

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Mr. Ryan Oswalt

Official School Name: Forest Heights Elementary School

School Mailing Address:    1124 South Tamarind Street

Harrison, AR 72601-6098

County: Boone

State School Code Number: 05-03-012

Telephone: (870) 741-5837    E-mail: roswalt@hps.k12.ar.us

Fax: (870) 741-8599

Web URL: http://fhfes.sharpschool.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Melinda Moss Ed.D.    Superintendent e-mail: mmoss@hps.k12.ar.us

District Name: Harrison School    District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Gwen Hoffman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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11AR4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

11AR4

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 4 Elementary schools  
 (per district designation) 2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
7 Total schools in district
2. District per-pupil expenditure: 8714

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	46	32	78		<b>7</b>	0	0	0
1	30	44	74		<b>8</b>	0	0	0
2	33	40	73		<b>9</b>	0	0	0
3	37	31	68		<b>10</b>	0	0	0
4	34	41	75		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>368</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
93 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 16%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1, 2009	366
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 0  
 Number of languages represented, not including English: 0  
 Specify languages:

Forest Heights does not currently serve any learners in this population. All students with Native languages spoken in the home have completed a battery of standardized assessments and have scored proficient on the MAC II and have met exit requirements for ELL status.

9. Percent of students eligible for free/reduced-priced meals: 45%  
 Total number of students who qualify: 167

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>40</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	96%	96%
Daily teacher attendance	91%	93%	91%	93%	93%
Teacher turnover rate	12%	11%	15%	8%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

**Daily Teacher Attendance:** These attendance totals reflect personal, sick, bereavement, and professional leave days. After an audit of absenteeism over the course of five years, professional development showed the greatest number of absences. Professional Growth is highly encouraged to be consistently abreast of all best practices. Please note that these numbers also reflect a life threatening motorcycle wreck, 5 maternity leaves, 7 deaths of immediate family members, and a swine flu outbreak.

**Teacher Turnover Rate:** All breaks in service from Forest Heights have been amicable. Five teachers left their positions to follow their spouse's job relocation. The remainder of teacher turnover resulted in retirement or promotion within the Harrison Public School District.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

Nestled at the base of Gaither Mountain in Harrison, Arkansas, sits Forest Heights Elementary School. Forest Heights is a kindergarten through fourth grade building steeped in over fifty years of service and provision of academic excellence to youngsters. All students are taught with love, laughter, and respect to inspire individual learning and achievement. Our mission is to provide a culture rich in math, literacy, technology, and the arts that captivates the mind and creates an atmosphere for learning and physical wellness. Through the combined efforts of our families, staff, and community, we accept the challenge of maintaining and seeking continually higher expectations while providing a safe, friendly, and nurturing learning environment.

Located in the heart of the Ozark Mountains, Harrison is the County Seat of Boone County, Arkansas, with a population of approximately 13,000 residents within the city limits and approximately 40,000 in the county. Harrison is nationally recognized as one of the "Best Small Towns in America" and has been featured in many national publications.

Harrison Schools date back to 1841 when a group of settlers, led by Joseph Burkett, founded a settlement on the banks of Crooked Creek. They soon realized that a settlement without a school was without opportunity; therefore, a one room school house was built at a cost of \$1500.00. From the roots of this one room schoolhouse, Harrison Public Schools has grown to serve approximately 2733 students on seven campuses with additional services at a district pre-school and kindergarten through twelfth grade Alternative School. Forest Heights is one of four elementary schools serving the Harrison Public School District housing sixteen sections of kindergarten through fourth grades. Located in the Southwest region of our city, Forest Heights serves a diverse population with regard to ethnicity and economically advantaged/disadvantaged as related to community demographic data.

Forest Heights is characterized by providing highly skilled instruction with teachers working in Professional Learning Communities. A technology rich learning environment coupled with a focus on providing academic excellence completes the continuous learning cycle our students are exposed to daily. Since inception, Forest Heights has been reputed as a school where great scholars and leaders are fostered. Our vision is to promote the value of learning, self-worth among students and staff, quality performance among students and staff, and transitions for students to productive and responsible participation in society.

The articulation of curriculum and instruction at Forest Heights has stated objectives and attainable goals with assessments that are congruent with instructional practices, process skills, and values. Differentiation in curriculum and instruction is key to meet the needs of our learners. In preparation for 21st Century markets, our goal is for our students to be fully prepared for the future and to compete successfully in the ever increasing global economy. Once a week staff and students assemble to celebrate all successes. Our school ephasizes thoughtful choice making by students, individually and collectively. Our students are our future and we as educators are responsible for preparing and maximizing their potential.

Forest Heights takes great care to extend teachers' education at every opportunity. Forest Heights Elementary certified staff currently holds degrees as follows: 12 with Bachelor's Degrees, 1 with Bachelor's plus 18 hours, 12 with Master's Degrees, and 2 with Post Graduate Studies. In addition, there are three Nationally Board Certified educators with four planning to embark on this journey in 2011-2012. This staff has earned many honors for student achievement with the most recent being ten rankings in the 2010-2011 Outstanding Educational Performance Awards.

Our school is greatly impacted by our level of parental involvement. Parent/Teacher conferences are scheduled twice annually with 100% participation as the expectation. Our parents/guardians are very generous with their time, funds, and other resources to ensure that all students reach their learning goals

and potential. Our Parent Teacher Association is divided into committees overseeing everything from fundraising to the implementation and delivery of the intervention programs such as the Barton Reading Program. Our PTA provides programs rich in the arts and cultural diversity for our students. They foster and fund whole school enrichment programs such as "One School, One Book", a program designed to promote reading with families and a home to school connection.

Our motto at Forest Heights Elementary is "Working together to be our best." With long standing traditions of academic excellence, community involvement, character development, and high student achievement, our motto is tested each day. Through our combined efforts, Forest Heights Elementary is a humble recipient of this nomination and will wear the National Blue Ribbon with Pride.

### 1. Assessment Results:

Forest Heights Elementary School participates in The Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). The Arkansas Department of Education has defined ACTAAP as a comprehensive system that includes high academic standards, professional development, student assessment, and accountability for schools. (<http://arkansased.org/testing>) All public schools throughout Arkansas assess students in grades kindergarten through fourth. Kindergarten through second grade students are assessed by Norm Referenced Tests ( Iowa Test of Basic Skills, SAT 10, and/or MAT 8), while students in grades three and four are assessed by an Augmented Benchmark Exam that includes sets of questions that are Criterion Referenced and Norm Referenced (using the ITBS or SAT 10). Students' performance on the third and fourth grade Criterion Referenced Tests is classified into one of four performance categories: below basic, basic, proficient, or advanced. For grades K-2, scaled scores from the NRT are converted by the state into the same four performance categories. Arkansas then uses these scores (along with other data) to determine Adequate Yearly Progress (AYP) for each school. Forest Heights Elementary has exceeded AYP standards each year for all students in all subpopulations and maintained consistent growth. Arkansas has established performance goals for literacy and math for each year with an end result of 100% of students meeting proficiency level. During the past five years, data reveals significant gains in math and literacy. For the 2005-06 school year 84.4% of students (combined population) scored proficient or advanced in math, while in 2009-2010 school year 95.7% of students scored proficient or advanced an 11.3 percent increase). On the 2005-06 Literacy portion of the Benchmark, 85.2% of students (combined population) scored proficient or advanced, while 2009-2010 data reveals that 92.9% of students scored proficient or advanced (a 7.7% increase).

Arkansas recognizes any subgroup which includes more than 40 students to determine AYP. Subpopulations at Forest Heights have experienced growth during the past five years. Growth for Forest Heights caucasian population has seen an 11.6 percentage point increase in math with 95.7% of students scoring proficient or advanced. Scores in literacy have increased 7.2 percentage points during the last five years with 92.8% of students scoring at or above proficient for the 2009-10 school year. The Students with Disabilities subpopulation has experienced growth during the past five years as well. In math, scores have increased 9.6 percentage points and in literacy, scores have increased 11.5 percentage points. Growth for the Economically Disadvantaged population has been 20.5 percentage points in math and 10.4 percentage points in literacy.

Due to high achievement scores, we have begun to look at individual growth across all populations. During the 2009-2010 school year, 94% of students made growth in Literacy and 83% of students made growth in Math in the combined population. Caucasian students saw 94% growth in literacy and 85% growth in Math. The economically disadvantaged population experienced 94% growth in Literacy and 83% growth in Math and the subpopulation, Students with Disabilities, saw 67% growth in Literacy and 50% growth in Math.

While assessment data has revealed growth among all areas, the staff at Forest Heights recognizes achievement gaps as areas in which to focus. When a consistent average of 10 or more percentage points between test scores occur, we recognize a significant gap in achievement. It is our goal for all students to achieve. In order to meet this goal, we analyze any gaps which may occur and determine the best research based intervention. Though the gap is narrowing, a statistically insignificant difference is noted between economically disadvantaged students and the noneconomically disadvantaged students. This gap is less than 10 percentage points in both literacy and math. A larger gap has been noted among Students with Disabilities and the Combined Population with a 35 percentage point difference in literacy for the 2005-2006 school year and a 31 percentage point gap in the 2009-2010 school year. A major effort has been made to decrease this gap through curriculum change and instruction, Response to Intervention, Title I programs, and Academic Improvement Plans.

During the past five years, students at Forest Heights have consistently scored above the state average. For the 2009-2010 school year, students at Forest Heights scored 11 percentage points above the state average in third grade Math and 18 percentage points higher in third grade Literacy. In fourth grade Math, students scored 25 percentage points higher than the state average and 19 percentage points higher in Literacy.

## **2. Using Assessment Results:**

Data driven decision-making is a process that staff at Forest Heights Elementary utilize to maintain high academic standards. Arkansas schools are required to develop a school improvement plan (ACSIP, Arkansas Comprehensive School Improvement Plan) based on prior year's data. This process of reflection allows our leadership team to create research based goals and actions that evidence areas of growth on skills identified by our Benchmark Exam. All data is analyzed for identified areas of growth and is shared with all stakeholders. Our objective is to create a working document that guides instruction and creates an accountability factor for all involved.

Three basic teams meet quarterly to review data and determine if any adjustments should be implemented into the school plan as follows: Literacy, Math, and Wellness. Leadership teams consist of grade level chairs, the counselor, our instructional facilitator, and principal. This team meets periodically to review any adjustments and provide additional resources and/or data. While results from state mandated Criterion Referenced tests play an integral part in planning, the committee also focuses on Target Testing, Classroom Assessments, STAR Testing, DIBELS, and other formative and summative assessments given on the district level. These assessment results add to the cyclical planning that includes gathering baseline data each year and analyzing comparative data to ensure that strategies and interventions implemented are impacting student achievement.

With scores exceeding 95% proficiency and goals for 100% proficiency, we are challenged to individualize learning at Forest Heights. A variety of individual student data is reviewed to determine specific areas of growth and best practices are used to develop interventions and strategies to remediate each student. A committee composed of parents, counselor, teachers, instructional facilitator, Title I teacher, and principal work together to ensure that every possible learning opportunity is provided for each individual student.

In addition, individual students that are identified for intervention services receive differentiated instruction through: Title I, AIP, IRI, or a tiered RTI approach. Students receiving Title I services meet in small groups or individually for skill intervention or re-teaching. Students needing an AIP (Academic Improvement Plan) or IRI (Intensive Reading Instruction) are students that are significantly struggling in the areas of literacy or mathematics. Students served in the tiered RTI process may have an AIP or IRI and are identified as needing additional intense intervention.

## **3. Communicating Assessment Results:**

Forest Heights Elementary recognizes the importance of learning communities and works hard to involve all stakeholders in the educational process. Knowing that teamwork and collaboration are keys to success, we schedule opportunities throughout the school year for parent involvement. At the beginning of the year we schedule a parent night public meeting to share assessment summary data from the spring CRT(Benchmark) and NRT(ITBS), as well as, comparison data regarding growth and ranking. Tables are set up according to grade level and parents receive their child's individual Benchmark or Iowa test scores. The test results are analyzed with the guardian and questions are answered. If students score below proficiency levels, a conference is scheduled to create an Academic Improvement Plan. A school brochure is also provided describing our academic progress on state assessments.

Two official parent/teacher conferences are scheduled to share individual data with parents. With 99% attendance, if a parent does not attend, the student's teacher contacts the parent via phone to provide academic information. During these conferences, teachers provide formative assessment data explaining the progress and determine interventions if needed. Teachers schedule other parent/guardian conferences as needed regarding the student's progress. Parents have online access to our Pinnacle grading program which provides real time data regarding each child's achievement and are encouraged to contact their child's teacher regarding concerns.

Students who are served by an Academic Improvement Plan are monitored with additional formative assessments for academic growth. Parent/Guardian conferences are scheduled more frequently to discuss performance and determine appropriate responses. Students receiving Response to Intervention services are monitored weekly through formative assessments and parents meet with the intervention team each four weeks or as needed.

Teachers at Forest Heights are provided with grade level common planning time during which they collaborate using data and determine how data will drive instruction. Quarterly target test results provide additional formative data to ensure that teachers recognize the strengths and weaknesses of each student and determine the best interventions to move each student forward.

Student ownership is integral in academic success. The school counselor provides guidance sessions to students who are considered "at-risk" based on academic performance. Students learn to understand their scores in both the classroom and state assessments and to set goals based on this data. The counselor also provides classroom guidance before and after state assessments to encourage students to perform at their best, as well as to explain the results of testing.

#### **4. Sharing Lessons Learned:**

Collaboration is imperative to being successful. Forest Heights Elementary is one of four elementary schools in the Harrison School District – a district in which professionalism and teaming is encouraged. Staff members at Forest Heights belong to numerous professional organizations and share successful strategies throughout these organizations. Professional development is a priority for staff members and faculty meetings are data-driven and research based.

Forest Heights is on the cutting edge for instructional strategies. We maintain reciprocal programming intra-district for shared staff. Faculty members are involved in professional groups which include the National Writing Conference, Developmental Spelling, Comprehensive Literacy Strategies, Cognitively Guided Instruction, etc. We continue to participate in the expansion of Technology including Smart Boards and have modeled their use to surrounding districts.

Harrison School District's (including Forest Heights) Gifted and Talented (GT) Program has been selected by the Governor's Advisory Council for Gifted Education to receive an Act 56 Certificate of Merit for 2010-2011. We also have a District Teacher of the Year program. This program allows teachers to receive recognition for their successes in the classroom. Teachers at Forest are encouraged to participate in Harrison's Foundation Grants in which proposals for enhancing educational experiences are presented to the district and funding is provided for the additional programs.

Instructional facilitators float between schools and model best-practice procedures for ensuring academic success. Forest Heights also partners with the Educational Coop for Cognitively Guided Instructional training and mentoring opportunities. Teachers exhibit willingness to share their expertise and offer model classrooms for a local private school.

## 1. Curriculum:

A focus on curriculum and instruction is a focus on increased student learning and increased student achievement. Forest Heights follows the state standards through the Total Instructional Alignment document; a document that uses disaggregated student data to determine learning priorities, monitor progress, and help sustain continuous improvement. Use of this document in curriculum and instruction allows our teachers to apply research to their decision-making processes, apply specific strategies to obtain the intended goals, and possess the knowledge and skills to vertically and horizontally articulate and align curriculum delivery. Our horizontal and vertical structures are a key to our educational success.

As we look forward to the implementation of the Common Core State Standards, the rigor and depth they will bring, and the taxonomies their standards will seek, Forest Heights staff stands ready to continue curriculum delivery in new and different means to maximize the potential of all students and prepare them to be 21st century learners. Teams are clear and consistent in pursuit of and support for student learning and frequently monitor the curricular direction to adjust student-learning outcomes. K-2 classes are self-contained and 3-4 classes are departmentalized in the areas of mathematics, reading, and language arts.

Our current reality regarding curriculum and instruction in all areas is as follows:

**Mathematics:** Our mathematics program combines standards based instruction, delivery and participation in Cognitively Guided Instruction (CGI). Math instruction and pacing is derived from the Total Instructional Alignment document in both curricula used. Growing with Math challenges students to construct mathematical understanding through interactions with manipulatives and peers. CGI is a professional development program designed to increase teacher's knowledge of how children process mathematical skills. Through the marriage of these two programs, our teachers are able to engage our students in mathematical discussions, analyze mathematical thinking skills, and assess skill mastery.

**Literacy:** Our literacy program uses a varied approach to reading instruction. Methods include strategic instruction using the Comprehensive Literacy Model coupled with traditional literacy methods of delivery. Teachers organize their classrooms to meet needs of diverse learners, including selecting appropriate materials and working with whole group, small group and individual learners. Our teachers are able to provide necessary skills creating lifelong readers. Reading instruction and pacing is derived from the Total Instructional Alignment document.

**Social Studies:** Our social studies curriculum combines written basal texts, the Total Instructional Alignment Document, and teacher created units for Arkansas History, economics, and entrepreneurship. Social Studies at Forest Heights is not viewed as a stand alone subject, rather an interdisciplinary study encompassing subjects across the curriculum.

**Science:** Our science curriculum is again a combination of written basal texts, the Total Instructional Alignment document, and teacher created units of study. We compliment our units by providing hands-on laboratory experience for a minimum of 20% of instructional time as required by state frameworks. Our students attend an annual safety fair where students learn facets of safety including electrical circuitry. Another opportunity our fourth graders enjoy is a day on the Buffalo River sponsored by the National Park Service.

**Physical Education, Physical Activity, and Wellness:** All students at Forest Heights receive 60 minutes of physical education instruction offered by a certified instructor weekly. Students participate in the Presidential Fitness Challenge and receive age specific instruction through the Kids For Health Curriculum. Our students receive 150 minutes of physical activity that is supervised physical activity of

choice as required by Act 1220. Our physical education teacher has overseen the delivery of pedometers to all second and third graders and is currently seeking grant approval for an indoor climbing apparatus.

**Art:** All students at Forest Heights receive 60 minutes of visual art instruction offered by a certified instructor weekly. Visual Arts are introduced through literature. Students are exposed to cultural arts, studies in geometric shapes, artist studies, and the basic elements of art instruction.

**Music:** All students at Forest Heights receive 60 minutes of music instruction offered by a certified instructor weekly. Music consists of basic music elements, composer studies, and performance arts. Each grade level prepares and performs a minimum of one production each year. The visual arts program is enhanced with programs funded by our PTA and trips to our local Lyric Theater.

**Media:** All students at Forest Heights receive 60 minutes of library/media instruction offered by the certified instructor weekly. The media specialist designs lessons based on state frameworks in addition to overseeing the circulation desk. Students participate in a supplemental reading program to instill a love for reading and benefit from a variety of incentives as well as recognition in weekly and monthly assemblies.

**Technology:** All students at Forest Heights receive 60 minutes of technology instruction offered by a computer lab manager under the supervision of a certified library/media instructor. Each class works on age appropriate computer skills as set forth by state standards.

## **2. Reading/English:**

Forest Heights uses a varied approach to reading instruction. Methods include strategic instruction using the Comprehensive Literacy Model coupled with traditional literacy methods of delivery. Ninety six percent of certified teachers have completed training in scientifically research-based models ELLA (Early Literacy Learning in Arkansas) and Effective Literacy. These state sponsored programs were chosen based on research by the National Reading Panel report. ELLA and Effective Literacy focus on systematic, explicit instruction in the five elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Teachers in K-2 systematically teach phonemic awareness and phonics skills, while intermediate teachers use *Words Their Way*, a guided method of teaching phonics, spelling and vocabulary. Fluency is developed by using a variety of strategies including modeling, guided reading, repeated reading, choral reading, partner reading, tape-assisted reading, and readers' theater activities. Teachers build vocabulary instruction through specific word instruction, reading aloud and word building activities. Comprehension strategies are taught through think-alouds, mini-lessons, used of graphic organizers, summarizing, recognizing story structure, and application. Accelerated Reader is used to supplement reading instruction. Teachers set aside time each day for sustained silent reading in order for students to have the opportunity to apply learned reading skills. Students are encouraged to read a variety of genres from our school and classroom libraries.

Formative and summative assessment data drives our instruction, remediation and enrichment activities. Academic Improvement Plans (AIP) are developed for individual students who haven't reached proficiency. In Response to Intervention, students receive additional instruction and enrichment based on their individual needs. A team consisting of classroom teacher, reading specialist, instructional facilitator, counselor, principal and parents meet frequently to monitor student gains, analyze data and plan instruction while in Response to Intervention.

At Forest we are committed to ensuring that all students reach their highest potential. Our school fosters a love of reading and promotes the importance of lifelong reading. We offer a school-wide Title I program that reinforces student achievement through small group classes using research-based instructional strategies. Students who receive special education services are provided with the least restrictive environment often times leading to inclusion in core curriculum classes providing highly qualified staff to

all students. A variety of programs further our philosophy, such as student incentive programs, bi-monthly reading nights with parents, reading buddy programs, monthly assemblies, One School, One Book, and the Barton Reading Program.

### **3. Mathematics:**

Forest Heights understands the importance of exemplary math instruction in order for students leaving our school to become prepared for the challenges of a competitive global market. Growing with Mathematics, a program designed to teach problem solving approaches to learning mathematics while applying them to real life applications, is the core mathematics curriculum used at Forest Heights. Students develop their problem solving skills further through Cognitively Guided Instruction. Cognitively Guided Instruction (CGI) is a personalized approach to teaching mathematics. With CGI, teachers utilize their knowledge about each student's current understanding of mathematics to select the most suitable problems, pose those problems, question students, and facilitate discussion and sharing. The teachers at Forest Heights find that listening to and understanding their students' thinking is rewarding while ensuring academic success. This is a motivator to continue this kind of teacher/student engagement.

Reflective thought and learning are enhanced when students are engaged through collaborative learning and common problem solving. Interactive classrooms provide some of the best opportunities for learning; therefore, students at Forest Heights explore mathematical solutions using manipulatives, inventing algorithms, and sharing multiple ways to solve real-life problems.

Classrooms at Forest Heights appeal to a variety of learning styles while providing some of the most advanced and current visual and auditory support. Students are frequently engaged through the use of calculators, pattern blocks, and measuring tools all of which enhance academic performance and student learning. Computer software and games are available to students at school and at home to encourage parental involvement and support while allowing for differential learning experiences.

In Response to Intervention, students receive additional instruction with enrichment and readiness activities four days a week for twenty minutes. Skill-based math games reach some children who have not been successful with traditional methods. Games are used to reinforce computational fluency, reasoning, and working with others.

Through the years, our math curriculum and instructional practices have led to high levels of achievement for all learners. We have experienced growth in all mathematics strands. Exemplary math instruction has been a top priority. This has led to higher student success and achievement.

### **4. Additional Curriculum Area:**

A primary concern at Forest Heights Elementary is preparing our students for the challenges of the 21st Century. We are committed to producing life-long learners who will succeed socially and economically in a society increasingly dependent on technology. With that in mind, we strive to create an atmosphere where technology is imbedded within our daily instructional strategies.

Throughout our school, resources such as Atomic Learning, United Streaming, Star Reading, Renaissance Place, Textbook web portal and software and other curricular software are being utilized by the staff and students to enhance learning across the curriculum. Classroom environments enable staff and student to connect with the local area network as well as the Internet which will allow them to effectively utilize technology as a tool in the instructional plan. Each classroom has mounted LCD projectors with sound systems which engage students through up to date teaching strategies and facilitated growth in student achievement. Teachers and students use technology daily as a means to accomplish assignments as well as an instructional tool to accomplish educational objectives.

In math classes, students are actively engaged with the teacher in the use of TI calculators. One math class

is equipped with a Smart Board and is serving as a pilot program for Harrison School District. Students are encouraged to solve problems, participate in cooperative learning, and research activities.

In science classes, students use a web portal to perform dissections or a document camera to illustrate one's onsite lab dissection. In social studies, students use Google Earth and other educational websites to ensure relevant learning. Students are able to learn about other cultures and gain opportunities generally unavailable to most students.

In the K-4 media centers and classrooms, students are eager to chart their progress in reading and math through the Renaissance Place web portal. Currently four iPads are housed in the media center for hands-on learning, providing students electronic books and instructional applications.

Forest Heights' computer lab is equipped with 24 networked computers and is maintained by a full time lab facilitator. Students are scheduled weekly for instruction corresponding with classroom lessons for enrichment and interventions.

## **5. Instructional Methods:**

Differentiating the curriculum is one reason for student success and achievement at Forest Heights. Students are placed in classrooms with accurate classroom ratios, equitable class sizes, and heterogeneous mixtures. Grade levels are divided into small learning communities that share common planning times daily. Each week the teams collaborate to discuss individual student needs based on the critical corollary questions as follows:

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

These discussions lead to student programming, whether it be for intervention services or enrichment services. Flexible groups exist in the areas of language arts and mathematics. These groups are served by the classroom teacher, Title I teacher, Reading Specialist, Instructional Facilitator, and highly qualified para-professionals working under the supervision of a certified staff member. Students move fluidly among these groups based on individual achievement and growth in the areas of language arts and mathematics.

Services rendered to these students are a result of funding sources directly related to our students eligible for free and reduced meals population. Forest Heights is designated as schoolwide Title I, allowing all students to benefit from these services.

Given our population of students eligible for free and reduced meals, this subgroup is our largest identified sub-population for differentiation. Differentiation within the classroom is achieved through the use of high yield instructional strategies coupled with specific intervention curriculum focused on student achievement and proficiency. All students have access to certified teachers trained in the Barton Reading Program, the computer based Read Naturally Program, research based intervention fluency libraries, and computer based software Math Facts in a Flash and Starfall.

Not only is differentiation a focus at school, we provide parents the education and resources to continue this at home through the use of supplemental programs. Students and parents utilize Accelerated Reader and Accelerated Math to individualize reading and mathematics skill acquisition. Parent reports are generated each time a student completes an activity. In addition, our computer lab is open bi-monthly after school to allow parents to read with their children. Parents may utilize computers to access their child's grades online, research educational games and visit our school website. Our school website includes tips, activities, educational games and websites for parents to ensure their child's success at school.

## **6. Professional Development:**

In accordance with Arkansas state law, each certified teacher/administrator receives 60 hours of professional development outlined as follows:

Certified Teacher

- Six hours of technology training
- Two hours of Parental Involvement training
- Two hours of Arkansas History training
- Fifty hours of Pedagogical Training

Administrators

- Six hours of Technology training
- Three hours of Parental Involvement training
- Six hours of data disaggregation, instructional leadership, and fiscal management
- Forty-five hours of Pedagogical Training

All professional development activities relate to the following areas: content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental stages; cognitive research; building a collaborative learning community; and parental involvement.

Professional development at Forest Heights is relevant and meaningful to either current best practices or collaborating on how to address the specific needs of individual students or groups of students. Based on the Arkansas Consolidated School Improvement Plan (ACSIP), goals and action statements are derived based on disaggregated student data. Professional learning and student programming are guided by four critical corollary questions as follows:

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

These questions build shared knowledge about our students and assist in making decisions based upon access to the same pool of collaborative information. These Professional Learning Communities provide our staff with an ideal infrastructure for professional development directed at improving the learning of all students while aligning goals with our stated mission.

Forest Heights is in partnership with the Arkansas Department of Education Educational Cooperative to provide ongoing professional development and mentoring for long term professional learning goals. After careful review of longitudinal data, a need for mathematical problem solving skills was identified. Through collaborative efforts, Forest Heights is in the fifth year of Cognitively Guided Instruction in the area of Mathematics (CGI). Not only are students' learning specific ways to solve problems, they are also increasing their knowledge of the fundamental principles of mathematics. The implementation of this program has dramatically increased the level of engagement and achievement scores have been positively impacted.

Other ongoing professional development initiatives include Pathwise, Common Core State Standards (CCSS) implementation and the implementation of Comprehensive Literacy through Effective Literacy practices.

## **7. School Leadership:**

School leadership is not a mantle held by our principal alone. Forest Heights' success is due to developing leadership capacity in all staff and students. Our instructional leader sets high expectations and

encourages our staff to be in a constant state of reflection. He provides a safe, progressive school environment focused on students and their education, safety, and their physical and emotional well-being. The purpose of education is to create a positive, nurturing learning environment that meets the needs of all children. All children can learn, therefore, this vision must not only be shared by the school faculty, but by the students, parents, and school community. Through collaboration with the community, parents, faculty, and students, this vision is a reality at Forest Heights.

Decision making at Forest Heights is collaborative with the understanding that we will always err on the side of what is best for students. Policies and procedures are followed as stated by the district in order to maintain a safe learning environment conducive for all learners. Our principal walks alongside each teacher, always holding the understanding of what it means to be in the classroom teacher role. As an instructional leader, our principal models the behaviors he expects to see not only in our staff, but in our students. He consistently surrounds himself in researching effective best practices for both instructional purposes and professional development purposes.

Forest Heights Elementary is known for the rigor of curriculum, the expectations of the students, and the relationships created along a student's educational journey. Our administrator meets regularly with our students, staff, parents/guardians, PTA, and community to increase the relationships among all stakeholders in a child's education. Students are viewed on an individual basis to determine the levels of support needed to provide either intervention or enrichment. Our instructional leader is a stakeholder that takes an active and fair role in all aspects of the school environment and student learning process.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ACTAAP Benchmark/Augmented Benchmark Exam

Edition/Publication Year: 2006-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	93	93	85	85
% Advanced	74	64	56	56	41
Number of students tested	73	72	75	71	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	92	89	81	78	77
% Advanced	68	54	44	46	33
Number of students tested	38	37	27	32	30
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					

11AR4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ACTAAP Benchmark/Augmented Benchmark Exam

Edition/Publication Year: 2006-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	77	94	75	82
% Advanced	56	51	55	37	31
Number of students tested	73	72	75	71	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	84	67	82	63	73
% Advanced	45	35	39	34	30
Number of students tested	38	37	28	32	30
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					

11AR4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ACTAAP Benchmark/Augmented Benchmark

Edition/Publication Year: 2006-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	92	92	83	84
% Advanced	72	69	68	56	54
Number of students tested	74	70	71	75	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	79	90	76	72
% Advanced	64	54	57	46	44
Number of students tested	36	24	30	34	18
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					

11AR4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ACTAAP Benchmark/Augmented Benchmark

Edition/Publication Year: 2006-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	90	84	77	89
% Advanced	61	66	46	35	38
Number of students tested	74	70	71	75	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	94	75	80	74	89
% Advanced	47	46	27	27	22
Number of students tested	36	24	30	34	18
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					

11AR4

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	93	93	84	84
% Advanced	73	67	62	56	48
Number of students tested	147	142	146	146	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	96	84	86	77	75
% Advanced	66	54	51	46	39
Number of students tested	74	61	57	66	48
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	85	54	29	28	
% Advanced	54	25	32	0	
Number of students tested	13	11	11	11	
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b> Note: Whole School Tables reflect a subgroup population for Special Education Students greater than 10 in combined third and fourth grade. There are less than 10 students per grade level so data is not represented in the Grade Level Tables. For the 2005/2006 school year fewer than 10 students were tested.					

11AR4

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	84	90	76	85
% Advanced	59	59	51	36	35
Number of students tested	147	142	146	146	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	89	71	81	69	81
% Advanced	46	41	33	31	26
Number of students tested	74	61	58	66	48
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	34	10	39	18	
% Advanced	50	9	23	0	
Number of students tested	13	11	11	11	
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b> Note: Whole School Tables reflect a subgroup population for Special Education Students greater than 10 in combined third and fourth grade. There are less than 10 students per grade level so data is not represented in the Grade Level Tables. For the 2005/2006 school year fewer than 10 students were tested.					

11AR4