

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
8/21/2024 11:30:07 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/25/2024 2:03:20 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 2:02:56 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/25/2024 2:02:50 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/25/2024 1:58:19 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/18/2024 2:18:11 PM	Jason Koepke	Status changed to 'School Renewal Plan Completed'.	S
4/16/2024 9:48:32 AM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia

*** Phase of Plan**

- Initial 5-year plan
- Update 1
- Update 2
- Update 3
- Update 4
- Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

NA 

School Plan Contact Information

*** Name**

Jason Koepke

*** Phone**

803-691-3780

*** Email**

jason.koepke@richlandone.org


*** Principal's Name**

Dr. Jason Koepke

*** Board of Trustees Chairperson's Name**

Rev. Dr. Aaron Bishop

*** Date of Plan Approval by the Board**

04/23/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

*

Dr. Jason Koepke

Teacher

Name

*

Stacey-Ann Francis

Parent/Guardian

Name

*

Dominique Brown

Community Member

Name

*

Lupita Vega

School Level Administrators

Name

*

Jasmyne Spain

Name

*

Lindsay Boatwright

School Read to Succeed Literacy Leadership Team Lead

Name

*

Mrs. Janice Myers

School Read to Succeed Literacy Leadership Team Member

Name

*

Lindsay Boatwright

School Improvement Council Member(s)

Name

*

Beverly Davis

Name	*	Lupita Vega
Name	*	Stacey-Ann Francis

School Gifted and Talented Coordinator

Name	*	Emily Smith
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School Federal Programs Coordinator

Name	*	Christia Haynes
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Other Stakeholders

Position	Name
School Counselor	Lavette Ruff

(Optional) Enter mission, vision, beliefs, and/or values.

Forest Heights Elementary School is helping all students develop the World Class Skills of the South Carolina Graduate by consistently providing a safe, engaging, loving, compassionate, and rigorous learning environment. We are able to do this by ensuring that every decision is made by doing what is best for our students. Our goal and daily commitment is always to put students first, as we embrace the district's vision of engaging, educating, and empowering students! Forest Height's faculty and staff are dedicated to challenging students to be their best each and every day they enter the building through best practice implementation throughout the whole school. As a school, we have embraced the growth mindset and have set out on a mission to ensure our students excel in everything they put their hands and minds to do. We have so much to offer students to make certain they are successful. We have a 3-hour, uninterrupted, block of reading instruction to start their day. This provides teachers with the time to build all students' literacy foundations through Balanced Literacy. Forest Heights uses class meetings for advocacy in the morning, maximizes instructional time, limits distractions, and focuses on each student as an individual. We also have an incredible math focus, with over seventy-five minutes of math being taught on a daily basis. This includes whole groups, small groups, and spiraling math workstations. Our students have great advantages and opportunities in technology because we are one-to-one with our devices. This will help prepare them to be successful in our technologically advanced society. Forest Heights offers strings and musical programs that appeal to many of our students. We also offer art and students compete in district-wide competitions and often receive accolades and recognition at the district level. Our goal is to provide our students with experiences that reach beyond the literacy and mathematical focus. Our school is also involved in science projects and has a science lab to promote innovation and inquiry skills. Our goal is to create students that can collaborate and communicate with their peers to think deeply and think critically to solve problems. Forest Heights is also a PBIS School. We believe in focusing on the positive and giving little attention to anything negative. Our school-wide PBIS program has greatly influenced our climate and culture while having a hugely positive

impact on behavior throughout the school. Forest Heights Elementary School is a growing and thriving school within the Richland One School District in Columbia, South Carolina. Our focus is to always maintain a growth mindset and ensure that we are reaching every student, while also reaching the WHOLE student! Forest Heights serves a wonderful community of parents, families, and students that have a desire to be the absolute best at all times. We are consistently producing students that will be productive and exemplary citizens of Richland County and South Carolina.

Educationally Yours,

Dr. Jason Koepeke, Principal

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA5Mw>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

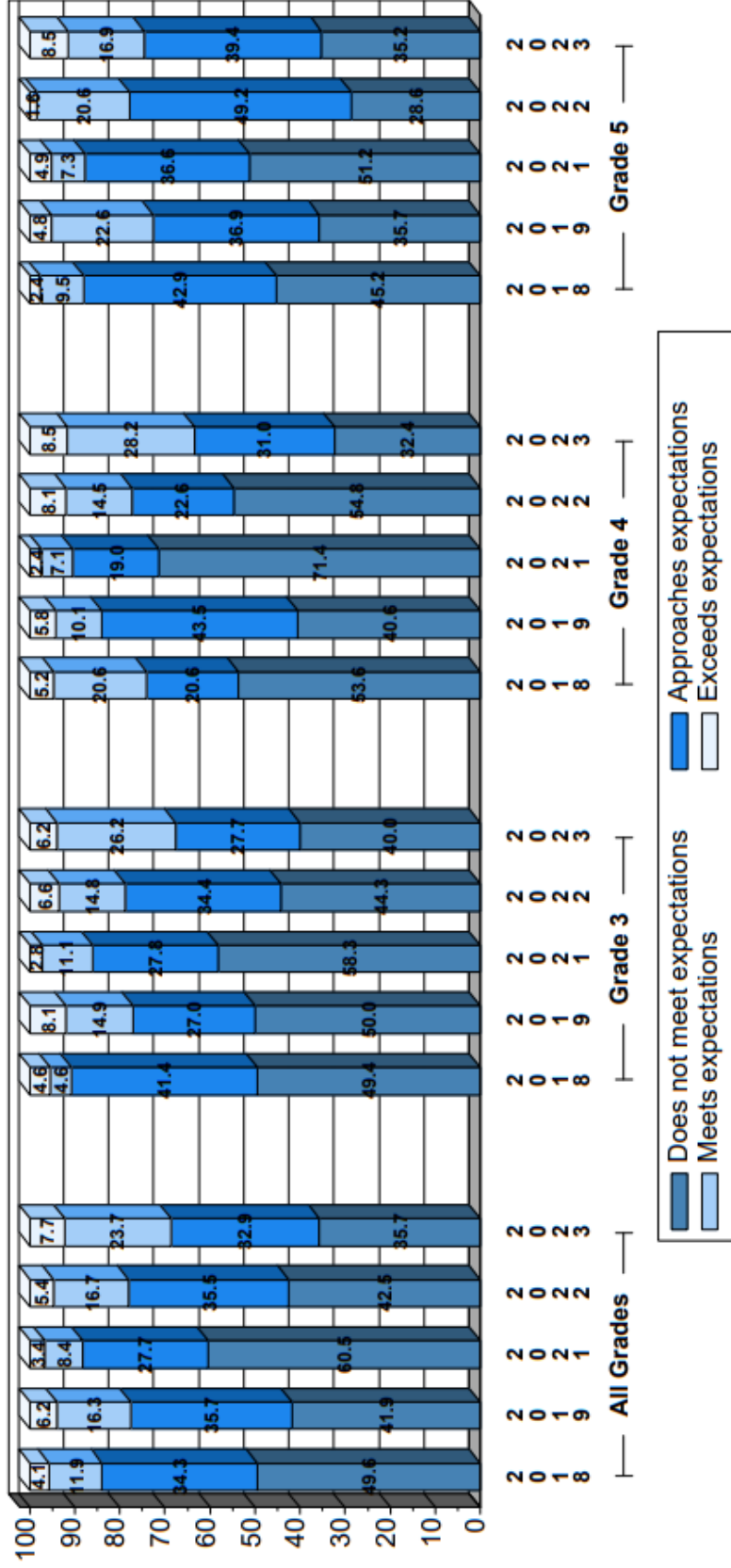
Academics

2023 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject
 Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

~~ Forest Heights: English/Language Arts ~~

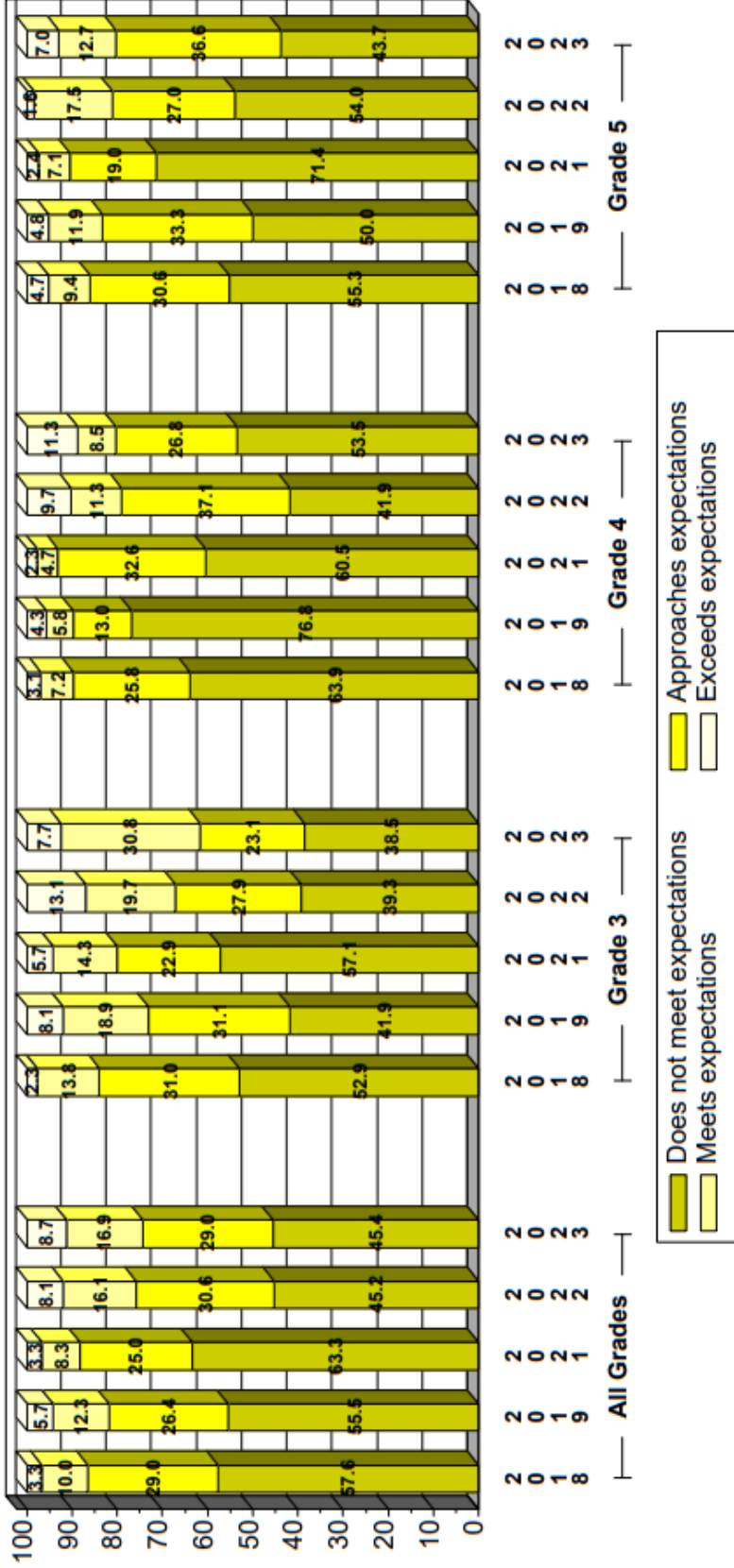


2023 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject
Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

~~ Forest Heights: Math ~~



When observing the SCReady data for the 2022-2023 school year, we note that we are making greater gains in English Language Arts than we are in math. Although, our proficiency numbers in math are higher than ELA. In ELA we have moved more scholars out of the Does Not Meet category than we have in math.

STAR Progress Monitoring Assessments

STAR Winter 2024 Reading Growth Level Report with Subgroups
 Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10 Early Literacy and Reading Combined
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 1, 2024

~~ Forest Heights ~~

group	Total Tested Both Administrations		Low			Typical			High			Typical or High	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	
													Num
All Students	358	44.1	158	44.1	95	26.5	105	29.3	200	55.9			
Grades 3-5	185	35.7	66	35.7	49	26.5	70	37.8	119	64.3			
Grade K	49	53.1	26	53.1	9	18.4	14	28.6	23	46.9			
Grade 1	68	57.4	39	57.4	17	25.0	12	17.6	29	42.6			
Grade 2	56	48.2	27	48.2	20	35.7	9	16.1	29	51.8			
Grade 3	67	37.3	25	37.3	20	29.9	22	32.8	42	62.7			
Grade 4	57	33.3	19	33.3	11	19.3	27	47.4	38	66.7			
Grade 5	61	36.1	22	36.1	18	29.5	21	34.4	39	63.9			
Male	163	43.6	71	43.6	46	28.2	46	28.2	92	56.4			
Female	195	44.6	87	44.6	49	25.1	59	30.3	108	55.4			
White	16	25.0	4	25.0	5	31.3	7	43.8	12	75.0			
African-American	258	45.0	116	45.0	68	26.4	74	28.7	142	55.0			
Other Race	84	45.2	38	45.2	22	26.2	24	28.6	46	54.8			
White Male	10	30.0	3	30.0	3	30.0	4	40.0	7	70.0			
White Female	6	16.7	1	16.7	2	33.3	3	50.0	5	83.3			
African-American Male	113	41.6	47	41.6	34	30.1	32	28.3	66	58.4			
African-American Female	145	47.6	69	47.6	34	23.4	42	29.0	76	52.4			
Other Race Male	40	52.5	21	52.5	9	22.5	10	25.0	19	47.5			
Other Race Female	44	38.6	17	38.6	13	29.5	14	31.8	27	61.4			
Multilingual	51	51.0	26	51.0	12	23.5	13	25.5	25	49.0			
Not Multilingual	307	43.0	132	43.0	83	27.0	92	30.0	175	57.0			
Special Education	33	48.5	16	48.5	10	30.3	7	21.2	17	51.5			
Not Special Education	325	43.7	142	43.7	85	26.2	98	30.2	183	56.3			
Gifted/Talented Academic (State and Local)	36	30.6	11	30.6	9	25.0	16	44.4	25	69.4			
Not Gifted/Talented Academic (State and Local)	322	45.7	147	45.7	86	26.7	89	27.6	175	54.3			
Pupil in Poverty	329	45.3	149	45.3	82	24.9	98	29.8	180	54.7			
Not Pupil in Poverty	29	31.0	9	31.0	13	44.8	7	24.1	20	69.0			

STAR Winter 2024 Reading Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~~ Forest Heights ~~

group	District Benchmark Level						State Benchmark Level													
	Total Tested		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	376	23.4	88	23.4	94	25.0	51	13.6	143	38.0	232	32.3	61	26.3	47	20.3	49	21.1	96	41.4
Grades 3-5	192	24.5	47	24.5	43	22.4	30	15.6	72	37.5	192	35.9	54	28.1	40	20.8	29	15.1	69	35.9
Grade K	51	27.5	14	27.5	11	21.6	4	7.8	22	43.1	0	N	N	N	N	N	N	N	N	N
Grade 1	75	14.7	11	14.7	23	30.7	12	16.0	29	38.7	11	2	1	9.1	1	9.1	7	63.6	8	72.7
Grade 2	58	16	11	16	17	29.3	5	8.6	20	34.5	29	4	6	20.7	6	20.7	13	44.8	19	65.5
Grade 3	72	15	15	15	18	25.0	11	15.3	28	38.9	72	27	19	26.4	16	22.2	10	13.9	26	36.1
Grade 4	58	14	14	14	12	20.7	8	13.8	24	41.4	58	21	14	24.1	11	19.0	12	20.7	23	39.7
Grade 5	62	18	18	18	13	21.0	11	17.7	20	32.3	62	21	21	33.9	13	21.0	7	11.3	20	32.3
Male	174	48	48	27.6	40	23.0	30	17.2	56	32.2	114	40	38	33.3	17	14.9	19	16.7	36	31.6
Female	202	40	40	19.8	54	26.7	21	10.4	87	43.1	118	35	23	19.5	30	25.4	30	25.4	60	50.8
White	16	3	3	18.8	3	18.8	1	6.3	9	56.3	6	1	2	33.3	3	50.0	0	0.0	3	50.0
African-American	268	66	66	24.6	65	24.3	38	14.2	99	36.9	174	61	44	25.3	35	20.1	34	19.5	69	39.7
Other Race	92	19	19	20.7	26	28.3	12	13.0	35	38.0	52	13	15	28.8	9	17.3	15	28.8	24	46.2
White Male	10	2	2	20.0	2	20.0	1	10.0	5	50.0	5	0	2	40.0	3	60.0	0	0.0	3	60.0
White Female	6	1	1	16.7	1	16.7	0	0.0	4	66.7	1	N	N	N	N	N	N	N	N	N
African-American Male	119	34	34	28.6	26	21.8	21	17.6	38	31.9	79	31	25	31.6	12	15.2	11	13.9	23	29.1
African-American Female	149	32	32	21.5	39	26.2	17	11.4	61	40.9	95	30	19	20.0	23	24.2	23	24.2	46	48.4
Other Race Male	45	12	12	26.7	12	26.7	8	17.8	13	28.9	30	9	11	36.7	2	6.7	8	26.7	10	33.3
Other Race Female	47	7	7	14.9	14	29.8	4	8.5	22	46.8	22	4	4	18.2	7	31.8	7	31.8	14	63.6
Multilingual	57	14	14	24.6	19	33.3	7	12.3	17	29.8	33	11	10	30.3	7	21.2	5	15.2	12	36.4
Not Multilingual	319	74	74	23.2	75	23.5	44	13.8	126	39.5	199	64	51	25.6	40	20.1	44	22.1	84	42.2
Special Education	33	18	18	54.5	9	27.3	2	6.1	4	12.1	24	16	6	25.0	1	4.2	1	4.2	2	8.3
Not Special Education	343	70	70	20.4	85	24.8	49	14.3	139	40.5	208	59	55	26.4	46	22.1	48	23.1	94	45.2
Gifted/Talented Academic (State and Local)	36	0	0	0.0	1	2.8	7	19.4	28	77.8	36	0	9	25.0	7	19.4	20	55.6	27	75.0
Not Gifted/Talented Academic (State and Local)	340	88	88	25.9	93	27.4	44	12.9	115	33.8	196	75	52	26.5	40	20.4	29	14.8	69	35.2
Pupil in Poverty	342	81	81	23.7	90	26.3	43	12.6	128	37.4	211	71	55	26.1	41	19.4	44	20.9	85	40.3
Not Pupil in Poverty	34	7	7	20.6	4	11.8	8	23.5	15	44.1	21	4	6	28.6	6	28.6	5	23.8	11	52.4

STAR Winter 2024 Math Growth Level Report with Subgroups
 Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 2, 2024

~~ Forest Heights ~~

group	Total Tested Both Administrations		Low			Typical			High			Typical or High		
	Num	313	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	187	313	150	47.9	99	31.6	64	20.4	163	52.1	102	32.6	163	52.1
Grades 3-5	85		85	45.5	60	32.1	42	22.5	102	54.5				
Grade K	0		N	N	N	N	N	N	N	N	N	N	N	N
Grade 1	69		32	46.4	24	34.8	13	18.8	37	53.6				
Grade 2	57		33	57.9	15	26.3	9	15.8	24	42.1				
Grade 3	69		33	47.8	21	30.4	15	21.7	36	52.2				
Grade 4	57		24	42.1	19	33.3	14	24.6	33	57.9				
Grade 5	61		28	45.9	20	32.8	13	21.3	33	54.1				
Male	146		68	46.6	47	32.2	31	21.2	78	53.4				
Female	167		82	49.1	52	31.1	33	19.8	85	50.9				
White	13		5	38.5	4	30.8	4	30.8	8	61.5				
African-American	233		118	50.6	68	29.2	47	20.2	115	49.4				
Other Race	67		27	40.3	27	40.3	13	19.4	40	59.7				
White Male	9		4	44.4	3	33.3	2	22.2	5	55.6				
White Female	4		N	N	N	N	N	N	N	N				
African-American Male	104		52	50.0	31	29.8	21	20.2	52	50.0				
African-American Female	129		66	51.2	37	28.7	26	20.2	63	48.8				
Other Race Male	33		12	36.4	13	39.4	8	24.2	21	63.6				
Other Race Female	34		15	44.1	14	41.2	5	14.7	19	55.9				
Multilingual	43		21	48.8	14	32.6	8	18.6	22	51.2				
Not Multilingual	270		129	47.8	85	31.5	56	20.7	141	52.2				
Special Education	29		17	58.6	10	34.5	2	6.9	12	41.4				
Not Special Education	284		133	46.8	89	31.3	62	21.8	151	53.2				
Gifted/Talented Academic (State and Local)	36		13	36.1	14	38.9	9	25.0	23	63.9				
Not Gifted/Talented Academic (State and Local)	277		137	49.5	85	30.7	55	19.9	140	50.5				
Pupil in Poverty	286		139	48.6	91	31.8	56	19.6	147	51.4				
Not Pupil in Poverty	27		11	40.7	8	29.6	8	29.6	16	59.3				

STAR Winter 2024 Math Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~~ Forest Heights ~~

Subgroup	Total Tested			District Benchmark Level						State Benchmark Level						Meets or Exceeds				
	Num	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Num	Perc	
		Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num			Perc
All Students	383	78	20.4	77	20.1	48	12.5	180	47.0	327	103	31.5	79	24.2	91	27.8	54	16.5	145	44.3
Grades 3-5	194	41	21.1	40	20.6	26	13.4	87	44.8	194	70	36.1	55	28.4	43	22.2	26	13.4	69	35.6
Grade K	56	17	30.4	13	23.2	8	14.3	18	32.1	0	N	N	N	N	N	N	N	N	N	N
Grade 1	75	8	10.7	11	14.7	10	13.3	46	61.3	75	12	16.0	17	22.7	33	44.0	13	17.3	46	61.3
Grade 2	58	12	20.7	13	22.4	4	6.9	29	50.0	58	21	36.2	7	12.1	15	25.9	15	25.9	30	51.7
Grade 3	74	14	18.9	14	18.9	8	10.8	38	51.4	74	24	32.4	14	18.9	23	31.1	13	17.6	36	48.6
Grade 4	58	15	25.9	10	17.2	8	13.8	25	43.1	58	25	43.1	16	27.6	9	15.5	8	13.8	17	29.3
Grade 5	62	12	19.4	16	25.8	10	16.1	24	38.7	62	21	33.9	25	40.3	11	17.7	5	8.1	16	25.8
Male	179	33	18.4	29	16.2	22	12.3	95	53.1	156	44	28.2	37	23.7	43	27.6	32	20.5	75	48.1
Female	204	45	22.1	48	23.5	26	12.7	85	41.7	171	59	34.5	42	24.6	48	28.1	22	12.9	70	40.9
White	16	2	12.5	2	12.5	1	6.3	11	68.8	13	3	23.1	1	7.7	6	46.2	3	23.1	9	69.2
African-American	275	64	23.3	58	21.1	37	13.5	116	42.2	241	86	35.7	58	24.1	64	26.6	33	13.7	97	40.2
Other Race	92	12	13.0	17	18.5	10	10.9	53	57.6	73	14	19.2	20	27.4	21	28.8	18	24.7	39	53.4
White Male	10	0	0.0	1	10.0	1	10.0	8	80.0	9	1	11.1	1	11.1	5	55.6	2	22.2	7	77.8
White Female	6	2	33.3	1	16.7	0	0.0	3	50.0	4	N	N	N	N	N	N	N	N	N	N
African-American Male	124	26	21.0	23	18.5	18	14.5	57	46.0	109	37	33.9	27	24.8	27	24.8	18	16.5	45	41.3
African-American Female	151	38	25.2	35	23.2	19	12.6	59	39.1	132	49	37.1	31	23.5	37	28.0	15	11.4	52	39.4
Other Race Male	45	7	15.6	5	11.1	3	6.7	30	66.7	38	6	15.8	9	23.7	11	28.9	12	31.6	23	60.5
Other Race Female	47	5	10.6	12	25.5	7	14.9	23	48.9	35	8	22.9	11	31.4	10	28.6	6	17.1	16	45.7
Multilingual	57	10	17.5	11	19.3	5	8.8	31	54.4	46	11	23.9	12	26.1	11	23.9	12	26.1	23	50.0
Not Multilingual	326	68	20.9	66	20.2	43	13.2	149	45.7	281	92	32.7	67	23.8	80	28.5	42	14.9	122	43.4
Special Education	33	16	48.5	9	27.3	2	6.1	6	18.2	29	21	72.4	4	13.8	2	6.9	2	6.9	4	13.8
Not Special Education	350	62	17.7	68	19.4	46	13.1	174	49.7	298	82	27.5	75	25.2	89	29.9	52	17.4	141	47.3
Gifted/Talented Academic (State and Local)	36	0	0.0	0	0.0	1	2.8	35	97.2	36	0	0.0	3	8.3	12	33.3	21	58.3	33	91.7
Not Gifted/Talented Academic (State and Local)	347	78	22.5	77	22.2	47	13.5	145	41.8	291	103	35.4	76	26.1	79	27.1	33	11.3	112	38.5
Pupil in Poverty	349	74	21.2	74	21.2	42	12.0	159	45.6	296	98	33.1	70	23.6	84	28.4	44	14.9	128	43.2
Not Pupil in Poverty	34	4	11.8	3	8.8	6	17.6	21	61.8	31	5	16.1	9	29.0	7	22.6	10	32.3	17	54.8

Based on the data from the 2024 School year, we are still working on reaching our goal of proficiency of at least 50% of students scoring proficiency. We are also still working on reaching the high-growth target of 75% of students scoring in the high-growth range. We are currently at 41% reaching proficiency in ELA and 44% reaching proficiency in Math according to our universal screener, STAR.

School	Number of Students	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
DISTRICT: Grade 00	1475	360	24.4%	316	21.4%	275	18.6%	524	35.5%
Forest Heights	53	17	32.1%	14	26.4%	13	24.5%	9	17.0%

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 current BAS data shows that we are performing above the district in students that Meet and Approach Expectations. We are falling behind the district in the students that Exceed and Do Not Meet Expectations. This shows where we need to focus our instructional efforts.

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, on-going 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.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

MyIGDIS

Fall 2023 Pre-Kindergarten MyIGDIS Early Numeracy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

~~ Forest Heights ~~

School	Teacher	Oral Counting			Number Naming			Quantity Comparison			1-to-1 Correspondence Counting		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
Forest Heights	Forest Heights	39	7.7	92.3	39	7.7	92.3	39	17.9	82.1	39	12.8	87.2
Forest Heights	Baldie Sengene	20	10.0	90.0	20	5.0	95.0	20	15.0	85.0	20	15.0	85.0
Forest Heights	Jordan Erica	19	5.3	94.7	19	10.5	88.5	19	21.1	78.9	19	10.5	89.5

Fall 2023 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

~~ Forest Heights ~~

School	Teacher	Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong?		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
		Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Forest Heights	Forest Heights	39	17.9	82.1	39	7.7	92.3	39	12.8	87.2	39	15.4	84.6
Forest Heights	Baldie Sengene	20	25.0	75.0	20	10.0	90.0	20	20.0	80.0	20	10.0	90.0
Forest Heights	Jordan Erica	19	10.5	89.5	19	5.3	94.7	19	5.3	94.7	19	21.1	78.9

School	Number of Students	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Kindergarten									
Forest Heights	53	17	32.1%	14	26.4%	13	24.5%	9	17.0%
1st Grade									
Forest Heights	72	32	44.4%	12	16.7%	7	9.7%	21	29.2%
2nd Grade									
Forest Heights	57	30	52.6%	3	5.3%	1	1.8%	23	40.4%

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, on-going 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.

STAR Winter 2024 Reading Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~~ Forest Heights ~~

group	District Benchmark Level						State Benchmark Level													
	Total Tested		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	376	23.4	94	25.0	51	13.6	143	38.0	232	75	32.3	61	26.3	47	20.3	49	21.1	96	41.4	
Grades 3-5	192	47	24.5	43	22.4	30	15.6	72	37.5	192	69	35.9	54	28.1	40	20.8	29	15.1	69	35.9
Grade K	51	14	27.5	11	21.6	4	7.8	22	43.1	0	N	N	N	N	N	N	N	N	N	N
Grade 1	75	11	14.7	23	30.7	12	16.0	29	38.7	11	2	18.2	1	9.1	1	9.1	7	63.6	8	72.7
Grade 2	58	16	27.6	17	29.3	5	8.6	20	34.5	29	4	13.8	6	20.7	6	20.7	13	44.8	19	65.5
Grade 3	72	15	20.8	18	25.0	11	15.3	28	38.9	72	27	37.5	19	26.4	16	22.2	10	13.9	26	36.1
Grade 4	58	14	24.1	12	20.7	8	13.8	24	41.4	58	21	36.2	14	24.1	11	19.0	12	20.7	23	39.7
Grade 5	62	18	29.0	13	21.0	11	17.7	20	32.3	62	21	33.9	21	33.9	13	21.0	7	11.3	20	32.3
Male	174	48	27.6	40	23.0	30	17.2	56	32.2	114	40	35.1	38	33.3	17	14.9	19	16.7	36	31.6
Female	202	40	19.8	54	26.7	21	10.4	87	43.1	118	35	29.7	23	19.5	30	25.4	30	25.4	60	50.8
White	16	3	18.8	3	18.8	1	6.3	9	56.3	6	1	16.7	2	33.3	3	50.0	0	0.0	3	50.0
African-American	268	66	24.6	65	24.3	38	14.2	99	36.9	174	61	35.1	44	25.3	35	20.1	34	19.5	69	39.7
Other Race	92	19	20.7	26	28.3	12	13.0	35	38.0	52	13	25.0	15	28.8	9	17.3	15	28.8	24	46.2
White Male	10	2	20.0	2	20.0	1	10.0	5	50.0	5	0	0.0	2	40.0	3	60.0	0	0.0	3	60.0
White Female	6	1	16.7	1	16.7	0	0.0	4	66.7	1	N	N	N	N	N	N	N	N	N	N
African-American Male	119	34	28.6	26	21.8	21	17.6	38	31.9	79	31	39.2	25	31.6	12	15.2	11	13.9	23	29.1
African-American Female	149	32	21.5	39	26.2	17	11.4	61	40.9	95	30	31.6	19	20.0	23	24.2	23	24.2	46	48.4
Other Race Male	45	12	26.7	12	26.7	8	17.8	13	28.9	30	9	30.0	11	36.7	2	6.7	8	26.7	10	33.3
Other Race Female	47	7	14.9	14	29.8	4	8.5	22	46.8	22	4	18.2	4	18.2	7	31.8	7	31.8	14	63.6
Multilingual	57	14	24.6	19	33.3	7	12.3	17	29.8	33	11	33.3	10	30.3	7	21.2	5	15.2	12	36.4
Not Multilingual	319	74	23.2	75	23.5	44	13.8	126	39.5	199	64	32.2	51	25.6	40	20.1	44	22.1	84	42.2
Special Education	33	18	54.5	9	27.3	2	6.1	4	12.1	24	16	66.7	6	25.0	1	4.2	1	4.2	2	8.3
Not Special Education	343	70	20.4	85	24.8	49	14.3	139	40.5	208	59	28.4	55	26.4	46	22.1	48	23.1	94	45.2
Gifted/Talented Academic (State and Local)	36	0	0.0	1	2.8	7	19.4	28	77.8	36	0	0.0	9	25.0	7	19.4	20	55.6	27	75.0
Not Gifted/Talented Academic (State and Local)	340	88	25.9	93	27.4	44	12.9	115	33.8	196	75	38.3	52	26.5	40	20.4	29	14.8	69	35.2
Pupil in Poverty	342	81	23.7	90	26.3	43	12.6	128	37.4	211	71	33.6	55	26.1	41	19.4	44	20.9	85	40.3
Not Pupil in Poverty	34	7	20.6	4	11.8	8	23.5	15	44.1	21	4	19.0	6	28.6	6	28.6	5	23.8	11	52.4

STAR Winter 2024 Math Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~ Forest Heights ~

Subgroup	District Benchmark Level						State Benchmark Level													
	Total Tested		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	383	20.4	77	20.1	48	12.5	180	47.0	327	31.5	79	24.2	91	27.8	54	16.5	145	44.3		
Grades 3-5	194	21.1	40	20.6	26	13.4	87	44.8	194	36.1	55	28.4	43	22.2	26	13.4	69	35.6		
Grade K	56	30.4	13	23.2	8	14.3	18	32.1	0	N	N	N	N	N	N	N	N	N		
Grade 1	75	10.7	11	14.7	10	13.3	46	61.3	75	16.0	17	22.7	33	44.0	13	17.3	46	61.3		
Grade 2	58	20.7	13	22.4	4	6.9	29	50.0	58	36.2	7	12.1	15	25.9	15	25.9	30	51.7		
Grade 3	74	18.9	14	18.9	8	10.8	38	51.4	74	32.4	14	18.9	23	31.1	13	17.6	36	48.6		
Grade 4	58	25.9	10	17.2	8	13.8	25	43.1	58	43.1	16	27.6	9	15.5	8	13.8	17	29.3		
Grade 5	62	19.4	16	25.8	10	16.1	24	38.7	62	33.9	25	40.3	11	17.7	5	8.1	16	25.8		
Male	179	18.4	29	16.2	22	12.3	95	53.1	156	28.2	37	23.7	43	27.6	32	20.5	75	48.1		
Female	204	22.1	48	23.5	26	12.7	85	41.7	171	59	42	24.6	48	28.1	22	12.9	70	40.9		
White	16	12.5	2	12.5	1	6.3	11	68.8	13	3	1	7.7	6	46.2	3	23.1	9	69.2		
African-American	275	23.3	58	21.1	37	13.5	116	42.2	241	86	58	24.1	64	26.6	33	13.7	97	40.2		
Other Race	92	13.0	17	18.5	10	10.9	53	57.6	73	14	20	27.4	21	28.8	18	24.7	39	53.4		
White Male	10	0.0	1	10.0	1	10.0	8	80.0	9	1	1	11.1	5	55.6	2	22.2	7	77.8		
White Female	6	33.3	1	16.7	0	0.0	3	50.0	4	N	N	N	N	N	N	N	N	N		
African-American Male	124	21.0	23	18.5	18	14.5	57	46.0	109	37	27	24.8	27	24.8	18	16.5	45	41.3		
African-American Female	151	25.2	35	23.2	19	12.6	59	39.1	132	49	31	23.5	37	28.0	15	11.4	52	39.4		
Other Race Male	45	15.6	5	11.1	3	6.7	30	66.7	38	6	9	23.7	11	28.9	12	31.6	23	60.5		
Other Race Female	47	10.6	12	25.5	7	14.9	23	48.9	35	8	11	31.4	10	28.6	6	17.1	16	45.7		
Multilingual	57	17.5	11	19.3	5	8.8	31	54.4	46	11	12	26.1	11	23.9	12	26.1	23	50.0		
Not Multilingual	326	20.9	66	20.2	43	13.2	149	45.7	281	92	67	23.8	80	28.5	42	14.9	122	43.4		
Special Education	33	48.5	9	27.3	2	6.1	6	18.2	29	21	4	13.8	2	6.9	2	6.9	4	13.8		
Not Special Education	350	17.7	68	19.4	46	13.1	174	49.7	298	82	75	25.2	89	29.9	52	17.4	141	47.3		
Gifted/Talented Academic (State and Local)	36	0.0	0	0.0	1	2.8	35	97.2	36	0	3	8.3	12	33.3	21	58.3	33	91.7		
Not Gifted/Talented Academic (State and Local)	347	22.5	77	22.2	47	13.5	145	41.8	291	103	76	26.1	79	27.1	33	11.3	112	38.5		
Pupil in Poverty	349	21.2	74	21.2	42	12.0	159	45.6	296	98	70	23.6	84	28.4	44	14.9	128	43.2		
Not Pupil in Poverty	34	11.8	3	8.8	6	17.6	21	61.8	31	5	9	29.0	7	22.6	10	32.3	17	54.8		

Academics

BAS Grades 3-5

3rd Grade

Forest Heights	75	27	36.0%	5	6.7%	6	8.0%	37	49.3%
4th Grade									
Forest Heights	51	16	31.4%	5	9.8%	8	15.7%	22	43.1%
5th Grade									
Forest Heights	62	15	24.2%	4	6.5%	2	3.2%	41	66.1%

The academics section should contain the following information:

SC READY, SC PASS, KRA, STAR, MyIGDIS Data included here should be broken down by subgroup. Subgroups include the following: grade levels, gender, race, students with disabilities, multi-lingual learner. Include data charts and written narratives to identify strengths and weaknesses among the data.

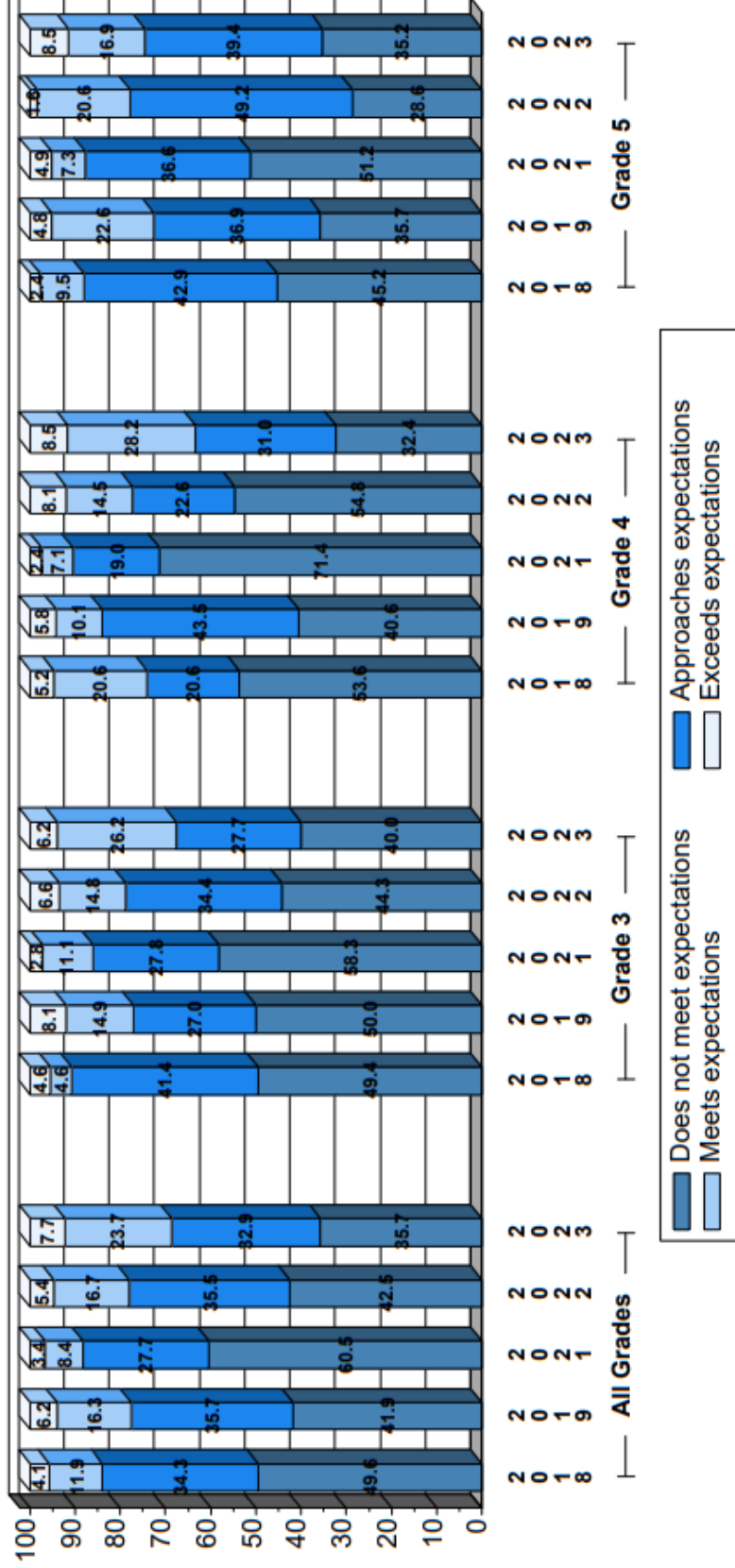
SC READY Reading Data

2023 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject
Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

~~ Forest Heights: English/Language Arts ~~



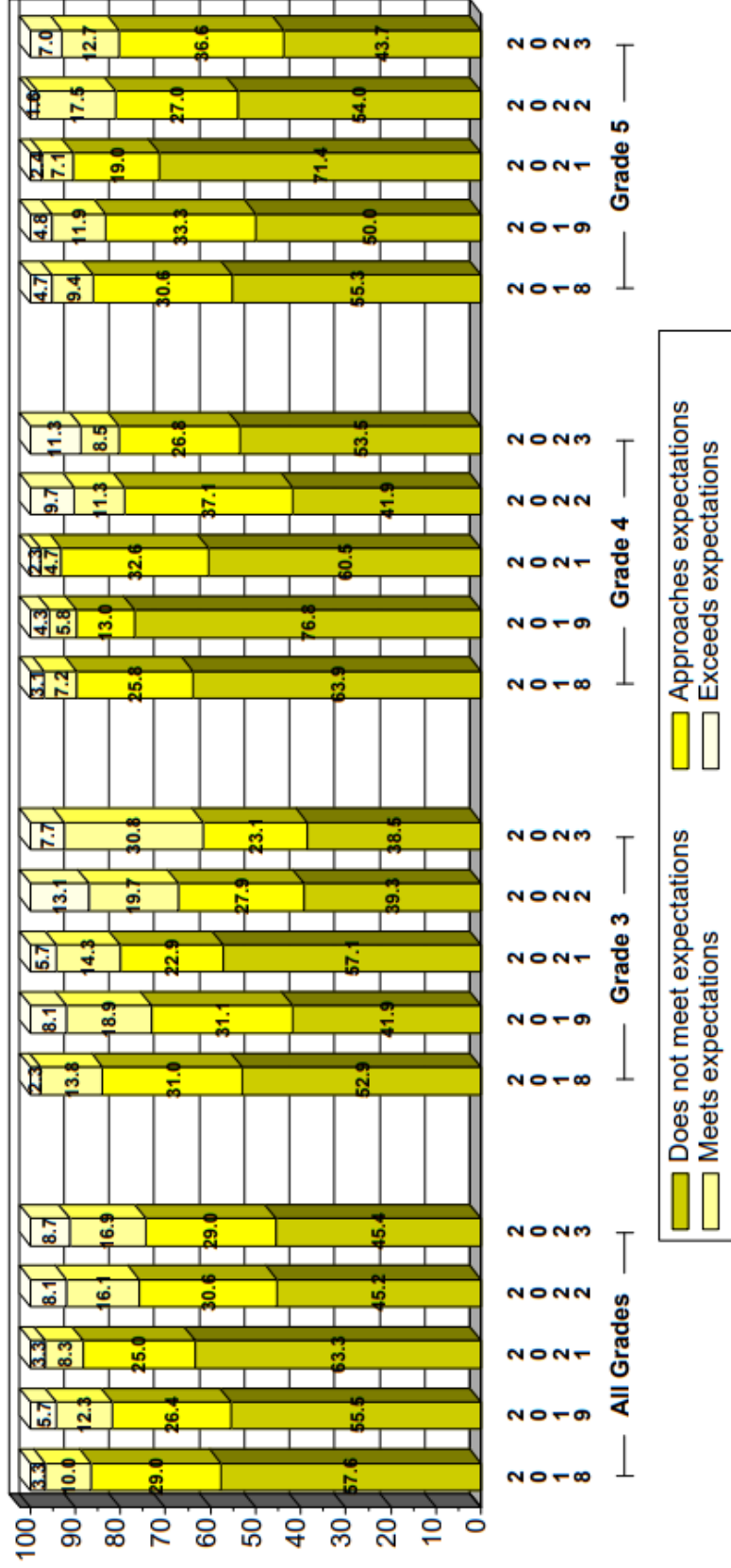
2023 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

~~ Forest Heights: Math ~~



STAR Winter 2024 Reading Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~~ Forest Heights ~~

group	District Benchmark Level										State Benchmark Level											
	Total Tested		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	376	23.4	94	25.0	51	13.6	143	38.0	232	75	32.3	61	26.3	47	20.3	49	21.1	96	41.4	69	35.9	
Grades 3-5	192	24.5	43	22.4	30	15.6	72	37.5	192	69	35.9	54	28.1	40	20.8	29	15.1	69	35.9	69	35.9	
Grade K	14	27.5	11	21.6	4	7.8	22	43.1	0	N	N	N	N	N	N	N	N	N	N	N	N	
Grade 1	75	14.7	23	30.7	12	16.0	29	38.7	11	2	18.2	1	9.1	1	9.1	7	63.6	8	72.7	8	72.7	
Grade 2	58	27.6	17	29.3	5	8.6	20	34.5	29	4	13.8	6	20.7	6	20.7	13	44.8	19	65.5	19	65.5	
Grade 3	72	20.8	18	25.0	11	15.3	28	38.9	72	27	37.5	19	26.4	16	22.2	10	13.9	26	36.1	26	36.1	
Grade 4	58	24.1	12	20.7	8	13.8	24	41.4	58	21	36.2	14	24.1	11	19.0	12	20.7	23	39.7	23	39.7	
Grade 5	62	29.0	13	21.0	11	17.7	20	32.3	62	21	33.9	21	33.9	13	21.0	7	11.3	20	32.3	20	32.3	
Male	174	27.6	40	23.0	30	17.2	56	32.2	114	40	35.1	38	33.3	17	14.9	19	16.7	36	31.6	36	31.6	
Female	202	19.8	54	26.7	21	10.4	87	43.1	118	35	29.7	23	19.5	30	25.4	30	25.4	60	50.8	60	50.8	
White	16	3	3	18.8	1	6.3	9	56.3	6	1	16.7	2	33.3	3	50.0	0	0.0	3	50.0	3	50.0	
African-American	268	24.6	65	24.3	38	14.2	99	36.9	174	61	35.1	44	25.3	35	20.1	34	19.5	69	39.7	69	39.7	
Other Race	92	20.7	26	28.3	12	13.0	35	38.0	52	13	25.0	15	28.8	9	17.3	15	28.8	24	46.2	24	46.2	
White Male	10	20.0	2	20.0	1	10.0	5	50.0	5	0	0.0	2	40.0	3	60.0	0	0.0	3	60.0	3	60.0	
White Female	6	16.7	1	16.7	0	0.0	4	66.7	1	N	N	N	N	N	N	N	N	N	N	N	N	
African-American Male	119	28.6	26	21.8	21	17.6	38	31.9	79	31	39.2	25	31.6	12	15.2	11	13.9	23	29.1	23	29.1	
African-American Female	149	21.5	39	26.2	17	11.4	61	40.9	95	30	31.6	19	20.0	23	24.2	23	24.2	46	48.4	46	48.4	
Other Race Male	45	26.7	12	26.7	8	17.8	13	28.9	30	9	30.0	11	36.7	2	6.7	8	26.7	10	33.3	10	33.3	
Other Race Female	47	14.9	14	29.8	4	8.5	22	46.8	22	4	18.2	4	18.2	7	31.8	7	31.8	14	63.6	14	63.6	
Multilingual	57	24.6	19	33.3	7	12.3	17	29.8	33	11	33.3	10	30.3	7	21.2	5	15.2	12	36.4	12	36.4	
Not Multilingual	319	23.2	75	23.5	44	13.8	126	39.5	199	64	32.2	51	25.6	40	20.1	44	22.1	84	42.2	84	42.2	
Special Education	33	54.5	9	27.3	2	6.1	4	12.1	24	16	66.7	6	25.0	1	4.2	1	4.2	2	8.3	2	8.3	
Not Special Education	343	20.4	85	24.8	49	14.3	139	40.5	208	59	28.4	55	26.4	46	22.1	48	23.1	94	45.2	94	45.2	
Gifted/Talented Academic (State and Local)	36	0.0	1	2.8	7	19.4	28	77.8	36	0	0.0	9	25.0	7	19.4	20	55.6	27	75.0	27	75.0	
Not Gifted/Talented Academic (State and Local)	340	25.9	93	27.4	44	12.9	115	33.8	196	75	38.3	52	26.5	40	20.4	29	14.8	69	35.2	69	35.2	
Pupil in Poverty	342	23.7	90	26.3	43	12.6	128	37.4	211	71	33.6	55	26.1	41	19.4	44	20.9	85	40.3	85	40.3	
Not Pupil in Poverty	34	20.6	4	11.8	8	23.5	15	44.1	21	4	19.0	6	28.6	6	28.6	5	23.8	11	52.4	11	52.4	

STAR Winter 2024 Math Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~ Forest Heights ~

Subgroup	District Benchmark Level										State Benchmark Level									
	Total Tested		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	383	20.4	77	20.1	48	12.5	180	47.0	327	103	31.5	79	24.2	91	27.8	54	16.5	145	44.3	
Grades 3-5	194	21.1	40	20.6	26	13.4	87	44.8	194	70	36.1	55	28.4	43	22.2	26	13.4	69	35.6	
Grade K	56	17	30.4	13	23.2	8	14.3	18	32.1	0	N	N	N	N	N	N	N	N	N	
Grade 1	75	8	10.7	11	14.7	10	13.3	46	61.3	75	12	16.0	17	22.7	33	44.0	13	17.3	46	61.3
Grade 2	58	12	20.7	13	22.4	4	6.9	29	50.0	58	21	36.2	7	12.1	15	25.9	15	25.9	30	51.7
Grade 3	74	14	18.9	14	18.9	8	10.8	38	51.4	74	24	32.4	14	18.9	23	31.1	13	17.6	36	48.6
Grade 4	58	15	25.9	10	17.2	8	13.8	25	43.1	58	25	43.1	16	27.6	9	15.5	8	13.8	17	29.3
Grade 5	62	12	19.4	16	25.8	10	16.1	24	38.7	62	21	33.9	25	40.3	11	17.7	5	8.1	16	25.8
Male	179	33	18.4	29	16.2	22	12.3	95	53.1	156	44	28.2	37	23.7	43	27.6	32	20.5	75	48.1
Female	204	45	22.1	48	23.5	26	12.7	85	41.7	171	59	34.5	42	24.6	48	28.1	22	12.9	70	40.9
White	16	2	12.5	2	12.5	1	6.3	11	68.8	13	3	23.1	1	7.7	6	46.2	3	23.1	9	69.2
African-American	275	64	23.3	58	21.1	37	13.5	116	42.2	241	86	35.7	58	24.1	64	26.6	33	13.7	97	40.2
Other Race	92	12	13.0	17	18.5	10	10.9	53	57.6	73	14	19.2	20	27.4	21	28.8	18	24.7	39	53.4
White Male	10	0	0.0	1	10.0	1	10.0	8	80.0	9	1	11.1	1	11.1	5	55.6	2	22.2	7	77.8
White Female	6	2	33.3	1	16.7	0	0.0	3	50.0	4	N	N	N	N	N	N	N	N	N	N
African-American Male	124	26	21.0	23	18.5	18	14.5	57	46.0	109	37	33.9	27	24.8	27	24.8	18	16.5	45	41.3
African-American Female	151	38	25.2	35	23.2	19	12.6	59	39.1	132	49	37.1	31	23.5	37	28.0	15	11.4	52	39.4
Other Race Male	45	7	15.6	5	11.1	3	6.7	30	66.7	38	6	15.8	9	23.7	11	28.9	12	31.6	23	60.5
Other Race Female	47	5	10.6	12	25.5	7	14.9	23	48.9	35	8	22.9	11	31.4	10	28.6	6	17.1	16	45.7
Multilingual	57	10	17.5	11	19.3	5	8.8	31	54.4	46	11	23.9	12	26.1	11	23.9	12	26.1	23	50.0
Not Multilingual	326	68	20.9	66	20.2	43	13.2	149	45.7	281	92	32.7	67	23.8	80	28.5	42	14.9	122	43.4
Special Education	33	16	48.5	9	27.3	2	6.1	6	18.2	29	21	72.4	4	13.8	2	6.9	2	6.9	4	13.8
Not Special Education	350	62	17.7	68	19.4	46	13.1	174	49.7	298	82	27.5	75	25.2	89	29.9	52	17.4	141	47.3
Gifted/Talented Academic (State and Local)	36	0	0.0	0	0.0	1	2.8	35	97.2	36	0	0.0	3	8.3	12	33.3	21	58.3	33	91.7
Not Gifted/Talented Academic (State and Local)	347	78	22.5	77	22.2	47	13.5	145	41.8	291	103	35.4	76	26.1	79	27.1	33	11.3	112	38.5
Pupil in Poverty	349	74	21.2	74	21.2	42	12.0	159	45.6	296	98	33.1	70	23.6	84	28.4	44	14.9	128	43.2
Not Pupil in Poverty	34	4	11.8	3	8.8	6	17.6	21	61.8	31	5	16.1	9	29.0	7	22.6	10	32.3	17	54.8

* High School (9-12)

N/A

Professional Capacity

Recruitment and retention data which includes teacher turnover rates, vacancies, the average length a teacher stays at the school, the number of teachers new to the profession, the number of teachers within the first few years of their career, the number of teachers experienced in teaching children of poverty, etc.

Professional development (all data related to teacher preparation and support)

Teacher attendance rates

	Our School	Change from Last Year
Total Number of Teachers	32	Down from 37
Percent of teachers with advanced degrees	56.3	Down from 56.8
<u>Teacher attendance rate</u>	93.3	Up from 92.6
Average teacher salary	\$57,787	Up from \$55,285
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	62.9	Down from 81.1
Percent of teachers returning from previous year - three year average	74.4	Down from 77.6
Percent of teacher vacancies for more than 9 weeks	6.3	Up from 2.7
<u>Prime instructional time</u>	84.9	Up from 84.0
<u>Student-teacher ratio in core subjects</u>	25.9 to 1	Up from 19.9 to 1
Percent of inexperienced teachers	17.2	Up from 17.1
Number of inexperienced teachers	5	Down from 6
Percent of out-of-field teachers	41.4	Down from 42.9
Number of out-of-field teachers	12	Down from 15
Percent of inexperienced school leaders	0.0	Down from 33.3
Number of inexperienced school leaders	0	Down from 1

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 2023-2024 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.

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 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.

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* School 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.

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	36	171	1
Percent satisfied with learning environment	97.2%	92.3%	100.0%
Percent satisfied with social and physical environment	97.2%	91.1%	100.0%
Percent satisfied with school-home relations	97.2%	93.5%	100.0%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	1.9	Down from 2.1
Percent of students retained	0.2	Up from 0.0
Principal's/Superintendent's/Director's years at school/district	2	Up from 1
Chronic Absenteeism Rate (Note: Data are from prior school year)	33.6	Up from 20.2

At the conclusion of the 2022-2023 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 2023-2024 school year. There were 171 responses from students and 36 responses from teachers. The survey yielded the following results:

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 97.2% 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.

Also, when focusing on the needs of Forest Heights, teachers during the 2023-2024 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 and 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 2023-2024 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, and this went over wonderfully!

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 2023-2024, 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 Tampa, Florida. It was decided that our school would have 5th 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 5th 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 4th 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 3rd 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 2024-2025 as we are sending another team to Austin, Texas 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 4th 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. We now have AVID up and running in grades 3rd-5th 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 three 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: 2023-2024

2022-2023= 246 referrals 2023-2024= 222 referrals

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 20 less referrals at this point in the year. This is a powerful testament to the effectiveness of the PBIS system. We also will 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.

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Other (such as school priorities)

Science

Students in 4th grade were assessed on their knowledge of science and 53.5% scored Does Not Meet and only 14.1% 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 implemented a Science Lab teacher to conduct experiments across all grade levels as the teachers are teaching across grade level standards. Therefore, we are excited about the scores moving forward.

2023 SC READY One-Year Summary By First Day of Testing (FDT) Subgroup and Grade - Science

Excludes Students who Tested with Non-Standard Accommodations (Modifications)
Richland School District One, Office of Accountability, Assessment, Research and Evaluation - September 29, 2023

~~ Forest Heights: Grade 4 ~~

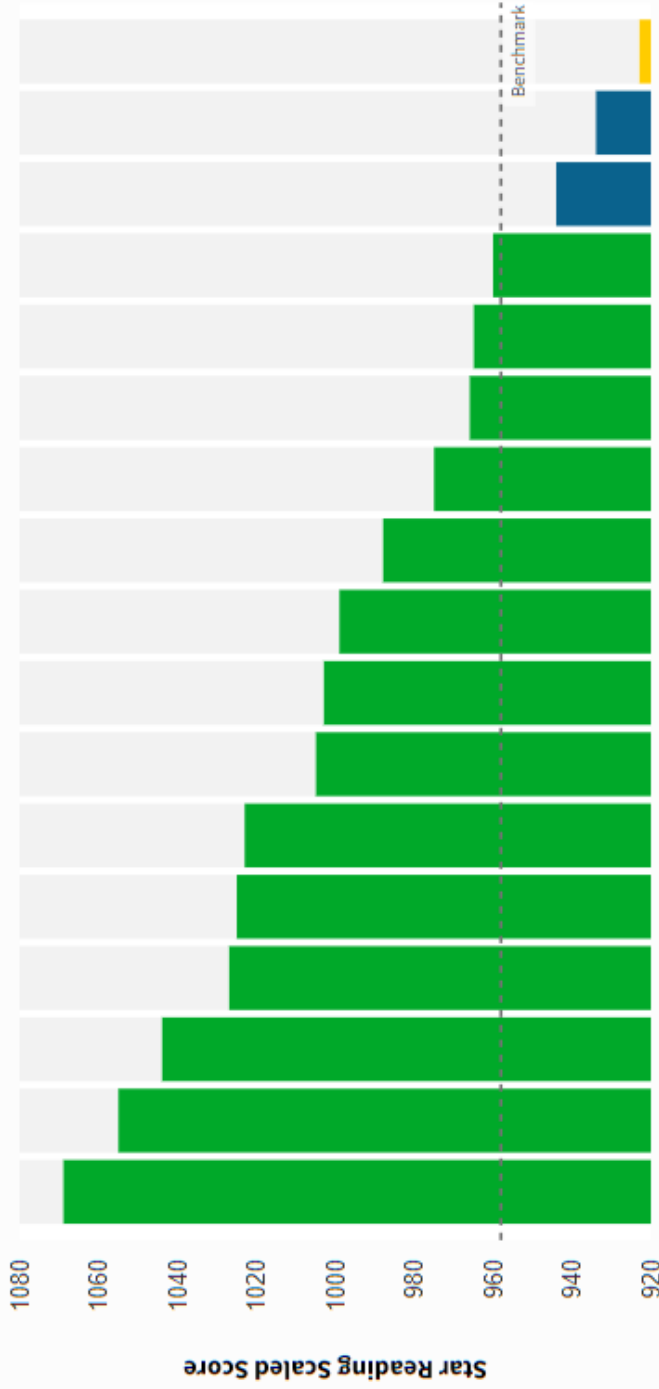
Subgroup	Num	Science				
		%DN	%A	%M	%E	%ME
All Students	71	53.5	32.4	12.7	1.4	14.1
Male	40	55.0	27.5	15.0	2.5	17.5
Female	31	51.6	38.7	9.7	0.0	9.7
White	2	50.0	50.0	0.0	0.0	0.0
African-American	56	60.7	26.8	12.5	0.0	12.5
Asian/Pacific Is.	1	0.0	0.0	100.0	0.0	100.0
Hispanic	9	33.3	55.6	11.1	0.0	11.1
Am. Indian/Alask.	0	N	N	N	N	N
Two or More Races	3	0.0	66.7	0.0	33.3	33.3
Disabled	13	92.3	7.7	0.0	0.0	0.0
Not Disabled	58	44.8	37.9	15.5	1.7	17.2
Migrant	0	N	N	N	N	N
Non-Migrant	71	53.5	32.4	12.7	1.4	14.1
LEP	8	37.5	50.0	12.5	0.0	12.5
Non-LEP	63	55.6	30.2	12.7	1.6	14.3
State-Identified GT	1	0.0	0.0	100.0	0.0	100.0
Locally-Identified GT	16	6.3	50.0	37.5	6.3	43.8
All GT	17	5.9	47.1	41.2	5.9	47.1
Non-GT	54	68.5	27.8	3.7	0.0	3.7
White Male	1	0.0	100.0	0.0	0.0	0.0
White Female	1	100.0	0.0	0.0	0.0	0.0
Afr.-Amer. Male	29	65.5	20.7	13.8	0.0	13.8
Afr.-Amer. Female	27	55.6	33.3	11.1	0.0	11.1
Hispanic Male	7	42.9	42.9	14.3	0.0	14.3
Hispanic Female	2	0.0	100.0	0.0	0.0	0.0

* Gifted and Talented

Forest Heights Elementary School has a Gifted and Talented Class on Mondays-Wednesdays. We serve 3rd-5th Grade scholars. We have 37 scholars that are being served that are a combination of State and/or locally identified. They are served in Math and ELA.

READING DATA

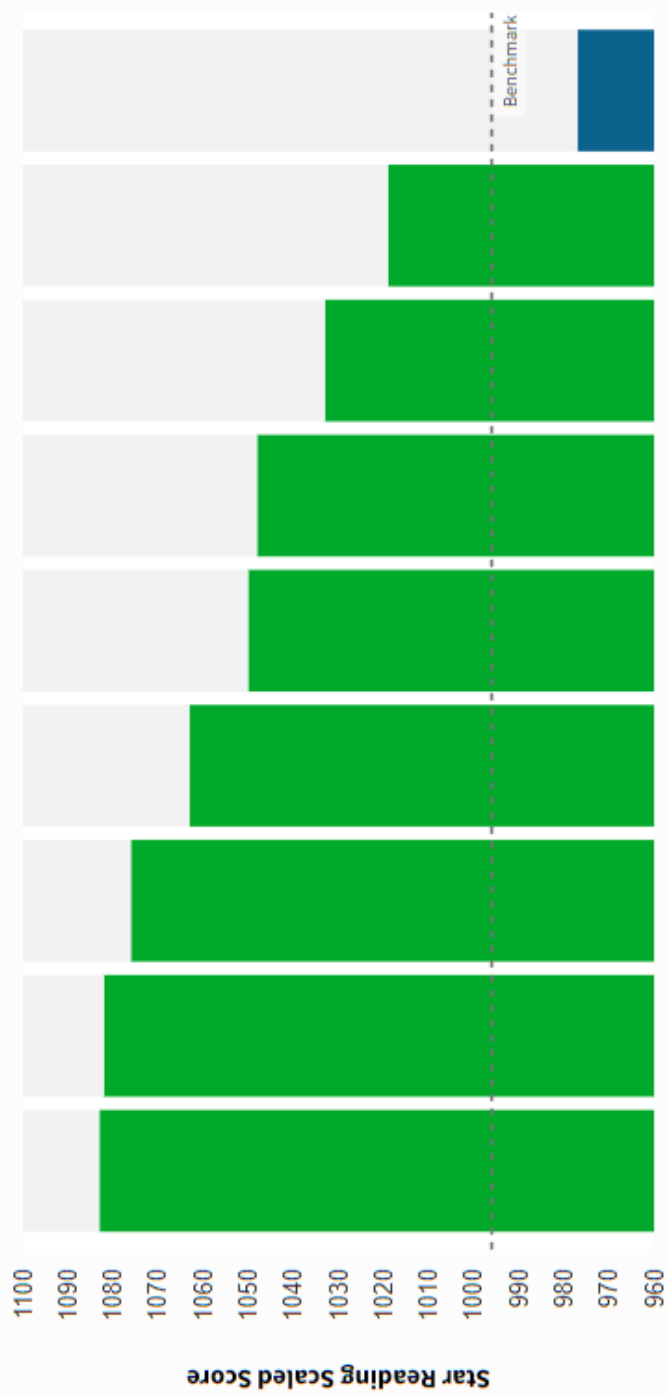
Grade
3



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 958	At/Above 40 PR	14	82%
Category Total			14	82%
Below Benchmark				
On Watch	Below 958	At/Below 39 PR	2	12%
Intervention	Below 930	At/Below 24 PR	1	6%
Urgent Intervention	Below 887	At/Below 9 PR	0	0%
Category Total			3	18%

Grade

4

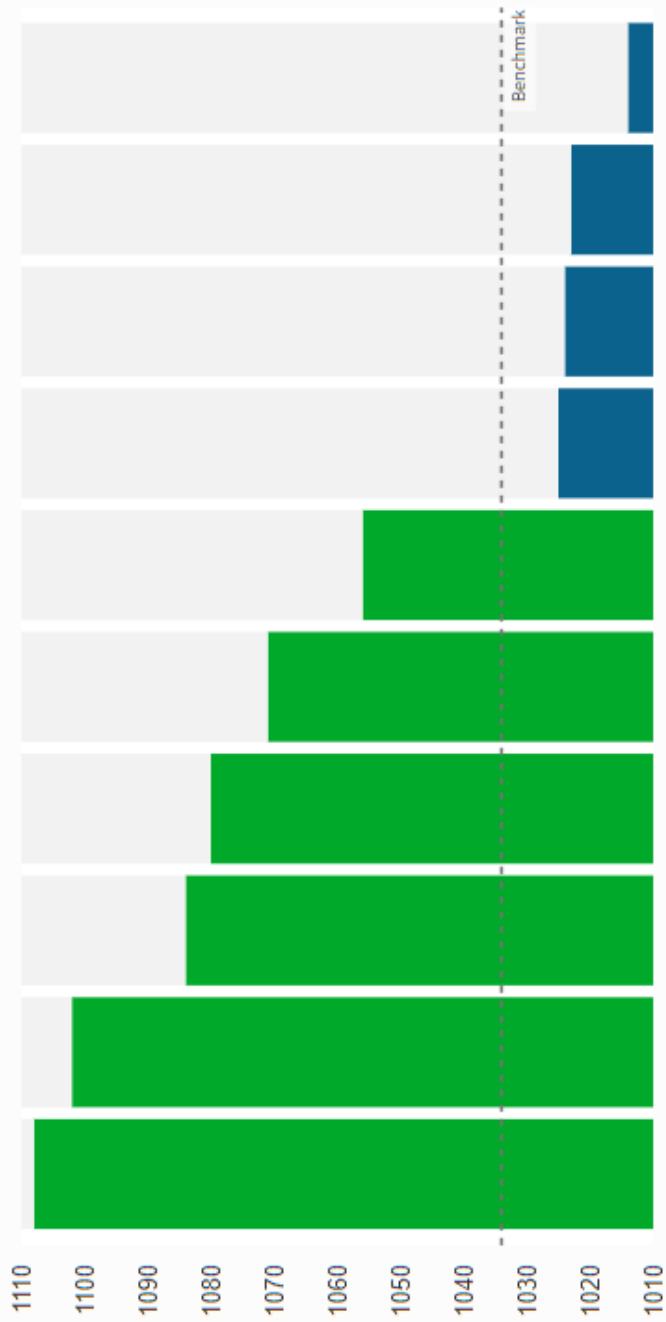


Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 996	At/Above 40 PR	8	89%
Category Total			8	89%
Below Benchmark				
On Watch	Below 996	At/Below 39 PR	1	11%
Intervention	Below 968	At/Below 24 PR	0	0%
Urgent Intervention	Below 929	At/Below 9 PR	0	0%
Category Total			1	11%

Grade

5

Star Reading Scaled Score

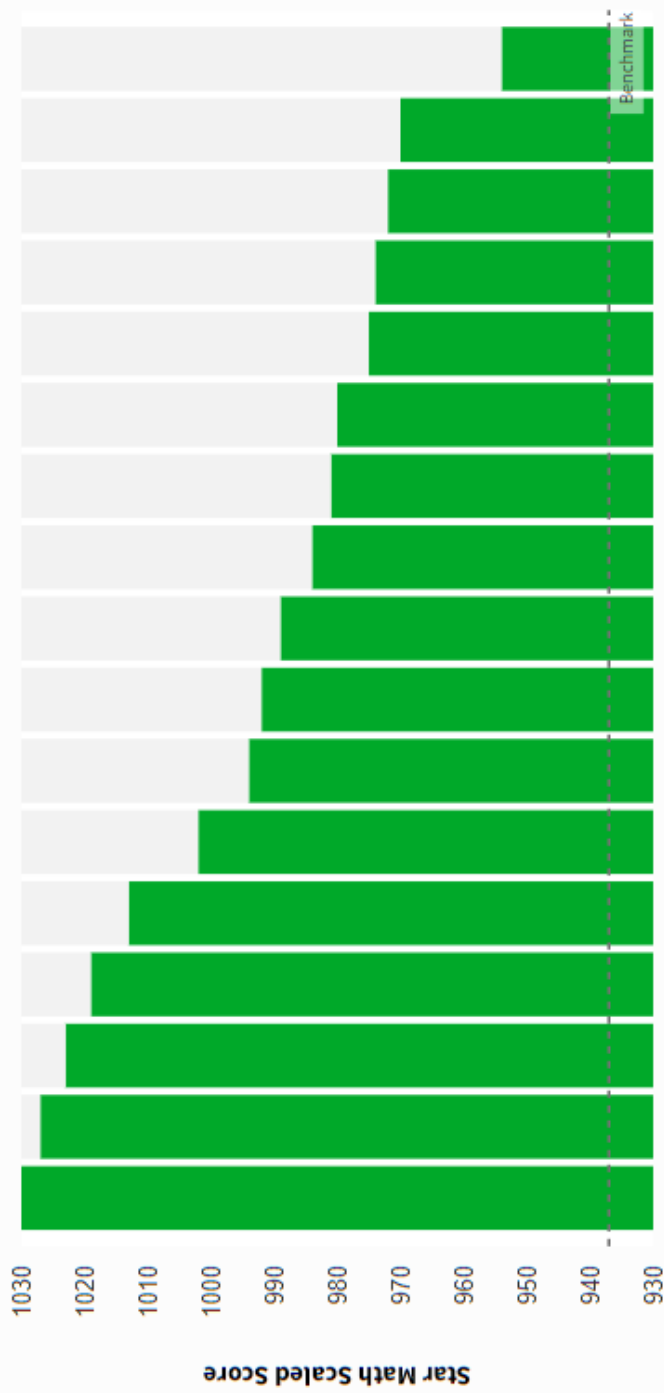


Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1034	At/Above 40 PR	6	60%
Category Total			6	60%
Below Benchmark				
On Watch	Below 1034	At/Below 39 PR	4	40%
Intervention	Below 1006	At/Below 24 PR	0	0%
Urgent Intervention	Below 963	At/Below 9 PR	0	0%
Category Total			4	40%

STAR MATH Data

Grade

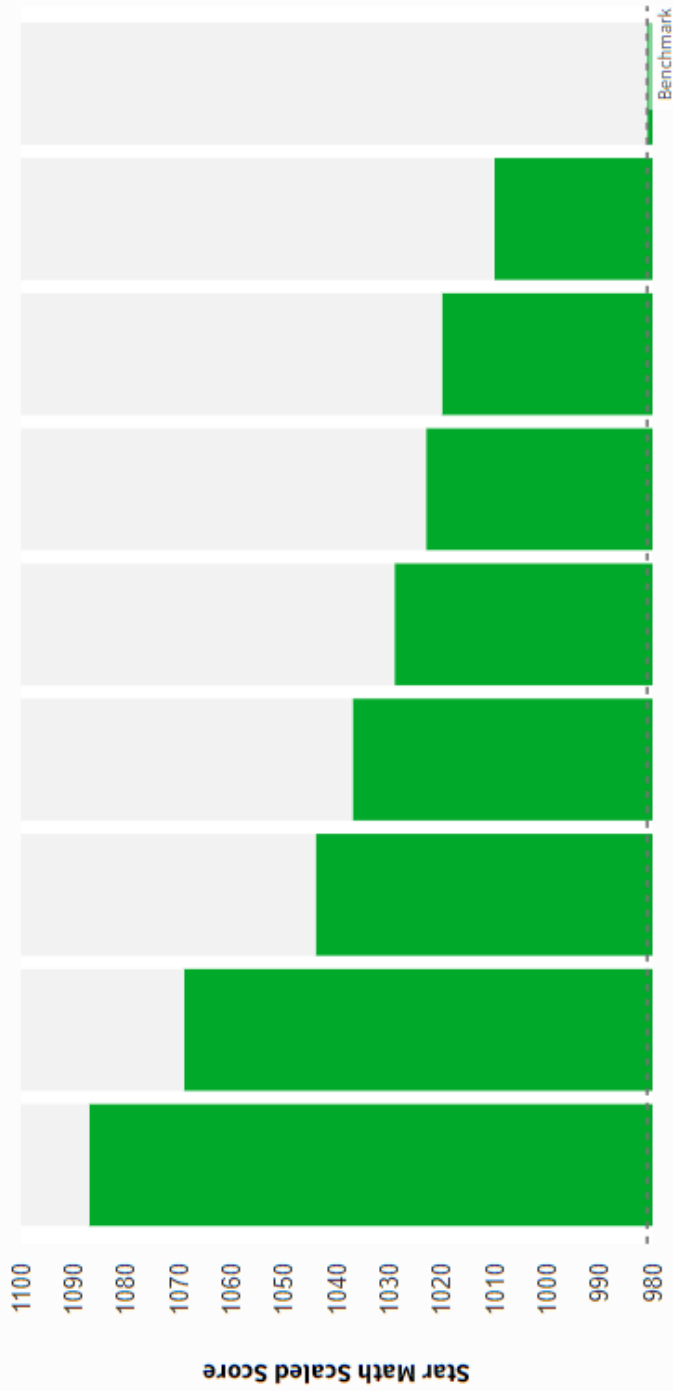
3



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 937	At/Above 40 PR	17	100%
Category Total			17	100%
Below Benchmark				
On Watch	Below 937	At/Below 39 PR	0	0%
Intervention	Below 914	At/Below 24 PR	0	0%
Urgent Intervention	Below 877	At/Below 9 PR	0	0%
Category Total			0	0%

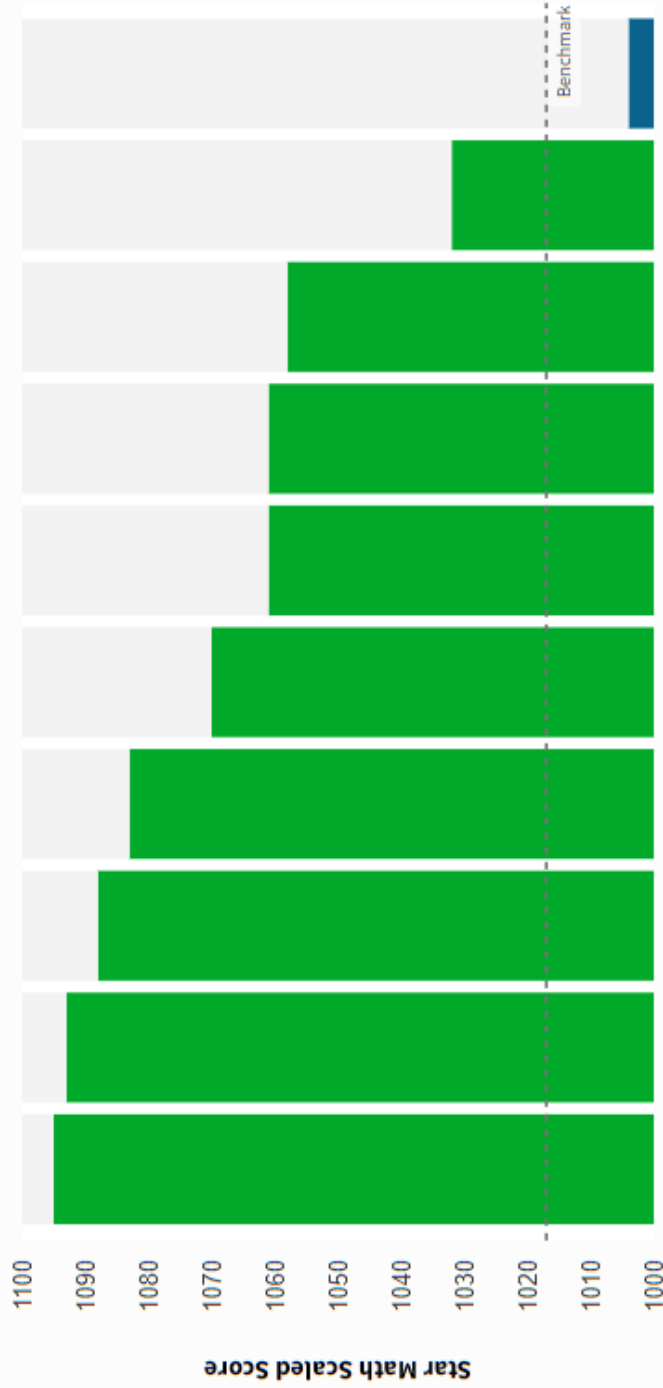
Grade

4



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 981	At/Above 40 PR	9	100%
Category Total			9	100%
Below Benchmark				
On Watch	Below 981	At/Below 39 PR	0	0%
Intervention	Below 956	At/Below 24 PR	0	0%
Urgent Intervention	Below 918	At/Below 9 PR	0	0%
Category Total			0	0%

Grade
5



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1017	At/Above 40 PR	9	90%
Category Total			9	90%
Below Benchmark				
On Watch	Below 1017	At/Below 39 PR	1	10%
Intervention	Below 994	At/Below 24 PR	0	0%
Urgent Intervention	Below 953	At/Below 9 PR	0	0%
Category Total			1	10%

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Plan Items

1 Student Achievement*

Performance Goal:

By 2029, 46% of students in grades 3-5 will score meets or exceeds on SC READY ELA and 42% will score meets and exceeds on math.

PM 1.1 By 24-25, 34.5% of students in grades 3-5 will score meets or exceeds on SC READY ELA and 30% meets and exceeds on math.

Analysis of Actual vs. Projected Data:

2023 Baseline Data ELA: 31.5% Projected 24-25 Data: 34.5% Actual Data: 2023 Baseline Data math: 27% Projected 24-25 Data: 30% Actual Data:

S 1.1.1 SC READY Scores, STAR formative assessment scores.
Evidence-Based Research:

According to Hinnant-Crawford, 2020, improvement science is a process that is undergirded by the six principles that guide educators to define problems, understand how the system produces the problems, and identify changes that will rectify problems, test the efficacy of those changes, and spread the change. It is also small changes to the current systems in place to see change over time. Changes, results, and improvements may be small, but the goal is to begin moving the targeted area in a positive direction. My improvement team and I decided to implement the six principles of improvement science expressed by Hinnant-Crawford with the desire to see improvements through a study on systems improvement. The six principles include: making the work problem-specific and user-centered, focusing on the variation of performance, determining the system that produces the current outcomes, ensuring to be able to measure what we desire to improve, using disciplined inquiry to drive improvement, and accelerating learning through professional learning communities (Byrk et al., 2015). The last principle, accelerating learning through network improvement communities, would not be a principle used in my study. This process will be used in PDSA Cycles in our school on a weekly basis.

AS 1.1.1.1 Professional Learning Communities

Action Step:

PLCs with the Curriculum Resource Teacher (CRT) and Reading Coach and Administration. The CRT and Reading Coach with Admin will work in weekly PLC sessions with all staff at Forest Heights in order to build a data driven culture to impact student achievement. The CRT and Reading Coach will work with data collection, data analysis, and intentional planning for classroom instruction.

Person Responsible:

Jason Koepke

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.2 Guided Extended Planning

Action Step:

Guided Extended planning sessions will be conducted with the administration, reading coach, and CRT. Each grade level will have a 90 minute session each week and will use the vertical articulation guides, standards, support documents, data, and planning documents to properly plan high-quality instruction for their scholars.

Person Responsible:

Reading Coach and Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.3 Leveled Literacy Interventions (LLI): Interventions for language arts and Orton Gillingham

Action Step:

LLI: Training of Interventionists and Updating of LLI Kits/Materials. Teachers are being trained in OG and will implement in every ELA classroom.

Person Responsible:

Interventionist

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

8/8/2029

AS 1.1.1.4 AVID Training and Implementation

Action Step:

Leaders will attend the AVID summer institute in order to explore all tools/resources available. AVID helps educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. We will work to incorporate AVID to improve student achievement. We will implement AVID strategies in grades 3-5.

Person Responsible:

AVID Coordinator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
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2 Student Achievement*

Performance Goal:

By 2029, 30.4% of students in grade 4 will score meets or exceeds on SC READY science assessment.

PM 2.1 By 24-25, 18% of 4th grade students will score meets or exceeds on SC READY science.

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 15% Projected Data 24-25: 18% Actual Data: 25-26: 21% 26-27: 24% 27-28: 27% 28-29: 30%

S 2.1.1 SC READY science scores

Evidence-Based Research:

Higher achievement will eliminate some bias and unfair treatment. Implementation and sustainment of effective interventions remain a struggle across education (Engell, 2020). The need for educators to increase the ability for implementation, effectiveness, and efficiency of interventions is increasing each year (Engell, 2020). The Plan-Do-Study-Act method will be used to create continuous improvement within SOAR School. PDSA cycles are a systematic approach where an intentional focus on improvement takes place. This will be used by focusing on 5 of the 6 principles of improvement found in the research conducted by Byrk et al., 2015. Five of the 6 principles helped anchor the improvement process throughout the PDSA cycles by providing guidance for how improvement takes place through common principles and practices. The first principle is that when addressing the problem, you must make the work problem-specific and user-centered (Byrk et al., 2015). When making the work problem-specific, the systems of improvement that are implemented are targeted with the problematic area and aim in mind.

AS 2.1.1.1 Science Lab Rotation

Action Step:

We opened our Science Lab and it has been used in a rotation for all classes. We plan on making the Science Lab a Related Arts moving forward to ensure every students experiences the hands-on experiments every week.

Person Responsible:

Jason Koepke

Estimated Begin Date:

6/1/2024

Estimated Completion Date:

8/8/2029

AS 2.1.1.2 Guided Extended Planning Sessions

Action Step:

Each grade level will meet every week with the Reading Coach, CRT, and grade level administrator in order to plan rigorous and high quality science lessons for scholars to ensure we are teaching the intent of the standards and providing scholars with the proper experiences to be successful. The sessions will be 90 minutes every week

Person Responsible:

Jason Koepke

Estimated Begin Date:

6/8/2024

Estimated Completion Date:

8/8/2029

3 Teacher/Administrator Quality*

Performance Goal:

By the end of school year 2029, 100% of instructional staff will implement all components of the Balanced Literacy Framework to positively impact student achievement. Baseline Data: 23-24 School year 90% of teachers have properly implemented Balanced Literacy within their ELA class. Goal: 24-25 School Year 92% Actual Data: The End Goal at the end of 5 years is 100% full implementation.

PM 3.1 By the end of school year 2024-2025, 96% of instructional staff will implement all components of the Balanced Literacy Framework to positively impact student achievement.

Analysis of Actual vs. Projected Data:

Actual Data: We are currently at 90% of our faculty implementing Balanced Literacy with fidelity and on a daily basis Projected Goal: Forest Heights is one of eight schools participating in Richland One's Literacy Project. This project aims to assist schools whose literacy performance is in need of improvement. Accordingly, our goals for the next five years are listed as follows (year ending): . 2025 - 92% of teachers consistently implementing the Balanced Literacy Frameworks within their classrooms with fidelity. 2026 - 94% of teachers consistently implementing the Balanced Literacy Frameworks within their classrooms with fidelity. 2027 - 96% of teachers consistently implementing the Balanced Literacy Frameworks within their classrooms with fidelity. 2028 - 98% of teachers consistently implementing the Balanced Literacy Frameworks within their classrooms with fidelity. 2029 - 100% of teachers consistently implementing the Balanced Literacy Frameworks within their classrooms with fidelity.

S 3.1.1 Provide ongoing high quality professional development for the overall enhancement of literacy instruction at Forest Heights Elementary School.

Evidence-Based Research:

Balanced Literacy Framework, PLCs, and Guided planning sessions EBI - Learning by Doing: A Handbook for Professional Learning Communities at Work by DuFour, DuFour, Eaker, Many and Mattos, 2016 EBI - 10 Mindframes for Visible Learning by Hattie and Zierer, 2018 (Micro-teaching, p. 28, 0,88 effect) Literacy Project Resources: Jennifer Serravallo and Fountas and Pinnell

AS 3.1.1.1 Professional Learning Communities

Action Step:

PLCs with the Admin, Reading Coach/CRT happen every Wednesday. We plan to move forward with every other Wednesday. The Admin team, Reading Coach and CRT, will work in PLC sessions with all staff at Forest Heights in order to build a strong understanding of the Balanced Literacy Framework following the Richland One Literacy Project. The Reading Coach will work in coaching cycles with individual teachers as well as teams to build teachers' capacity. Additionally, the Reading Coach will provide professional development on a continual basis for our teachers. Teachers and/or Interventionists will utilize the Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Intervention kits as methods of formatively assessing students and materials for intervention groups. The

Reading Coach will continue to work with classroom teachers on literacy environments, classroom libraries and effective use of guided reading materials.

Person Responsible:

Jason Koepke

Estimated Begin Date:

6/8/2024

Estimated Completion Date:

8/9/2029

AS 3.1.1.2 Collaborative Planning

Action Step:

Each week, teams will receive 90 planning sessions. This time will be devoted to deconstructing standards, then applying that knowledge to their upcoming units of study. The curriculum team will be working with grade levels to provide researched based strategies for improving instruction to impact student achievement.

Person Responsible:

Curriculum Team Members

Estimated Begin Date:

6/8/2024

Estimated Completion Date:

8/9/2029

AS 3.1.1.3 EOY Collaborative Planning Day

Action Step:

Each Grade Level team will collaboratively plan for one whole day with the support of the whole instructional leadership team, including the Curriculum Resource Teacher (CRT) and the Reading Coach (RC). Teams will work to creating their whole year's processes and procedures, instructional expectations, behavioral expectations, teacher and student expectations, and all processes and procedures.

Person Responsible:

Leadership Team

Estimated Begin Date:

6/8/2024

Estimated Completion Date:

8/8/2029

4 Teacher/Administrator Quality*

Performance Goal:

Teacher Retention rate is currently 62.9%. The goal is for the retention rate to increase to 77.9% by 2029.

PM 4.1 By the end of school year 2024-2025, 68.9% of teachers will remain at Forest Heights.

Analysis of Actual vs. Projected Data:

Current Data: 62.9% Retention in 2023-24 Projected Data: Given the above actual data, our five year targeted goals are listed below (year ending): 2025 - 65.9% of teachers will return to Forest Heights. 2026- 68.9% of teachers will return to Forest Heights. 2027 - 71.9% of teachers will return to Forest Heights. 2028 - 74.9% of teachers will return to Forest Heights 2029 - 77.9% of teachers will return to Forest Heights.

S 4.1.1 Provide ongoing high quality professional development for the enhancement of instruction at Forest Heights Elementary School. This will assist teachers by helping them feel prepared to teach and giving them more tools in their toolbelts.

Evidence-Based Research:

Professional (Collaborative) Learning Communities: EBI - Learning by Doing: A Handbook for Professional Learning Communities at Work by DuFour, DuFour, Eaker, Many and Mattos, 2016 EBI - 10 Mindframes for Visible Learning by Hattie and Zierer, 2018 (Formative Evaluations, p. 4-5, 0,90 effect

AS 4.1.1.1 Professional Learning Community

Action Step:

PLCs with the Curriculum Resource Teacher (CRT) The CRT will work in weekly PLC sessions with all staff at Forest Heights in order to build a data driven culture to impact student achievement. The CRT will work with data collection, data analysis, and intentional planning for classroom instruction.

Person Responsible:

Jason Koepke

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.2 Observations with Feedback

Action Step:

The Leadership Team will utilize school created walk through observation tools in order to collect evidence then determine areas of refinement and reinforcement. The findings will guide the plans for professional development and professional learning communities to provide additional support where needed. The team will create an observation schedule to ensure all school goals are being implemented with fidelity. Leadership Team (Principal, Assistant Principals, CRT and Reading Coach) will be provided with tablets/laptops so they will be able to enter observations into online observation platforms and give immediate feedback to teachers.

Person Responsible:

Jason Koepke

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

8/8/2029

AS 4.1.1.3 Collaborative Planning

Action Step:

Every week, grade level teams will be provided 90 minutes in school collaborative planning time. This time will be devoted to deconstructing standards, then applying that knowledge to their upcoming units of study. The curriculum team will be working with grade levels to provide researched based strategies for improving instruction to impact student achievement.

Person Responsible:

Curriculum Team Members

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.4 Vertical Team Data Analysis and Planning

Action Step:

Opportunities will be provided to engage in vertical planning.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

5 School Climate*

Performance Goal:

By the end of school year 2029, the overall number of office and classroom infractions will reduce by 10% (each year) as documented in the ABE system reports to impact student achievement and climate and culture of the entire school. Current Data: 278 Discipline Referrals Projected Data: 146 Discipline Referrals in 2029 First Goal: 250 Discipline Referrals in 2024 23-24: 250 Referrals 24-25: 225 Referrals 25-26: 203 Referrals 26-27: 180 Referrals 27-28: 162 Referrals 28-29: 146 Referrals

PM 5.1 By the end of school year 2024-2025, the overall number of office and classroom infractions will reduce by 28 or 10% per year as documented in the ABE system reports.

Analysis of Actual vs. Projected Data:

Current Data: 278 Discipline Referrals Projected Data: 146 Discipline Referrals in 2029 First Goal: 250 Discipline Referrals in 2024 23-24: 250 Referrals 24-25: 225 Referrals 25-26: 203 Referrals 26-27: 180 Referrals 27-28: 162 Referrals 28-29: 146 Referrals

S 5.1.1 Provide ongoing professional development in the positive behavioral interventions and supports (PBIS) framework to continue with the decrease of behavior infractions within the school day.

Evidence-Based Research:

EBI - 10 Mindframes for Visible Learning by Hattie and Zierer, 2018 (Classroom Management, p. 44, 0,52 effect)

AS 5.1.1.1 Positive Behaviors Interventions and Support (PBIS) Training

Action Step:

PBIS Training will be provided to teachers.

Person Responsible:

Administration

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.2 PBIS Rewards/Incentives/Events

Action Step:

The leadership team will organize regularly scheduled rewards and events to follow the PBIS framework. Events will occur weekly and every quarter.

Person Responsible:

Administration

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.3 Ron Clark House System

Action Step:

The House System creates a positive/competitive community within our school. It encourages model behavior and develops student ownership of their behavior.

Person Responsible:

Jason Koepke

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.4 Positive Behaviors Interventions and Support (PBIS) Training

Action Step:

PBIS Training will be provided to teachers.

Person Responsible:

Jason Koepke

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* N/A	<p>Academic Assistance, PreK-3</p> <p>The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
* Yes	<p>Academic Assistance, Grades 4-12</p> <p>The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
* Yes	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
* Yes	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
* Yes	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
* Yes	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
* Yes	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
* Yes	<p>Developmental Screening</p> <p>The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>

* Yes <input type="checkbox"/>	<p>Half-Day Child Development</p> <p>The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.</p>
* N/A <input type="checkbox"/>	<p>Developmentally Appropriate Curriculum for PreK-3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.</p>
* Yes <input type="checkbox"/>	<p>Parenting and Family Literacy</p> <p>The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.</p>
* Yes <input type="checkbox"/>	<p>Recruitment</p> <p>The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>
* Yes <input type="checkbox"/>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.</p>

Waiver

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: <http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	<input type="text"/>	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Type	Optional Documents Document Template	Document/Link
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Additional Documentation	N/A	
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Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - Forest Heights Elementary (4001093) Public School - School Renewal Plan - Rev 0

Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

<input type="checkbox"/> 1. Plan Information and stakeholders	Approved ▼	Pat Ciccantelli	8/21/2024 11:30:01 AM
1.01 Information is complete and appropriate.			
<input type="checkbox"/> 2. Needs Assessment	Approved ▼	Pat Ciccantelli	8/21/2024 11:30:01 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
<input type="checkbox"/> 3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved ▼	Pat Ciccantelli	8/21/2024 11:30:01 AM
3.01 All required goal areas have been addressed.			
3.02 Goal statements are complete and appropriate.			
3.03 Goals have all required parts completed.			
3.04 Action steps are complete and appropriate.			
<input type="checkbox"/> 4. Read to Succeed	Not Applicable ▼	Pat Ciccantelli	8/21/2024 11:30:01 AM
4.01 Responses are complete, thorough and appropriate.			
<input type="checkbox"/> 5. Assurances	Approved ▼	Pat Ciccantelli	8/21/2024 11:30:01 AM
5.01 Responses are complete, thorough and appropriate			
<input type="checkbox"/> 6. Related Documents	Not Applicable ▼	Pat Ciccantelli	8/21/2024 11:30:01 AM
6.01 If applicable, uploaded documents are correct and appropriate.			