for goal: performance levels (11 of 15 subgroups met AYP); achievement gaps between groups; unmet needs; ESL, EC, ED, and Hispanic students

Related (Supporting) Data

Description of Data	2005-2006	2006-2007 (Target)
Assessment results related to literacy, by grade and subgroup; retention data	All subgroups will meet or exceed NCLB standards. Reduce retentions by 10%. ESL population will meet AYP goals.	All subgroups meet or exceed NCLB standards; ESL population will meet AYP goals; reduce retentions by 10%

Strategies: (Note: List Continuing Strategies (C) first, then New and Innovative Strategies (NI))	Status (C or NI)	Result Indicator
Assessment-based , scientific research-based strategies to drive instruction and inform placement in inclusion classes, ESL classes, tutoring, Reading Recovery and other interventions. Data review includes: AYP, EOG, benchmark and other assessments; utilize literacy leaders /teams to evaluate data and plan	C	Student performance on all assessments; evaluations; observations of implementation documentation (applies to all strategies)
Adopt continuous core-curricula in literacy (Balanced Literacy Framework) based in scientific research-based practice;	C	

consistent practice/application within and between grade levels; plans by grade level developed by teachers		
Implement strategies to ensure curriculum collaboration and integration between classroom teachers and Title I, EC, ESL, AIG, Reading Recovery and tutors through the implementation of daily common grade level planning	C	
Emphasize authentic learning via integration of science, social studies, arts, technology, physical education into literacy instruction with a specific focus on building background knowledge and word identification for at risk ESL and EC students	C	
Continue implementation of literacy blocks and implement a 60 minute guided literacy block that schedules two fully trained teachers in each classroom 5 days a week	C/NI	
Develop and implement a plan to identify (via ongoing assessment) and meet the instructional needs of students performing at or below expected levels (Success Plans and tutoring plans)	C/NI	
Develop and implement a plan, based on scientific research assessment of existing program through the evaluation of DSS and best practice, to meet the needs of advanced learners	C/NI	
Develop a schedule that enables at least two hours and 20 minutes of literacy instruction daily and 60 minutes of common grade level planning time	C/NI	
Implement Destination Reading and RIO	NI	

Related Staff Development Needed

Topic	Audience	Provider: Schools (S) Central Services (CS)
<p>Increase the offering of High Quality ongoing professional development through meaningful and sustained staff development activities. Focus on attracting and retaining Highly Qualified teachers by supporting their professional growth and by building a community of adult learners</p> <p>Organize the implement study groups focusing on Balanced Literacy, including teaching ESL and EC students, guided reading, word identification, fluency and writing that will support collegial discussion, curriculum integration and teacher retention</p> <p>Offer focused, research-based literacy related staff development with local resources (Erickson, Finchner, Edison)</p> <p>Continue Augustine reading program as support to at-risk ESL and EC students</p> <p>Create opportunities for grade level data review, planning, learning and integration</p> <p>Create opportunities for co-planning and cross training on ESL literacy strategies</p> <p>Institute a literacy committee to foster communication, learning, staff development and curriculum integration</p> <p>Facilitate participation in and benefit from DPS and Title I sponsored professional development opportunities related to Balanced Literacy, RIO and Destination Reading as well as</p>	<p>All faculty (applies to all topics)</p>	<p>S, CS and outside (applies to all topics)</p>

<p>externally delivered opportunities; support participation in DPS sponsored Professional Learning Communities</p> <p>Promote the development of teacher leaders through offering on-site teacher led staff development and promoting teacher participation as presenters at state-wide and/or national/international conferences and programs to attract and maintain solid teachers</p> <p>Support teacher's pursuit of National Board Certification to maintain high quality and highly qualified teachers</p> <p>Continue to build positive relationships with surrounding university pre-service teacher training programs to attract high quality and highly qualified teachers to serve our diverse student populations</p>		
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School Improvement Plan – 2006-2007
Forest View Elementary

Strategic Priority: High Student Performance through High Quality Instruction

Goal: Math – Increase math proficiency K-5 to meet local, state and federal standards for all subgroups

Justification for goal: performance levels; achievement gaps between groups; unmet needs

Related (Supporting) Data

Description of Data	2005-2006	2006-2007 (Target)
Assessment results related to math, by grade and subgroup; retention data	All subgroups will meet or exceed NCLB standards. Reduce retentions by 10%. ESL population will meet AYP goals.	All subgroups meet or exceed NCLB standards; ESL population will meet AYP goals; reduce retentions by 10%

Strategies: (Note: List Continuing Strategies (C) first, then New and Innovative Strategies (NI))	Status (C or NI)	Result Indicator
Develop and implement assessment-based, research-based strategies to drive instruction and inform placement in inclusion classes, ESL classes, tutoring, AIG support and other interventions. Data review includes AYP, EOG, benchmark and other assessments; utilize math leaders /grade level teams to evaluate data and plan. Adopt continuous core-curricula in mathematics, (Investigations) based in research-based practice; consistent	C C	Student performance on all assessments; evaluations; observations; documentation of implementation (applies to all strategies)

practice/application within and between grade levels; plans by grade level developed by teachers		
Foster collaboration between classroom teachers and Title I, EC, ESL, AIG, and tutors; identify math specific strategies for at-risk ESL and EC and low socioeconomic students	C	
Emphasize authentic learning via integration of science, social studies, arts, technology (Investigations software, web-based resources, etc) and physical education into math instruction	C	
Develop and implement a plan to identify (via ongoing assessment) and meet the instructional needs of students performing at or below expected levels to include Success plans, conferencing, tutoring plans	C/NI	
Develop and implement a plan, based on assessment and best practice, to meet the needs of advanced learners	C/NI	
Develop a schedule that enables at least 70 minutes of math instruction and 60 minutes of daily common grade level planning time	C/NI	
Implement Destination Math and RIO	NI	

Related Staff Development Needed

Topic	Audience	Provider: Schools (S) Central Services (CS)
<p>Increase the offering of meaningful and sustained staff development activities with focus on retaining highly qualified teachers by supporting their professional growth and by building a community of adult learners</p> <p>Create opportunities to broaden understanding and practice of strategies specifically related to EC, ESL and low socioeconomic populations</p> <p>Institute a math committee to foster communication, learning, staff development and curriculum integration</p> <p>Implement study groups for faculty to enable learning and practice enrichment related to literacy, mathematics and curriculum integration</p> <p>Facilitate participation in and benefit from DPS and Title I sponsored professional development opportunities related to Investigations, RIO and Destination Math as well as externally delivered opportunities; support participation in DPS professional Learning Communities</p> <p>Create opportunities for grade level data review, planning, learning and integration</p> <p>Promote the development of teacher leaders through offering on-site teacher led staff development and promoting teacher participation as presenters at state wide and/or national/international conferences and programs</p>	<p>All faculty (applies to all topics)</p>	<p>S, CS and outside conferences (applies to all topics)</p>

<p>Support teacher's pursuit of National Board Certification</p> <p>Continue to build positive relationships with surrounding university pre-service teacher training programs</p>		
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School Improvement Plan – 2006-2007
Forest View Elementary

Strategic Priority: High Student Performance through High Quality Instruction

Goal: Writing – Increase writing proficiency K-5 to meet local, state and federal standards for all subgroups

Justification for goal: Performance levels; achievement gaps between groups; unmet needs

Related (Supporting) Data

Description of Data	2005-2006	2006-2007 (Target)
Assessment results related to writing, by grade and subgroup (overall 74% proficient); retention data	All subgroups will meet or exceed NCLB standards. Reduce retentions by 10%. ESL population will meet AYP goals.	All subgroups meet or exceed NC-DPI standards

Strategies: (Note: List Continuing Strategies (C) first, then New and Innovative Strategies (NI))	Status (C or NI)	Result Indicator
Literacy strategies, (see Reading Goal) directly apply to writing Additional strategy Implement “Handwriting Without Tears,” daily journaling and “Empowering Writers” strategies	C	Student performance on all assessments; evaluations; observations of implementation; documentation. (applies to all strategies)

Related Staff Development Needed

Topic	Audience	Provider: Schools (S) Central Services (CS)
<p>Staff development related to writing is encompassed in the literacy strategies attached to the reading goal</p> <p>Support specific staff development related to K-2 Balanced Literacy, including shared writing training and “Empowering Writers.”</p>	All faculty	S, CS, outside workshops (applies to all topics)

**School Improvement Plan – 2006-2007
Forest View Elementary**

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

Goal: Healthy Students and Safe Environments – Forest View will be a place that all stakeholders view as welcoming, safe and orderly and in which concrete measures are taken to improve the overall health of all students

Justification for goal: Large and diverse school population; a safe, secure and healthy environment promotes academic and social learning

Related (Supporting) Data

Description of Data	2005-2006	2006-2007 (Target)
Attendance data; classroom curriculum implementation data; nurse, social worker, counselor referrals; office referrals; suspension data	Increase attendance by 10% in all groups. Decrease suspensions by 10%.	Increase attendance by 10% for all groups; decrease suspensions; increase students receiving early intervention social skills curriculum.

Strategies: (Note: List Continuing Strategies (C) first, then New and Innovative Strategies (NI))	Status (C or NI)	Result Indicator
Review, revise as needed and implement Safe School plan	C	Satisfaction measures; discipline data/referrals, attendance rates; calendar/activities and participation
Review, revise as needed and implement crisis plan	C	
Implement a school-wide Character Education program	C	
Adopt, communicate and implement school-wide procedures	C	

<p>Organize schedule and instruction to integrate mandated requirement (150 min/wk) for physical activity into the school day</p>	<p>C</p>	
<p>Implement a coordinated approach to attendance; emphasis with students, families; recognition program for perfect attendance</p>	<p>C</p>	
<p>Adopt applicable elements of the DPS Wellness Policy including pursuing options that will result in more nutritious cafeteria offerings; health and wellness activities for students and families</p>	<p>C</p>	
<p>Develop and implement Positive Behavior Management Plan, including integration of classroom behavior instruction</p>	<p>C</p>	

Related Staff Development Needed

Topic	Audience	Provider: Schools (S) Central Services (CS)
Orientation to school-wide procedures; safety practices Orientation for new faculty, assistants, substitute teachers, tutors Staff development related to PBS and classroom management strategies to include strategies for teaching expected behaviors Staff development related to DPS wellness policy	All faculty	S, CS

School Improvement Plan – 2006-2007 Forest View Elementary

Strategic Priority: Strong Family, Community and Business Partnerships

Goal: Parent Engagement Activities, Community/Business Partnerships – Forest View will be perceived as a caring and supportive community through energetic partnerships with families that result in increased participation by all groups and partnerships with the external community that are focused on enhancing academic achievement of all children

Justification for goal: A large and diverse school population; need for a wide range of support for teachers and students that will result in enhanced family engagement in the classroom and school at large

Related (Supporting) Data

Description of Data	2005-2006	2006-2007 (Target)
Customer satisfaction surveys; event/activity sign-in sheets; Title I reports/surveys; participation in Forest View leadership; minutes	Increase diversity on PTA executive board; increase number of parent workshops; reach out to ESL parents	Increased diversity of leadership/participation; outreach to ESL, EC and low socioeconomic families

Strategies: (Note: List Continuing Strategies (C) first, then New and Innovative Strategies (NI))	Status (C or NI)	Result Indicator
Develop and communicate a Family Involvement Policy and Plan that includes classroom, grade level and school-wide activities; designated funding for family involvement	C	Calendar; participation, sign-in sheets; satisfaction surveys
Integrate Title I Information meetings into scheduled school events	C	

<p>Develop and distribute a school-family “compact” that delineates shared responsibility for student success and stresses the importance of ongoing contact and communication between teachers and families</p>	<p>C</p>	
<p>Expand connections with university and community partners to enhance academic and family support activities; international students, segmented family groupings, staff development</p>	<p>C</p>	
<p>Implement transition strategies to facilitate successful entry to Kindergarten; spring tours, open houses, assessments, registration, welcome breakfast, etc.</p>	<p>C</p>	
<p>Implement strategies to support transition to middle school; 5th grade clubs, middle school awareness events for students and families, Duke Boost, student information sheets forwarded to middle schools</p>	<p>C</p>	
<p>Develop and implement activities specifically for ESL and Title I populations that include bilingual signage, translation/interpretation, welcome team, welcome/family center, flexible meetings, parent groups, parent education</p>	<p>C/NI</p>	
<p>Develop and implement a faculty/parent “team” structure supportive of academic and social priorities</p>	<p>C/NI</p>	
<p>Organize a committee with responsibility for coordinating family involvement</p>	<p>C/NI</p>	
<p>Host at least four school-wide Parent Involvement Nights in the 2006-2007 school-year to teach parents strategies for success that they can utilize at home to support their child’s growth. Parents</p>	<p>C/NI</p>	

<p>will be notified through newsletters, connect-ed messages and home visits.</p>		
<p>Develop a monthly calendar of activities focused on student success and family needs</p>	<p>C/NI</p>	
<p>Develop and implement a communication plan that supports staff, student and family needs and is delivered in consistent, timely ways</p>	<p>C/NI</p>	
<p>Enhance community awareness of Forest View via a brochure</p>	<p>C/NI</p>	
<p>Develop and distribute a family handbook</p>	<p>NI</p>	

Related Staff Development Needed

Topic	Audience	Provider: Schools (S) Central Services (CS)
Ongoing staff development related to cultural competency and understanding needs of diverse populations Create options for language learning for faculty, parents and students	All faculty/staff	S, CS

Durham Public Schools
School Improvement Plan
FY 2006-2007
Budget and Transfer Flexibility

School: Forest View Elementary # 332

The faculty and staff of Forest View Elementary have voted to approve the following budget and transfer flexibility options under the ABC's of public education (G.S. 115C-105.25). **All funds received by our school are used for school-wide activities.** This additional flexibility will provide additional resources needed to implement our school improvement plan. This budget transfer flexibility, if approved, is only valid for the current school year.

- Classroom Teachers:** Should a vacant teaching position be available funds may be transferred from teachers to classroom materials/instructional supplies/equipment, exceptional children teachers, at-risk teachers, and textbooks ONLY.
- Teacher Assistants:** Should a vacant teacher assistant position be available funds may be transferred from teacher assistants to dollars for classroom teachers for grades K-3 (PRC 008). We also intend that grade placement may be waived for the teacher assistants assigned to serve al students in the schools which are K-5.
- Administrative Support Months of Employment (MOE):** Vacant MOE Funds may be transferred for teacher positions (any grade). We may also allocate up to three percent (3%) of these funds for staff development. Local funds may be transferred to support our school improvement plan.
- Classroom Materials/Instructional Supplies/Equipment:** State funds may be transferred to textbooks. Local funds may be transferred to support our school improvement plan.

- Textbooks:** Funds may be transferred to Classroom Materials, Instructional Supplies/Equipment. Local funds may be transferred to support our school improvement plan.
- Class size:** Allow grades 4-5 to exceed class size requirement and/or 150 student contacts per teacher per day to provide expanded scheduling opportunities.

We understand that transfers of more than 5% from any allotment category may require additional justification including submission of our school improvement plan. All transfers and waivers are subject to budget constraints and subject to the approval of the Finance Officer.

**Durham Public Schools
School Improvement Plan
FY 2006-2007
Internal Controls**

School: Forest View Elementary #: 332

The following process is followed to ensure effective and efficient operations and appropriate internal controls are maintained related to our resources and funding.

Internal Controls over Disbursements:

1. Invoices are reviewed and evidence that the goods or services have been received.
2. All invoices are approved by the principal.
3. All check are pre-numbered and generated in numerical order.
4. Employees must present adequate documentation for reimbursement of their personal funds.
5. No disbursement will be made unless adequately supported by approved invoices or other proper documents.
6. Invoices must be paid promptly.
7. A void check must be accounted for in the school accounting system.
8. Original invoices and other supporting documents will be marked paid when the check is written.
9. A check request must be completed, supporting documentation attached and approved by the principal before a check can be generated.
10. Checks should be written in ink or printed from school accounting system. Never issue a check in pencil or erasable ink.
11. If a mistake is made in writing a check, the check and stub should be clearly marked void and rendered non-negotiable. The void check should be stapled to the back of the check stub with the preprinted number visible.
12. If a mistake is made on a printed check, the check and stub must remain in tact in the master file.
13. Checks shall not be made payable to cash. An individual or company name should be in the space provided for the payee.
14. At no time and under no circumstances should a check be signed before it is completed.
15. Checks will be signed by the two of the appropriate authorized signers.
16. The purpose of the expense should be stated on the appropriate line on the check request form.
17. No personal loans will be made from school funds.
18. Sales tax reports and payment must be submitted on a timely basis.

Internal Controls over Receipts:

1. Cash receipts will be counted in the presence of the person turning in the money before the receipt is written. If this is not possible, the receipts should be placed in a sealed envelope indicating amount enclosed. Receipts should be counted later in the presence of another person.
2. The individual receipt will be filled out completely and signed by the secretary, treasurer, teacher, or DPS staff.
3. A receipt will be written for all monies deposited, whether collected in the school or received by mail.
4. Original receipts will be given to the person turning in the funds, 2nd copy is used to support deposit and third copy should be retained intact in the receipt book or the master file for printed receipts.
5. If a mistake is made in writing a receipt, all copies should be clearly marked “void” and retained intact in the receipt book and/or master file for printed receipts.
6. The composition of money (checks, cash) should be indicated on the receipt.
7. Receipts should always be issued in numerical sequence and the receipt numbers should be shown on the Analysis of Deposit.
8. All money received will be deposited intact in the bank. No checks of any type should be cashed, or bills paid from cash on hand.
9. The Analysis of Deposit will be prepared in ink and/or printed from the school accounting system. It should indicate deposit number, date of deposit, receipts covered, and distribution of funds deposited.
10. Bank deposit tickets will be prepared in ink in duplicate. The duplicate should be validated by the bank and attached to the Analysis of Deposit.
11. Checks will be endorsed with a restrictive endorsement as soon as they are received.
12. Checks will be listed separately on deposit tickets, or at a minimum, a tape of checks should be attached to the validated duplicate deposit ticket.
13. Deposits will be made on a daily basis if cash on hand is greater than \$100.
Excessive amounts of cash should never be left unattended in a school or other office overnight or over the weekend.
14. Receipts must be made out to the individual and/or organization from whom the money is received, rather than to a fund or account.
15. Cash on hand will be kept in a locked drawer until deposited.
16. To assure timely deposits are made, there should be a back-up person designated to make deposits in the absence of the treasurer.
17. Teachers must turn in money daily to the treasurer.

Financial Records:

1. Financial records will be maintained in an orderly manner for review and audits.
2. Monthly financial reports will be submitted for review for accuracy and compliance.

(Note: Total eligible to vote = Number of certified instructional personnel + number of teacher assistants)

Total Eligible to Vote: _____

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL number ELIGIBLE to vote.)

Vote Talley: YES _____ NO _____