

Seminole County Public Schools

FOREST CITY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 27
- V. Title I Requirements (optional) 31
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Forest City Elementary School community is dedicated to preparing all students to become lifelong learners in a safe and caring educational environment.

Provide the school's vision statement

To develop a growth mindset, ensure rigorous instruction, and build positive relationships within our school culture that will lead to academic growth in every student.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Joseph A. Avellino

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #2

Employee's Name

Mary Gangwisch

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #3

Employee's Name

Amanda Baptist

Position Title

School Administrative Manager

Job Duties and Responsibilities

Title I Compliance, Student Discipline, Business Partners, Student Study Team, Facilities

Leadership Team Member #4

Employee's Name

Cindy Rosenberg

Position Title

Instructional Coach Reading K-2

Job Duties and Responsibilities

ELA K-2, MTSS

Leadership Team Member #5

Employee's Name

Shannon Gill

Position Title

Instructional Coach ELA 3-5

Job Duties and Responsibilities

ELA 3-5, MTSS

Leadership Team Member #6

Employee's Name

Hailey Sonn

Position Title

Math/Science Coach

Job Duties and Responsibilities

Math/Science K-5, MTSS, iReady, New Teacher Support

Leadership Team Member #7

Employee's Name

Ashlay Moore

Position Title

School Counselor

Job Duties and Responsibilities

Student Study, MTSS, SEL and Mental Health

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is shared with SAC and PTO members. Suggestions are taken and stakeholders have the opportunity to add their input and recommendations. Items may be shared through School Messenger, social media, and the school website.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

FCE will follow a systematic approach to monitoring and revising the School Improvement Plan and aims to achieve continuous improvement and ultimately close the achievement gap for all students, ensuring they meet the State's academic standards.

1. FCE will collect relevant academic data, including standardized test scores, formative and summative assessments, attendance rates, graduation rates, and any other relevant metrics. This data will be analyzed to identify trends, patterns, and areas of concern.
2. FCE will identify and focus on specific student groups that are experiencing the greatest achievement gap. This includes students from low-income families, English language learners, students with disabilities, and African American students who show lower performance compared to their peers.
3. FCE will conduct frequent progress monitoring to assess the effectiveness of the implemented strategies and interventions. This may involve regular meetings with teachers, administrators, and other stakeholders to review data and discuss the outcomes of the interventions.
4. Based on the data analysis, FCE will make necessary adjustments and revisions to the SIP. This may include modifying instructional approaches, allocating resources differently, or implementing new interventions targeted at specific student needs.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	77.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	37	21	20	25	19				124
One or more suspensions	0	7	1	6	2	2				18
Course failure in English Language Arts (ELA)	3	17	11	10	4	2				47
Course failure in Math	3	19	5	6	8	7				48
Level 1 on statewide ELA assessment					20	29				49
Level 1 on statewide Math assessment					15	29				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			4	7						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					16					16

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	16	8	9	29	31				96

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	11	0	8	0	0				22
Students retained two or more times				1						1

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	11	33	30	22	23	21				140
One or more suspensions		5	3	4	4	5				21
Course failure in ELA	2	12	13	3	1	4				35
Course failure in Math	1	14	9	5	3	3				35
Level 1 on statewide ELA assessment					27	30				57
Level 1 on statewide Math assessment					15	29				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	16	13	16						87

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	16	5	24	30				94

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	6								8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	66	57	58	61	53	64	65	56
ELA Grade 3 Achievement **	57	69	58	56	62	53			
ELA Learning Gains	59	62	60				57		
ELA Learning Gains Lowest 25%	56	55	57				40		
Math Achievement *	62	67	62	60	64	59	60	46	50
Math Learning Gains	54	64	62				55		
Math Learning Gains Lowest 25%	51	43	52				44		
Science Achievement *	69	68	57	59	65	54	53	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	86	75	61	57	77	59	85		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	551
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	64%	57%	57%		57%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	5	
English Language Learners	57%	No		
Black/African American Students	48%	No		
Hispanic Students	63%	No		
Multiracial Students	55%	No		
White Students	66%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	4	1
English Language Learners	57%	No		
Black/African American Students	44%	No		
Hispanic Students	64%	No		
Multiracial Students	42%	No		
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	60%	No		
Multiracial Students	48%	No		
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	57%	59%	56%	62%	54%	51%	69%					86%
Students With Disabilities	19%	14%	41%	46%	34%	43%	33%	44%					
English Language Learners	39%	30%	48%	53%	56%	68%	67%	64%					86%
Black/African American Students	44%	41%	56%	58%	46%	38%	27%	76%					
Hispanic Students	57%	58%	57%	57%	65%	59%	63%	65%					86%
Multiracial Students	53%		64%		65%	36%							
White Students	66%	68%	62%		64%	56%		77%					
Economically Disadvantaged Students	53%	57%	57%	55%	56%	47%	53%	63%					83%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%	56%			60%			59%					57%
Students With Disabilities	27%	23%			30%			22%					
English Language Learners	32%				47%			59%					88%
Black/African American Students	46%	31%			57%			40%					
Hispanic Students	56%	56%			58%			60%					88%
Multiracial Students	33%				50%								
White Students	73%	68%			65%			67%					
Economically Disadvantaged Students	52%	45%			56%			53%					88%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	64%		57%	40%	60%	55%	44%	53%					85%
Students With Disabilities	25%		33%	33%	28%	40%	42%	30%					80%
English Language Learners	61%		68%		52%	57%		37%					85%
Native American Students													
Asian Students													
Black/African American Students	55%		50%	50%	51%	47%	44%	47%					
Hispanic Students	65%		60%	40%	61%	58%	58%	53%					83%
Multiracial Students	50%				46%								
Pacific Islander Students													
White Students	71%		56%	31%	64%	55%	29%	62%					
Economically Disadvantaged Students	60%		53%	33%	55%	51%	41%	49%					86%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	52%	67%	-15%	55%	-3%
Ela	4	47%	62%	-15%	53%	-6%
Ela	5	58%	63%	-5%	55%	3%
Math	3	69%	69%	0%	60%	9%
Math	4	52%	64%	-12%	58%	-6%
Math	5	39%	43%	-4%	56%	-17%
Math	6	100%	67%	33%	56%	44%
Science	5	66%	65%	1%	53%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Science State Assessment scores were our highest improvement. Forest City Elementary improved from 56% to 66% proficiency. Some contributing factors to this improvement were placing science on the wheel. Teachers collaborated with the science teacher to discuss instructional decisions based on the science benchmarks and

formative assessments. Based on data collected from the 5 Essentials Survey, students enjoyed this weekly class, were motivated to learn, and were better able to connect learning to real life scenarios. Forest City also made some personnel changes in fifth grade math/science which allowed for better relationships amongst the team and with the students. For the 23-24 school year, fifth grade will act as a trifecta meaning each team will be comprised of an ELA/SS teacher, a math teacher, and a science

teacher. By departmentalizing, it allows teachers to specialize in specific subjects, which means they can develop a deeper understanding and expertise in those areas that will lead to a higher quality of instruction and more in-depth learning experiences for students. Students will receive more targeted and

comprehensive instruction in each subject. Teachers will focus on designing engaging and age appropriate lessons tailored to the specific needs and abilities of the students in each subject area.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to FAST PM 3 data, the lowest performing area is 5th Grade Math with a 39% proficiency. Number sense and geometric reasoning are foundational math skills. The need for improvement in these areas may result from a lack of emphasis on conceptual understanding and real-world applications of math concepts. Teachers can use hands-on activities, manipulatives, and problem-solving tasks to strengthen students' number sense and geometric reasoning skills.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to FAST PM 3 data, the greatest decline is ELA is for grade 4. Scores went from 58% to 47% proficiency. Data shows a need to close the achievement gap for ELL students, ESE students, and African American students. The need for improvement in this area may be attributed to insufficient instruction and practice focused on developing comprehension skills. Teachers may need to implement more targeted strategies and resources to enhance students' ability to comprehend and critically evaluate informational texts.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to FAST PM 3 data, 5th grade math has the greatest disparity. Forest City had a proficiency of 39% compared to the state at 56%. Highest achieving 5th grade math students were tested on 6th grade standards in the SCPS RAMP course.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and on-grade level performance in ELA and Math.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student attendance
2. Teacher retention

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase achievement and learning gains for students with disabilities in ELA from 16% to 25%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data (iReady, FAST PM 1/2) and through data chats with professional learning communities.

Person responsible for monitoring outcome

Joseph Avellino

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Wonders Tier 2 and Tier 3 Intervention, iReady or iStation, Success for All – FastTrack Phonics (at Title 1 schools), Reading Mastery, FastForward, Corrective Reading, Quick Reads and Elements of Reading, UFLI. The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, DreamBox, SAVVAS

enVision Math Diagnostic and Intervention System, Seminole Numeracy Project, and Facttastic.

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan. Math- All the listed interventions have research-based evidence for efficacy. Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increase Academic Achievement with Disabilities

Person Monitoring:

Joseph Avellino

By When/Frequency:

Ongoing throughout school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize the iReady Standards Mastery assessments as an instructional tool. The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students. All ELA teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For grade 4, coaches at RAISE schools will receive extra support from the State Regional Literacy Director through Professional Development that Just Read, Florida! has developed. In turn, coaches will use this professional development to improve the support to teachers. This should support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student

outcomes on state assessments.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA, FAST and district progress monitoring assessment outcomes.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

The number of students in Grade 4 who scored below a Level 3 on the end of the year statewide ELA assessment will increase from 47% to 51%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through Weekly PLC discussions Teachers admin and coaches will review students Formative assessments , use Progress monitoring tools to ensure Benchmarks are being met

Coaches will conduct classroom observations to ensure Data-driven instruction Personalized targeted interventions are implemented as needed based on student performance aligned to specific standard. .

Person responsible for monitoring outcome

Leadership Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Elementary ELA - The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence). 1. Reading Comprehension Strategies: Close reading, graphic organizers, summarization, self-questioning, and visualization to enhance reading skills. 2. Small Group Instruction: Targeted instruction using the following programs: LLI and iReady. 3. Technology Integration: Online platforms, apps, digital texts, and multimedia resources to enhance reading comprehension. 4. Parental Involvement: Literacy nights, parent-teacher conferences, online resources, and parental support materials to engage parents in their child's reading development. 5. Professional Development: Workshops, training sessions, coaching, and mentoring from literacy specialists to improve teacher instructional practices. This will support students' reading comprehension skills, enhance teacher practices, and engage parents in their child's literacy development.

Rationale:

The rationale for implementing these evidence-based interventions is to improve students' reading comprehension skills, which is a critical aspect of literacy. Reading comprehension is the ability to understand and interpret written text, and it is essential for academic success across all subjects. A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan (CERP). 1. Reading comprehension strategies: These strategies are designed to help students build their ability to read and comprehend complex texts by providing them with tools and techniques to decode, analyze, and synthesize information. 2. Small group instruction: Targeted instruction is essential for students who need extra support or enrichment to ensure they receive the individualized attention they need to develop their reading skills. *Improve their academic performance across all subjects * Develop a love of reading and a lifelong habit of reading * Increase their vocabulary and language skills * Better understand complex texts and ideas * Develop critical thinking and analytical skills

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increase targeted intervention for students scoring level 2 or lower.

Person Monitoring:

Joseph Avellino

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through weekly PLCs coaches and teachers will utilize pacing calendars and research based instructional materials and practices in small groups. Along with reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.

Action Step #2

Data driven chats

Person Monitoring:

Joseph Avellino

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During PLCs teachers, coaches, and admin will utilize results of FAST PM1 and PM2, DRA and district progress monitoring to design reading acceleration support for students and Utilize SCPS Early Warning/MTSS systems to support interventions.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Using the Panoramic Survey, it is evident that staff relationships are minimal across grade levels/ teams.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on our Panoramic Survey 88% of the staff feel they have a strong relationship with colleagues. The goal is to increase positive relationships across grade levels/team to 96% on the Panoramic Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

By building relationships, the staff will thrive together, increasing vertical collaboration which will increase student achievement.

Person responsible for monitoring outcome

Joseph Avellino

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Building Staff Relationships that ensure teacher collaboration

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Conduct a meeting with the faculty members to discuss the survey results and the importance of collective responsibility in improving student learning outcomes. 2. Develop a strategic plan that includes setting shared goals for student achievement, establishing a collaborative planning time, and providing regular opportunities for collaborative support and reflection. 3. Establish protocols for grade-level team collaboration that includes sharing best practices, analyzing assessment data to inform instruction, and identifying students in need of targeted interventions. 4. Assign faculty members with shared responsibilities such as monitoring academic progress of identified students, analyzing data, troubleshooting common issues, and providing support and feedback to each other. 5. Foster a culture of open communication and support by organizing regular meetings and opportunities for sharing feedback and experiences.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Forest City's end of year attendance data for 2023-24 when compared to 2022-23 reflect a decrease in the percent of students with 10+ absences from 38% to 32%, and a decrease in the percent of students with 15+ absences from 31% to 28%.. FCE plans on continuous decrease in student 10+ and 15+ absences.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease from 32% to 25% 10+

Decrease from 28% to 20% 15+

for the 2024-2025 school year

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

bi Weekly Truancy team will review student attendance and early warning systems

Person responsible for monitoring outcome

Joseph Avellino

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

interventions used for student improved attendance for the 2024-2025 school will be, Attendance incentives, Mental Health support, Family engagement, continues monitoring of data, and provide feedback.

Rationale:

Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. When students improve their attendance rates, they improve their academic prospects and chances for graduating Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Increase student attendance

Person Monitoring:

Joseph Avellino

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly text message to parents grade level competitions -highest attendance rates rewards. post attendance info on social media

Action Step #2

front office procedures

Person Monitoring:

Mary Ganagwisch

By When/Frequency:

ongoing -weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The front office secretary will keep a list of students that are tardy one or more times per week. This information will be given to the assistant principal for calls each Monday morning. 2. Our guidance secretary will make weekly calls soliciting notes for any unexcused absences. She will also track frequently absent students through attendance reports. The AP/principal will call monthly to discuss attendance and the school social worker will conduct home visits when necessary.

Action Step #3

Incentive/Awareness campaign

Person Monitoring:

Joseph Avellino & Mary Gangwisch

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly text messages regarding attendance will be sent to parents and post will occur on social media. Grade levels will compete for the highest average attendance per week.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan is shared with SAC and PTO members. Suggestions are taken and stakeholders have the opportunity to add their input and recommendations. Items may be shared through School Messenger, social media, and the school website.

<https://sim.scps.k12.fl.us/school/info/0502>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Administration builds positive school culture by setting a positive tone of respect, kindness, and empathy, recognizing/rewarding positive behavior, creating a safe and supportive environment, empowering teachers, and by involving parents and the broader community in school events and decision-making. Teachers and administrators use multiple strategies to involve families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTO, (6) inviting families to

attend PTO meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. <https://forestcity.scps.k12.fl.us/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

FCE will aim to provide assistance to economically disadvantaged students, so they may have access to high-quality education aligned to the state's academic standards. To strengthen the academic program and increase the quality of learning time and curriculum.

The following are some strategies that FCE will follow:

1. FCE will implement research-based practices, including innovative instructional tactics and assessments tools, to improve student achievement.
2. FCE will use data to drive instructional tactics and assessment tools, to improve student achievement.
3. FCE will offer regular professional development opportunities for teachers to improve their instructional practices and enhance student learning.
4. FCE will provide students with additional time for learning through before and/or after school programs designed to enrich and accelerate curriculum.
5. FCE will work closely with families and community organizations to support and enhance learning opportunities for students, provide access to academic resources and offer workshops designed to help parents support their children's education.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and

Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success. During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The school ensures that the social-emotional needs of all students are being met first and foremost by providing professional development to all teachers. All staff will participate in a book study that further investigates the importance of student relationships. FCE has procedures in place for teachers to refer students needing more social emotional support for intervention. The guidance team meets with students and families and makes referrals for outside agencies. Ongoing in-house intervention and support is also provided. Small group and individual counseling is available based on need from the guidance team. The MTSS team meets with teachers to address ongoing and new behavioral/ social-emotional needs/concerns for all students. The behavior interventionist provides SEL lessons and meets with small groups and one-on-one with students based on individual social emotional needs of the students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Students participate in a variety of activities to prepare for college and career awareness. Students are exposed to multiple forms of technology and coding to prepare for a career in the digital age. Teach-In and our collaboration with the community provides students with an opportunity to learn about a variety of career choices and future employment opportunities. In addition, the Dual Language program offers students exposure to both English and Spanish in order to ensure a higher level of marketability in the global workforce. Our school counselor provides class lessons to help prepare students for college and career.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Initiate strategies to build trusting relationships between students and qualified adults. Instructional

staff will be provided with professional development including modeling of proven methods for listening to students, asking/acknowledging questions, and building student-teacher relationships while fostering an atmosphere of trust. Teachers will use PBIS activities and lessons/initiatives to ensure students' well-being.

Strategies to improve relationships Listen to students, ask questions, respond intentionally, acknowledge students feelings, advocate for individuals, open up to students, get to know your students, develop a classroom/school wide atmosphere of trust. Utilize Sanford Harmony and behavioral intervention group meetings with targeted students and topics for discussion

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Using the data collected during these professional development activities can improve instruction by allowing teachers to:

1. Identify areas of need: Teachers can use assessment data to identify areas where students are struggling and adjust their instruction accordingly.
2. Create targeted interventions: Teachers can use data to develop targeted interventions for individual students or groups of students who are struggling.
3. Monitor progress: Teachers can use data to monitor student progress and adjust instruction to ensure that students are making progress towards their learning goals.
4. Differentiate instruction: Teachers can use data to differentiate their instruction, tailoring their lesson plans to meet the needs of individual students.
5. Collaborate with colleagues: Teachers can use data to collaborate with colleagues, sharing best practices and working together to develop effective instructional strategies.

Ultimately, using assessment data to inform instruction can lead to improved student achievement and help struggling learners reach their full potential.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Forest City employs various strategies and initiatives to support incoming and outgoing cohorts of students in the transition from one school level to another.

1. Orientation programs: FCE offers orientation sessions to incoming students and their families to familiarize them with the new environment, its culture, expectations, and rules. This helps ease anxiety and builds relationships to create a smoother transition.
2. Mentoring programs: FCE provides peer to peer mentorship for incoming students. Assigned mentors help new students adapt to the new school environment and offer guidance, advice, and support.
3. Parent-teacher communication: Faculty and staff provide ongoing communication between parents and teachers to help students transition to a new school level. This includes sharing information on the academic curriculum, school activities, and the roles that parents can play in supporting their child's education.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26 th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00