



ACIP

Forest Avenue Academic Magnet School

Montgomery County Board of Education

Emily R Little, Principal
1700 West Fifth Street
Montgomery, AL 36106

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Forest Avenue Academic Magnet is a public elementary school located in Montgomery, Alabama. There are approximately 744 students each year in grades kindergarten through fifth grade. Forest Avenue is comprised of students from the entire county and is both culturally and racially diverse. Our student population is 56% female and 44% male. Forest Avenue has an ethnic make-up of 29% African American, 36% White, 32% Asian and the other 3% are Hispanic, American Indian or No Response. Of the 744 students, there are twenty-three languages spoken other than English. At this time, there are only fifteen students being served by an ELL itinerant teacher. Two students have been identified as Speech/Language Impaired and one student as Autism Spectrum Disorder and are served by our special education teacher. The vast diversity of the student population enriches the curriculum and justifies the school belief that all students are capable of performing at high academic levels. The main area of challenge that has remained constant over the past four years is financial. State funding has significantly decreased in the areas of media, technology and professional development. Our PTA has provided classroom materials funding for our teachers. Forest Avenue is housed in a school located in a neighborhood that has changed from predominately residential to predominately business. The accelerated magnet program began at Forest Avenue in 1989, with a Magnet Schools of America (MSA) grant. At that time there were both neighborhood students and magnet students attending the school and the grade configuration was K-6. There were approximately 30 portable classrooms located in the back of the school to house most of the magnet classes. In the fall of 2001, there were several major changes made to the school. Forest Avenue neighborhood students were re-zoned to allow Forest Avenue Academic Magnet to become a total magnet elementary school. The school became a K-5 school when an academic magnet middle school was created. A new addition to the school allowed all children to be housed within the school walls and all portable classrooms to be removed. Forest Avenue has not received MSA grant monies since the termination of the grant cycle in 1998, but has maintained the strong academic curriculum and enrichment activities through the academic and financial support from the Forest Avenue Parent Teacher Association.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Forest Avenue Academic Magnet is to encourage productive and responsible students by providing a challenging and stimulating curriculum taught by dedicated, innovative, professional staff, in a safe, positive and nurturing environment.

The mission statement above was developed by our staff through a process of collaborative discussions. Each grade level team and PTA Executive Board team submitted a draft, those drafts were then disseminated to each grade level group of teachers to merge, add to, and generally mesh into another draft to be submitted. During a faculty meeting these second drafts were discussed and the mission statement above evolved. Members of the PTA and involved parents were included in the faculty meeting that developed the final draft. The school provides an accelerated academic curriculum in mathematics, English, and reading. Students learn a grade level ahead in these subjects. Science and social studies are taught on grade level with extensive enrichment activities. Forest Avenue students must maintain a 3.0 grade point average and a 3.0 average in conduct in order to remain at the school for the following year. The Southern Association of Colleges and Schools has accredited Forest Avenue for the past 30 years.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Forest Avenue was named a Blue Ribbon School in 2007 and 2016. We were 1 of only 5 schools in Alabama to receive this award in 2016. In 2008 we received the Attorney General's Safe Schools Award. In 2015 we were awarded the Troy University Confucius Classroom Grant. The classroom is the first of its kind in the state of Alabama. The Forest Avenue students begin Mandarin Chinese classes in 3rd grade and will continue this study during junior high at Baldwin Academic Magnet then in high school at Loveless Academic Magnet Program. We believe that for a child to gain the independence necessary to be a life-long achiever, the basis is motivation, discipline and commitment. Throughout the years at Forest Avenue, teachers progressively instill these character traits in our students. They are given gradually more responsibility and accountability, growing toward that independence. Forest Avenue students typically score among the highest on the standardized testing provided by our state for 3rd, 4th, and 5th graders.

The latest ACT Aspire testing (2016-2017) yielded the following reading scores: Grade 3 88% exceeding, 10% ready, and 3% close; Grade 4 88% exceeding and 12% ready; Grade 5 90% exceeding, 7% ready and 2% close. The 2016-2017 ACT Aspire Math scores were as follows: Grade 3 99% exceeding and 1% ready; Grade 4 92% ready and 8% ready; Grade 5 90% exceeding, 10% ready and 1% close. Our teachers are assessing student learning on a continual basis. Numerous traditional assessments, as well as those using projects, performances and other innovative means of determining learning, are used. Instruction is modified when assessments indicate more emphasis is needed to master a particular concept. Teachers meet together as Grade Level Problem Solving Teams, as well as planning together on a regular basis, to determine appropriate accommodations for students who may be struggling. Any student who is not meeting our criteria at the end of any grading period, is placed on a Student Improvement Plan that includes specific strategies that are agreed upon by the teacher and the parent. An Area of Improvement has been identified by the ACT Aspire writing sub-test. Our students perform quite high on district writing assessments because of their continuous writing across the curriculum each day at Forest Avenue. We found that because of the limited amount of time given on the ACT Aspire writing sub-test the students did not finish their tests in time. To solve this problem, teachers are working with students to complete benchmark assessments within 30 minutes. We are also doing more mock assessments. In the next two years, one goal we have is to integrate more technology into our instructional program. We have acquired iPads on a rolling lab for each grade level. Apps are loaded that will enrich the lessons being taught and will introduce students to this mode of learning. Smartboards are used daily in the classroom for instructional purposes. We would like to now add more document cameras and interactive displays.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

A major challenge that our school faces each year is perception of fairness during our annual application process. Although each child is assessed exactly the same way, it appears that some community members perceive that students are selected differently. The process used for application and assessment has changed to implement a more objective, research-based and standardized instrument to assess K-1 applicants. It is hoped that the perception by the general community will change.

Another challenge faced by all public schools is funding. Legislative and community organization grants have helped some. Our PTA has worked very hard to support our school's needs. Teachers work hard to maintain the equipment we have and make it as effective as possible. In conclusion, the pride of our school is our children, their families and our school staff. All of these groups dedicate themselves to the hard work and strong discipline required for success at Forest Avenue. Because of this, behavior is not a problem at our school. Students have embraced our Character Education program and are working hard to demonstrate the positive behavior indicative of strong students with a high level of integrity.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Building Leadership Team serves as the school improvement team. Included on the BLT is a parent representative and a representative from each grade level, one specialist, our counselor, and one support staff member. Our PTA Board meets monthly and the planning process as well as the completed school improvement plan was shared and discussed with them. Suggestions for changes were taken into consideration prior to the completed project. The school improvement plan is posted on our school website for parent input and review. The BLT reviews the continuous improvement plan from the previous year, looks at student data (test scores, attendance, discipline) and makes suggestions for adjustments in the previous plan. We look at the effectiveness of the previous strategies addressed and determine the need to continue these or to develop new ones. One faculty meeting is devoted to discussing the findings and suggestions of the team and approving these suggestions.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The primary stakeholder groups participating were teachers and parents. Parents serving on the committee were those in leadership positions on our PTA Board. They reviewed the plan and made suggestions as it was being developed. The primary teachers involved were representatives from two grade levels, one specialist representative, one support staff member and a parent.

The Technology Team members who assisted in the plan are:

Rhonda Acreman, Technology Coordinator

Melissa Friesen, Counselor

Crystal Colee, Parent

Macy Cate White, Kindergarten

Teresa Weaver, Fourth Grade

Brandi Moody, Assistant Principal

Emily Little, Principal

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan was distributed to all teachers for review and recommendations at the time it was presented at a faculty meeting. We have placed a copy of the plan on our school website and it is available to all stakeholders for viewing. Parents check our school website on a regular basis.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|--------------------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | Student Performance Data 17-18 |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Third grade scores that are above the expected level of performance areas are:

Reading; 98% of our students were ACT ready and 2% were close; Math; 100% of our students were ACT ready.

Fourth grade scores that are above the expected level of performance areas are:

Reading; 100% of our students were ACT ready; Math; 100% of our students were ACT ready,

Fifth grade scores that are above the expected level of performance areas are:

Reading; 97% of our students were ACT ready, and 3% were close, Math; 100% of our students were ACT ready; Science; 99% of our students were ACT ready and 1 % were close.

Describe the area(s) that show a positive trend in performance.

3rd -5th grade showed an increase across both reading and math.

Which area(s) indicate the overall highest performance?

3rd grade math

4th grade reading and math

5th grade math

Which subgroup(s) show a trend toward increasing performance?

The fourth grade male subgroup for reading increased and the fourth grade male subgroup for math increased.

Between which subgroups is the achievement gap closing?

The gap between African American and Asian students in fourth grade reading and math became smaller.

Which of the above reported findings are consistent with findings from other data sources?

The increase in fourth grade scores was consistent with the results of the 2016-2017 Performance Series assessment data. Fourth graders at Forest Avenue Academic Magnet in 2016-2017 had a mean scaled score in Reading of 2943 which is above the 75th percentile for norm-referenced scores.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

No areas are below the expected levels of performance.

Describe the area(s) that show a negative trend in performance.

No areas show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

The area of 5th grade reading with an ACT ready percentage of 97.

Which subgroup(s) show a trend toward decreasing performance?

No areas show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

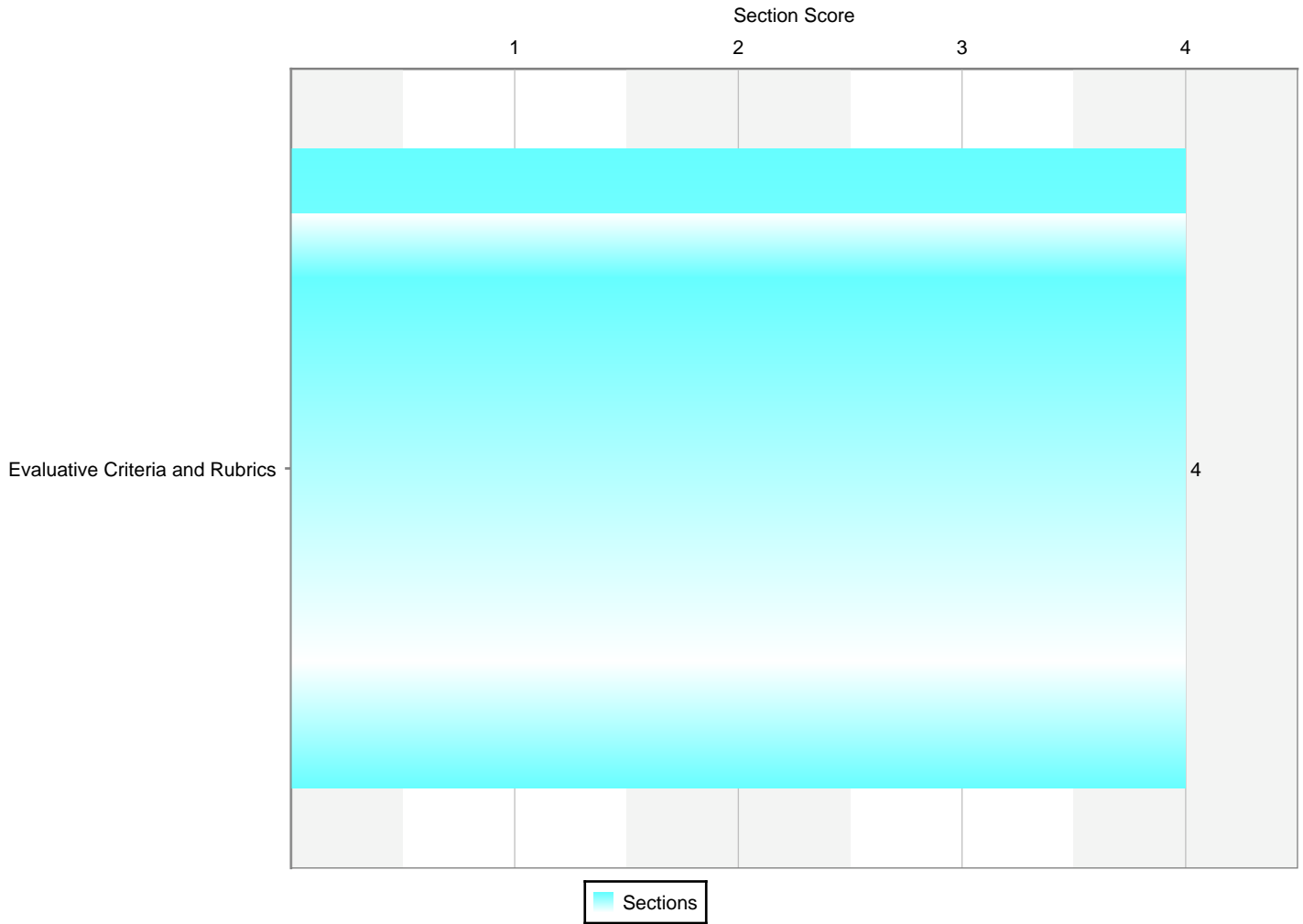
The gap became greater in the area of math for third grade African American and Asian students with the Asian subgroup scoring higher.

Which of the above reported findings are consistent with findings from other data sources?

The area of 5th grade reading being overall the lowest performance is consistent with the results of the 2016-2017 Performance Series data. Fifth graders received a mean score of 3076 which is 94% for norm referenced scores.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|---------------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | The instructional leadership team members include the principal, assistant principal, counselor, parent representative, and content area teachers. Attached are the sign in sheets from the meetings: September 8, September 12, and September 15. | FAAM Sign in sheets |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | The school system uses the Office of Student Support to comply and carry out nondiscrimination responsibilities. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | No | Forest Avenue Academic Magnet is not a Title I school. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | No | Forest Avenue Academic Magnet is not a Title I school. | |

2017-2018 Goals and Plans for ACIP

Overview

Plan Name

2017-2018 Goals and Plans for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service through the school's website, the PTA website, and other forms of media. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 2 | We will educate students by using strong instructional practices that engage them in tasks that strengthen their mathematical reasoning and ability. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 3 | We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$7000 |

Goal 1: We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service through the school's website, the PTA website, and other forms of media.

Measurable Objective 1:

demonstrate a behavior by keeping parents and the community informed and aware of academic activities by 05/24/2018 as measured by stakeholder satisfaction surveys.

Strategy 1:

Parent Communication - Parents and relevant stake holders will be kept informed of academic affairs through various forms of media such as the school website, the PTA website, School Messenger, Remind App, PTA Facebook page, PTA Instagram page, printed publications, and Montgomery Parent Magazine.

Category: Develop/Implement Learning Supports

Research Cited: 2017-2018 Advanc-ed Stakeholder Surveys

| Activity - School and PTA Websites | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|---|
| Faculty and PTA will maintain the school and PTA website to include teacher web pages, updated calendar information, pertinent dress code information, upcoming PTA/Parent meetings,magnet application information and general information about our school. | Technology | 08/14/2017 | 05/24/2018 | \$0 | No Funding Required | Faculty of Forest Avenue Academic Magnet and the FAAM PTA Board Members |

Goal 2: We will educate students by using strong instructional practices that engage them in tasks that strengthen their mathematical reasoning and ability.

Measurable Objective 1:

increase student growth by 10% in 5th grade students' math proficiency by 05/24/2018 as measured by Scantron State Assessment.

Strategy 1:

High Quality Questioning - Focus on high quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: 2017-2018 Scantron Performance Series Assessment Data

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| 5th grade math teachers will take the baseline data from the 2017-2018 Scantron Performance Series assessment and use it to identify deficiencies. Any identified deficiencies will be adjusted in daily lessons. | Academic Support Program | 10/23/2017 | 05/24/2018 | \$0 | No Funding Required | Administration and teachers at Forest Avenue |

Goal 3: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by purchasing Accelerated Reader for all Forest Avenue students by 05/24/2018 as measured by a 5% increase in the number of students who successfully reach their AR points for the nine week period.

Strategy 1:

Questioning and Discussion - Teachers will focus on questioning and discussion using Test-Dependent Questioning as a priority in planning and instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Accelerated Reader teacher and student reports for 2017-2018 school year

| Activity - Checking for Understanding | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|------------------------------------|
| Students will take test on the Accelerated Reader computer program to check for understanding in comprehension | Academic Support Program | 08/10/2017 | 05/24/2018 | \$7000 | Other | FAAM faculty and PTA Board Members |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------|---|--------------------------|------------|------------|-------------------|---|
| Lesson Planning | 5th grade math teachers will take the baseline data from the 2017-2018 Scantron Performance Series assessment and use it to identify deficiencies. Any identified deficiencies will be adjusted in daily lessons. | Academic Support Program | 10/23/2017 | 05/24/2018 | \$0 | Administration and teachers at Forest Avenue |
| School and PTA Websites | Faculty and PTA will maintain the school and PTA website to include teacher web pages, updated calendar information, pertinent dress code information, upcoming PTA/Parent meetings, magnet application information and general information about our school. | Technology | 08/14/2017 | 05/24/2018 | \$0 | Faculty of Forest Avenue Academic Magnet and the FAAM PTA Board Members |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Checking for Understanding | Students will take test on the Accelerated Reader computer program to check for understanding in comprehension | Academic Support Program | 08/10/2017 | 05/24/2018 | \$7000 | FAAM faculty and PTA Board Members |
| Total | | | | | \$7000 | |

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|--------------------------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | 2017-2018 Stakeholder Feedback |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Section: Purpose and direction

Staff - 4.76 "Our school's purpose is clearly focused on student success."

Parent - 4.76 "Our school's purpose is clearly focused on student success."

Student - 2.96 "In my school, my principal and teachers want every student to learn."

Section: Governance and Leadership

Staff - 4.47 "Our school's leaders expect staff members to hold all students to high academic standards."

Parent - 4.91 "Our school has high expectations for students in all classes."

Student - 2.98 "In my school, my teachers want me to do my best work."

Section: Teaching and Assessing for Learning

Staff - 4.65 "In our school challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

Parent - 4.73 "All of my child's teachers give work that challenges my child."

Student - 2.95 "My teachers tell me how I should behave and do my work."

Section: Resources and Support Systems

Staff - 4.64 "Our school provides a variety of information resources to support student learning."

Parent - 4.75 "Our school provides a safe learning environment."

Student - 2.93 "My school has many places where I can learn, such as the library."

Section: Using Results for Continuous Improvement

Staff - 4.64 "Our school uses multiple assessment measures to determine student learning and school performance."

Parent - 4.64 "My child is prepared for success in the next school year."

Student - 2.93 "My principal and teachers help me to be ready for the next grade."

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The Advance-ed parent survey from 2016-2017 had an overall score of 4.4. The Advanc-ed parent survey from 2017-2018 has an overall score of 4.54. This is an increase of .14 overall and indicates a trend of increasing stakeholder satisfaction.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Some examples that are consistent with findings from other stakeholder feedback are as follows:

ACIP

Forest Avenue Academic Magnet School

Our school's focus is clearly focused on student success.

Our school has high expectations for students in all classes.

Our school prepares students for the next grade level.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Section: Purpose and direction

Staff - 4.35 "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

Parent - 4.23 "Our school's purpose statement is formally reviewed and revised with involvement from parents."

Student - 2.91 "In my school, I am learning new things that will help me."

Section: Governance and Leadership

Staff - 4.24 "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."

Parent - 4.28 "Our school's governing body does not interfere with the operation or leadership of our school."

Student - 2.77 "In my school, I am treated fairly."

Section: Teaching and Assessing for Learning

Staff - 4.0 "In our school, a formal process is in place to support new staff members in their professional practice."

Parent - 4.09 "My child has up-to-date computers and other technology to learn."

Student - 2.54 "My teachers ask my family to come to school activities."

Section: Resources and Support Systems

Staff - 4.36 "Our school provides a plan for the acquisition and support of technology to support the school's operational needs."

Parent - 4.29 "Our school provides excellent support services."

Student - 2.73 "My school is safe and clean."

Section: Using Results for Continuous Improvement

Staff - 4.3 "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

Parent - 4.55 "Our school ensures that all staff members monitor and report the achievement of school goals."

Student - 2.33 "My principal and teachers ask me what I think about school."

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The Advance-ed staff survey from 2016-2017 had an overall score of 4.6. The Advanc-ed staff survey from 2017-2018 has an overall score of 4.46. This is an decrease of .14 overall and indicates a trend of decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

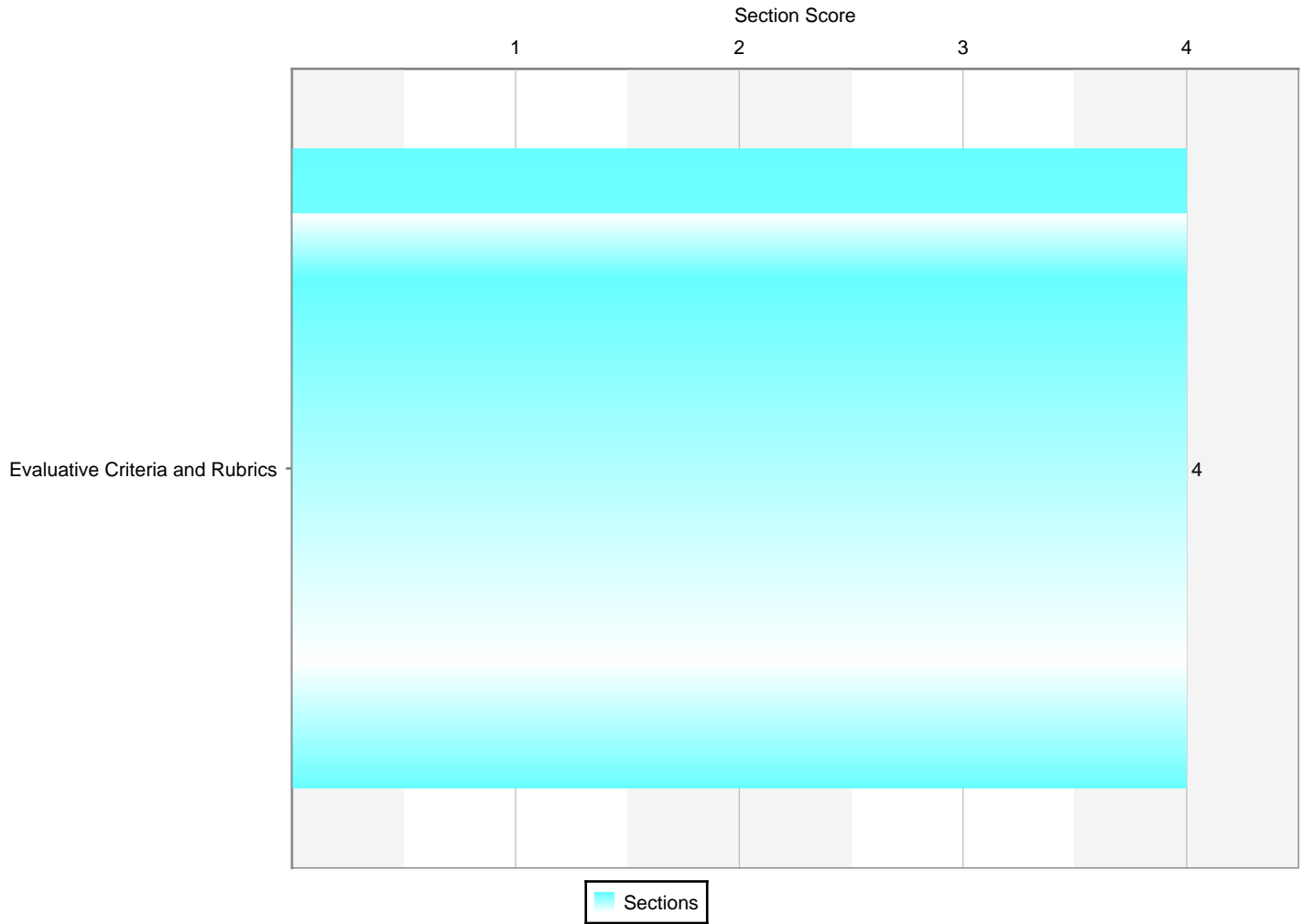
The data from surveys indicates that overall stakeholders are satisfied with our school and academics. The majority of the negative feedback from the surveys was a dissatisfaction of updated technology.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Parent-teacher conferences and other data sources indicate a corroboration of the data.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 45.84 |

Provide the number of classroom teachers.

45.84

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 0.0 |

Total

0.00

Administrator Units

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Administrator assigned units. | 1.0 |

Provide the number of administrators.

1.0

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 0.0 |

Total

0.00

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 0.5 |

Provide the number of Assistant Principals.

0.5

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 0.0 |

Total

0.00

Counselor

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Counselor assigned units. | 1.0 |

Provide the number of Counselors.

1.0

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all salaries for the Counselor. | 0.0 |

Total

0.00

Librarian

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Librarian assigned units. | 1.0 |

Provide the number of Librarians.

1.0

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all salaries for the Librarian. | 0.0 |

Total

0.00

Career and Technical Education Administrator

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Administrator assigned units. | 0.0 |

Provide the number of Career and Technical Education Administrators.

0.00

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

Total

0.00

Career and Technical Education Counselor

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

Provide the number of Career and Technical Education Counselors.

0.00

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

Total

0.00

Technology

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Technology. | 9695.61 |

Total

9,695.61

Professional Development

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Professional Development. | 3554.89 |

Total

3,554.89

EL Teachers

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of EL Teachers in FTEs. | 0.0 |

Provide the number of EL Teachers.

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all funding for EL Teachers. | 0.0 |

Total

0.00

Instructional Supplies

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all funding for Instructional Supplies. | 19320.01 |

Total

19,320.01

Library Enhancement

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|---|---------|
| 3. | Provide the total of all funding for Library Enhancement. | 1395.36 |

Total

1,395.36

Title I

| Label | Question | Value |
|-------|---|-------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Forest Avenue is not a Title I school.

Title II

| Label | Question | Value |
|-------|--|-------|
| 1. | Professional Development Activities. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Forest Avenue is not a Title I school.

Title III

| Label | Question | Value |
|-------|---|-------|
| 1. | For English Learners. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Forest Avenue is not a Title I school.

Title IV

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century Schools. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Forest Avenue is not a Title I school.

Title V

| Label | Question | Value |
|-------|--|-------|
| 1. | For Rural and Low-income Schools Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Forest Avenue is not a Title I school.

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Forest Avenue is not a Title I school.

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Forest Avenue is not a Title I school.

| Label | Question | Value |
|-------|--|-------|
| 1. | Tech Prep (Title II) Provide the total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Forest Avenue is not a Title I school.

Other

| Label | Question | Value |
|--------------|---|--------------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Forest Avenue is not a Title I school.

Local Funds

| Label | Question | Value |
|-------|-------------------|-------|
| 1. | Provide the total | 0.0 |

Provide a brief explanation and breakdown of expenses.

We receive no local funding,