Profile Information	
Division: Danville Public Schools	**School:** Forest Hills Elementary
Principal: James Kirkpatrick	**Designations (if applicable):** Accredited

Stakeholder/Family Engagement

Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.

Monthly School Improvement team meetings, consisting of grade-level representatives, non-classroom representatives, and parents will monitor and evaluate our plan. In addition, weekly teacher/Instructional coach co-planning sessions will monitor and evaluate the selection and effectiveness of evidence/research-based strategies. Formal Professional Learning Community sessions will provide input to develop and implement the academic plan and action steps. Family Engagement Action Plan

Domain I: Academic Supports **Focus Area: High-Quality Instructional Routines**	**Content Area: Reading, Math, Science**

Barrier(s): Measures impacting implementation and Professional Learning: time, competing priorities, and new HQIM;
Data Analysis: trend shows concern with performance for students with disabilities and English Learners

SMART Goal Statement:

- By June 2026, we will increase the percentage of all students passing the VA Reading SOL test to 80% or higher.

(Baseline Data) 3rd grade-73%, 4th grade-84%, 5th grade-86%

- By June 2026, we will increase the percentage of all students passing the VA Math SOL test to 80% or higher.

(Baseline Data) 3rd grade-75%, 4th grade-79%, 5th grade-86%

- By June 2026, we will increase the percentage of all students passing the VA Science SOL test to 80% or higher.

(Baseline Data) 5th grade-80%

- By June 2026, we will increase the percentage of students with disabilities passing the Math SOL test to 70%.

(Baseline Data) Math-33%

- By June 2026, we will increase the percentage of students with disabilities passing the Reading SOL test to 65%.

(Baseline Data) Reading-22%

By June 2026, we will increase the percentage of English Learners making adequate progress on the ACCESS and/or SOL test to 80%.

(Baseline Data) 44% (Access Testing)

(Evidence-based) Strategy Name: Foundational Skills to Support Reading, Assisting Students Struggling with Math: Intervention in the Elementary Grades, Acquiring Science and Social Studies Knowledge in K-4; Writing across the curriculum **Tier of Evidence:** Strong (What Works Clearinghouse) https://ies.ed.gov/ncee/search/index.asp?q=math&btnG=Search https://ies.ed.gov/ncee/search/index.asp?q=reading&btnG=Search	**Description:** Provide instruction in foundational reading skills based on the Science of Reading by using Heggerty, Fundations and other HQIM; build Math fluency and number sense with "Do the Math" and Kiddom math textbook; building content knowledge in Science with Stemscopes; Provide multiple modes of writing through journals in ELA and responses to math concepts
Student Measure #1: 75% of the students will demonstrate proficiency on the interim assessment(benchmark) in reading, math, and science each quarter. CSSP Grades 3-5 Benchmarks 1-3	**Student Measure #2:** 65% of students with disabilities will demonstrate proficiency on the division assessment (benchmark) in reading, math, and science each quarter.
Student Measure #3: 65% of EL students will demonstrate proficiency on interim assessments (benchmark). EL PLAN 2025-2026.pdf - Google Drive	
Staff Measure #1: By June 2026, 100% of the K-5 teachers will participate and demonstrate effective application of Kiddom as noted on walkthrough and formal observation tools.	**Staff Measure #2:** By June 2026, 100% of the special education teachers will demonstrate effective application of evidence-based interventions /strategies (Reading Mastery, Number Worlds) during differentiated instruction based on the student's individualized needs as noted on walkthrough and formal observation tools.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
K-5 teachers will develop and implement reading plans for students identified in VALLSS data. Division Literacy Plan	September 3, 2025	May 21, 2026	Administrators	None
Reading Intervention Periods (1st-5th); Non Classroom teachers along with Instructional Coaches will provide 30 minutes of small group intervention daily to assist struggling students and students on Reading Plans. (Title I Component 2 and 3)	August 26, 2025	May 2, 2026	Classroom Teacher	None
Title 1 Family Engagement events (Reading, Math, Science Nights) to form a partnership with families to work towards academic growth and proficiency—Title I Component 3 FH Family Engagement Calendar Family Engagement Action Plan	August 19, 2025	April 30, 2026	Title 1 Team FACE Coordinator	Title 1: $2500 for materials and food
Reading Mastery and Number Worlds will be used as intervention instructional programs for students with disabilities.	September 4, 2025	May 15, 2026	Special Education Teacher	$1500 for materials (Title 1)
Implementation of “Do the Math” for math fluency, and“Kiddom” as HQIM and Math Madness for intervention/homework materials	August 25, 2025	May 20, 2026	K-5 Classroom teacher	Math Madness–$1700 for program (Title 1)
STEMscopes w/science labs and the 5E’s implemented along with use of Progress Learning	August 25, 2025	May 15, 2026	K-5 Science teachers	None
Implement multiple opportunities in response to writing, cross-curricular	August 6, 2025	May 15, 2026	K-5 teachers	None
Implement evidence-based strategies using Karen Mapp’s Dual Capacity Framework for family engagement. (Title I Component 4)	Aug 19, 2025	May 2, 2026	Administrators FACE Coordinator	$2,000 for training (Title 1)

Participate in field trips to build students' background knowledge and provide real-world experiences	Sep 12, 2025	April 30, 2026	Administratiors	$2,400 for transportation and entry fees (Title 1)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA provides initial and ongoing training in HQIM and selected strategies. Division staff conduct walkthroughs and monitor assessment data to provide timely feedback to staff and school leaders. Division staff will provide support through participation in school Professional Learning Communities to cultivate collaborative efforts to implement and monitor strategies.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Heggerty and Fundations Assessments (ELF), and other assessments **Monthly**	PLC Data Sessions---Strengths and Weaknesses to adjust intervention strategies
Reading Mastery Levels and advancement in Number Worlds **Monthly**	Individualized student growth with Reading Mastery and Number Worlds of identified students to determine appropriate next steps.
Quarterly Interim Assessments (Reading, Math, Science)	PLC Data Sessions (80% proficiency)-Tiering students for Intervention (double dosing) and determine Spiral review
Pre/Post Unit Assessments on Standards of Learning **Monthly**	PLC Data Sessions (80% proficiency)-Tiering students for Intervention and preparation for retakes

Domain II: Staffing Supports
Focus Area: Teacher Retention Area: Teacher Retention

Barrier(s): Promotions and/or transfer opportunities to non-classroom jobs within the system; Increase in PD and other demands placed on classroom teachers

SMART Goal Statement: During the 2025-2026 school year, Forest Hills will implement focused actions to create a desirable, positive, meaningful school culture that will retain 100% of teachers and will produce increased student outcomes to 80% or higher on ELA, Math, Science SOL testing. 5 out of 12 (42%) of teachers have either fewer than 5 years experience or hold a provisional license. (Baseline data: 2023-2024 78%)

(Evidence-based) Strategy Name: Collective teacher efficacy **Tier of Evidence:** Strong (1.57 Hattie's Ranking) https://ies.ed.gov/learn/blog/resources-loc	**Description:** The belief that a higher level of confidence, and a more positive impact on student learning can be achieved by working as a consistent team.
Student Measure #1: By June 2026, we will increase the percentage of all students passing the VA Reading and Math to 80%, and Science SOL test to 80%. **Baseline:**	**Student Measure #2:** By June 2026, we will increase the percentage of students with disabilities passing the VA Reading, Math, and Science SOL test to 65%. Baseline:
Staff Measure #1: By June 2026, 100% of classroom teachers will have received weekly co-planning or PLC sessions in order to effectively implement the Lesson Planning Internalization Process.	**Staff Measure #2:** By June 2026, 100% of classroom teachers will be able to use the MTSS data platform to deliver effective intervention instruction for Tier 2 students.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Implement Responsive Classroom.	August 2025	May 2026	Administrators Instructional Coaches	None
Monthly Faculty Book Study–The Anxious Generation	September 29, 2025	March 28, 2026	School Leadership Team	Local: $700 (books, materials)

Bi-weekly “Bear Pride” Behavior Incentive Program	September 9, 2025	May 30, 2026	Teachers	Local: $400 (small tokens, certificates)
Teacher Vertical Alignment PLC Sessions and grade level Co-Planning with Instructional Coaches and Administrators; Title I Component 4	September 5, 2025	May 1, 2026	Administrators, Instructional Coaches	None
Monthly staff birthday celebrations	August 22, 2025	May 30, 2026	Principal Apprentice Administrators	Local : $400 (small treats)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA will support by analyzing survey data on staff turnover, monitoring the effectiveness of professional development and mentoring processes, and reviewing data analytics to identify trends and areas for improvement in staff support and retention. Division staff will also provide ongoing tiered instructional support for teaching staff.

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

<u>Analysis</u>: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Weekly K-2 and **Bi-Weekly** 3-5 Bear Pride Data	Impact on Classroom management and Student Engagement—Goal 80% attaining Bear Pride to determine current trends and address areas of concern.
Weekly Effective use of HQIM materials based on walkthroughs	PLC Sessions–embedded follow-up PD on Literacy Act approved materials, lesson planning, and unpacking of standards to determine additional support needed.
Weekly Responsive classroom walkthroughs	Review number of discipline issues through Kickboard referrals to address individual students, school-wide trends, and ensure implementation of Responsive Classroom strategies.
Weekly Lesson plan feedback	Impact on formal and informal observation and SMART goal

Domain III: Professional Learning Supports

Focus Area: Professional Learning and Development

Barrier(s): planning time, collaboration time, scheduling

SMART Goal Statement: During the 2025-26 school year, Forest Hills will closely monitor through the MTSS process and Branching Minds student progress during Tier 1 instruction and provide professional development and follow up support to 100% of classroom teachers to enhance both Tier 1 instruction and intervention. Students will reach 80% proficiency on the spring SOL test in reading, math and social studies and 80% proficiency in science.

(Evidence-based) Strategy Name: Teacher Credibility **Tier of Evidence:** Strong-----Hattie Ranking .90 https://teamtomeducation.com/what-is-student-visible-learning/ The school will also implement Danville's HITS (High Impact Teaching Strategies).	**Description:** Students perceive the teacher as competent, dynamic, and caring.
Student Measure #1: By June 2026, we will increase the percentage of all students passing the VA Reading and Math 80%, and Science SOL test to 85%. Baseline: Reading 78%, Math 79%, Science 86%	**Student Measure #2:** By June 2026, we will increase the percentage of students with disabilities passing the VA Reading, Math, and Science SOL test to 65%.
Staff Measure #1: During the 2025-26 school year, for identified teachers, we will increase the number of instructional coaching sessions from an average of one to an average of two every week.	**Staff Measure #2:** During the 2025-26 school year, 100% of faculty meetings will include a professional learning component related to Tier 1 instruction and intervention.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Monthly PLC Data Sessions	September 6, 2025	April 28, 2026	Administrators, Instructional coaches	none
Monthly Book Study	September 29,	April 28, 2026	Administrators, Instructional coaches	Local Funds $700 (books, material)
Monthly PD sessions at faculty meetings on rigor, student engagement; (Title I Component 3)	August 26, 2025	April 25, 2026	Instructional Coaches, Math Lead Teacher	Local: $150 for materials
Weekly Co-Planning/PLC Sessions With the Instructional Coach (Title I Component 3)	August 26, 2025	April 25, 2026	Instructional Coaches	Teacher materials-Title 1 $200
Monthly MTSS team meetings	September 10, 2025	April 25, 2026	Administrators	No cost

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The LEA provides ongoing professional learning that supports, enhances, and reinforces high impact teaching strategies. Division staff monitor and provide support to ensure school progress with HQIM materials.
<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. **<u>Analysis</u>: Address impact and next steps.**

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

Monthly: Branching Minds Intervention Data (MTSS)	The team will review student advancement among tiers to determine next steps.
Weekly: Classroom use of Tier 1 best practices and intervention best practices	The team will review observation data to determine impact on student work and check ups.

Domain IV: School Climate Supports Focus Area: Attendance Supports				
Barrier(s): competing priorities, transportation, language				
SMART Goal Statement: By the end of the 2025-26 school year, Forest Hills will implement attendance monitoring, incentives, and rewards to reduce its chronic absenteeism rate from 8.37% to 5.0%.				
(Evidence-based) Strategy Name: Parental Involvement **Tier of Evidence: Strong** Attendance Strategies and Resources– Attendance Works Clearinghouse		**Description:** Engaging parents is vital to consistent attendance and/or attendance issues.		
Student Measure #1: Each month, the homeroom with the lowest absentee rate will participate in an attendance parade.		**Student Measure #2:** Each month, 90% of students will meet the criteria for participating in attendance incentives/rewards.		
Staff Measure #1: 100% of classroom teachers will effectively implement morning meeting routines.		**Staff Measure #2:** 100% of teachers will initiate positive quarterly contacts with parents/guardians regarding students.		
Action Plan				
Action Steps	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**

(Describe the step and include who will implement and how often it will be implemented)				
Communication through a variety of methods and languages will take place throughout the year to keep families informed about attendance issues and family engagement opportunities. (Title I Component 4) Family Engagement Action Plan	August 14, 2025	April 30, 2026	Title 1 Committee	Title 1: $200 Printing Flyers
Bikes and monthly reward parades for monthly outstanding attendance	Aug 30, 2025	May 20, 2026	Attendance Committee	Local/donations: $750 (bikes, decor)
Note cards provided for teachers to write positive notes to parents	September 15, 2025	May 20, 2026	Administration	Local: $200 (cards)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The FACE personnel will assist with Title 1 events and will help to monitor and evaluate the effectiveness of the Family Engagement Plan. The Title 1 Plan will be monitored and assistance will be given with the budget to ensure appropriate and impactful spending. Attendance Audits, weekly attendance data will be provided by the LEA.
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. **Analysis: Address impact and next steps.**

Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
Monthly: Family Engagement Plan	Review Plan at monthly SIT meetings to determine effectiveness, attendance, and potential adjustments to increase engagement.

Weekly: Review of absences among all students	Attendance Committee Meetings (weekly) to determine students and families in need of support.
Monthly: Participation Rate for Attendance incentives	Review the following: positive impact, negative impact, no impact (monthly) to determine effectiveness of rewards and incentives.