

Seminole County Public Schools

FOREST CITY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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 Avellino

Joseph_Avellino@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #2

Employee's Name

Mary Gangwisch

Gangwimm@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #3**Employee's Name**

Amanda Baptist

Amanda_Baptist @scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

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

Leadership Team Member #4**Employee's Name**

Shannon Gill

Shannon_Gill@scps.k12.fl.us

Position Title

Reading Coach K-5

Job Duties and Responsibilities

Reading Curriculum K-5

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 Parent Square, social media, and the school website.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

FCE will follow a systematic approach to monitoring and revising the School Improvement Plan and aim 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, 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 PLCs 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 to specific student needs.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	78.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	95	132	136	106	130	115				714
Absent 10% or more school days	3	29	23	18	15	18				106
One or more suspensions	0	8	5	2	6	7				28
Course failure in English Language Arts (ELA)	5	19	36	13	6	8				87
Course failure in Math	5	37	27	18	11	20				118
Level 1 on statewide ELA assessment	0	8	30	24	17	22				101
Level 1 on statewide Math assessment	0	7	25	22	12	17				83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	27	30	18	38	0				116
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	31	18	11	0	22				87

Current Year 2025-26

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	5	39	41	34	28	23				170

Current Year 2025-26

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	5	10	10	6	3	0				34
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) 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	2	37	21	20	25	19				124
One or more suspensions		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

Prior Year (2024-25) 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	3	16	8	9	29	31				96

Prior Year (2024-25) 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	3	11		8						22
Students retained two or more times				1						1

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	68	59	57	66	57	58	61	53
Grade 3 ELA Achievement	72	71	59	57	69	58	56	62	53
ELA Learning Gains	67	63	60	59	62	60			
ELA Lowest 25th Percentile	72	56	56	56	55	57			
Math Achievement*	72	69	64	62	67	62	60	64	59
Math Learning Gains	79	65	63	54	64	62			
Math Lowest 25th Percentile	65	47	51	51	43	52			
Science Achievement	66	68	58	69	68	57	59	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	82	73	63	86	75	61	57	77	59

*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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	639
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	61%	64%	57%	57%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	56%	No		
English Language Learners	58%	No		
Black/African American Students	61%	No		
Hispanic Students	69%	No		
Multiracial Students	73%	No		
White Students	81%	No		
Economically Disadvantaged Students	69%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	72%	67%	72%	72%	79%	65%	66%					82%
Students With Disabilities	41%	46%	66%	75%	50%	74%	61%	36%					
English Language Learners	45%	53%	59%	53%	63%	77%	57%	33%					82%
Black/African American Students	62%	68%	70%	64%	60%	67%	46%	50%					
Hispanic Students	61%	70%	60%	62%	72%	79%	70%	63%					85%
Multiracial Students	65%		75%		70%	83%							
White Students	73%	84%	75%	90%	85%	87%		74%					
Economically Disadvantaged Students	59%	67%	65%	69%	68%	77%	66%	62%					84%

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.
All Students	58%	56%			60%			59%		
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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	69%	-3%	57%	9%
ELA	4	53%	67%	-14%	56%	-3%
ELA	5	60%	64%	-4%	56%	4%
Math	3	69%	70%	-1%	63%	6%
Math	4	64%	69%	-5%	62%	2%
Math	5	60%	46%	14%	57%	3%
Math	6	100%	71%	29%	60%	40%
Science	5	62%	66%	-4%	55%	7%

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?

The data component that showed the most improvement was math learning gains for students in grades 3-5. Forest City increased from 54-79%

In response, FCE implemented several new actions to support this area, including:

- Small group instruction
- Targeted instruction tailored to student needs
- Additional tutorials to reinforce learning

These strategies aimed to enhance student understanding and boost math achievement.

Lowest Performance

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

Forest City's 4th grade students achieving a level 3 or higher showed the lowest performance at 53%.

Contributing factors to last year's low performance included:

- Teacher leave of absence
- The arrival of new staff requiring adjustment
- High class sizes, which limited individualized attention
- Implementation of additional interventions to support struggling students

These challenges impacted the overall performance, but ongoing efforts and adjustments were aimed at improving outcomes moving forward.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was 5th grade science, decreasing from 68% to 66%.

Factors contributing to this decline included:

- Challenges with teacher planning, which may have affected instructional consistency
- Issues related to Fair Game Standards, potentially impacting assessment alignment and student understanding

These areas are being addressed through targeted professional development and curriculum adjustments to help improve future performance.

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.

The data component with the greatest gap when compared to the state average was 4th grade ELA.

Contributing factors to this gap included:

- Variations in instructional quality or resources
- Differences in student engagement or support outside of school
- Possible disparities in access to targeted interventions or enrichment programs

EWS Areas of Concern

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

Based on the EWS data from Part I, one or two potential areas of concern are:

1.

Student Attendance: If attendance rates are below target levels, this can impact student learning and engagement, leading to achievement gaps.

2.

Teacher Attendance and Turnover: Frequent teacher absences or high turnover, especially among new teachers, may disrupt classroom stability and instructional consistency, affecting student performance.

Highest Priorities

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

Here are the top five priorities for school improvement in the upcoming year, based on the identified areas:

1. ****Improve 5th Grade Science Proficiency**** – Focus on targeted instruction, hands-on experiments, and curriculum alignment to boost student understanding and achievement.

2. ****Increase 4th Grade ELA Proficiency**** – Implement additional literacy interventions, targeted reading strategies, and professional development for teachers.
3. ****Enhance 5th Grade Math Proficiency**** – Continue targeted math instruction, small group support, and tutorial programs to strengthen student skills.
4. ****Address Student Attendance**** – Develop attendance initiatives, family engagement strategies, and incentives to improve overall attendance rates.
5. ****Support New Teachers and Reduce Teacher Absences**** – Provide onboarding, mentorship, and ongoing professional development to ensure instructional consistency and teacher retention.

Focusing on these priorities will help target key areas for growth and improve overall student achievement.

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.

Instructional Practice specifically relating to Benchmark-aligned instruction, Science

Area of Focus Description and Rationale

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.

Increase academic achievement of students with disabilities, ELLs, and lowest 30%. Focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

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, ELLs, and lowest 30%. In 24-25 school year ELL and ESE students were under 35% proficiency in Science the goal is to increase to above 54% for the 2025-2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 and using the SCPS monitoring tool.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 tool box. The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, Generation Genius.

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-5.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase academic achievement in students with disabilities, ELLs, and lowest 30%.

Person Monitoring:

Administration

By When/Frequency:

On going

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

Teachers meet in PLCs weekly to analyze data from core instruction using formative and summative assessments. Evidence/data used will be PM1, PM2 iReady Report for progress monitoring. Progress Monitoring will be ongoing and tracked throughout the year for analysis to guide classroom and support instruction. This can include varying the pace and level of instruction and providing additional opportunities for practice and feedback. Continue using Small group and station rotation targeting instruction using ALD/MTR to increase instruction. Ensure all ELL: and ESE teachers join PLC to ensure aligned instruction for all students.

Area of Focus #2

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

Instructional Practice specifically relating to ELA, Student Engagement**Area of Focus Description and Rationale**

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.

The primary focus for 4th grade is improving English Language Arts (ELA) proficiency, currently at 53%. This encompasses strengthening students' reading comprehension, vocabulary development, writing skills, and ability to analyze texts. The goal is to elevate the overall proficiency level to ensure

students are prepared for subsequent grade levels with strong literacy skills.

This will be achieved through targeted instructional strategies, including differentiated small-group instruction focused on comprehension and vocabulary, implementation of evidence-based reading programs, and integrating engaging, grade-appropriate texts that promote critical thinking. Professional development for teachers will be provided to enhance instructional practices in literacy instruction, including strategies for close reading, formative assessment techniques, and effective writing instruction.

Measurable Outcome

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 prior year data, (2024)47% (2025) 53% of 4th-grade students met grade-level ELA standards. The school aims to increase this percentage to 62% for by the end of the 2026 year. This represents a measurable growth of 5 percentage points, reflecting a data-driven, objective goal to improve student proficiency in ELA. Progress will be monitored through quarterly assessments, standardized test scores, and formative assessments to ensure the school is on track to meet this target.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus is improving student literacy skills in reading comprehension. To monitor progress, strategies include: 1. Formative assessments 2. Benchmarking 3. Progress monitoring 4. Classroom observations Ongoing monitoring will impact student achievement outcomes by: 1. Data-driven instruction 2. Increased student confidence 3. Early intervention 4. Personalized learning 5. Improved teacher professional development Expected outcomes include: * Increased scores on standardized tests * Improved reading comprehension * Enhanced student engagement and motivation

Person responsible for monitoring outcome

Admin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady tool box, generation

Genius, LLI . 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:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase targeted intervention for students scoring level 2 or lower in 4th grade ELA

Person Monitoring:

Admin/coaches

By When/Frequency:

On going

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

Analyze data from core instruction using formative and summative assessment for both core and intervention instruction. Progress Monitoring will be ongoing and tracked throughout the year for analysis to guide classroom and support instruction. By providing differentiated instruction: Teachers will use differentiated instruction to tailor their teaching to the individual needs of lower performing students. This can include varying the pace and level of instruction, incorporating multi-modal learning activities, and providing additional opportunities for practice and feedback. Evidence/data used will be PM1, PM2 iReady Reports for progress monitoring.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Math

Area of Focus Description and Rationale

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.

In 3rd grade, students focus on developing a solid understanding of multiplication and division as fundamental operations. A strong understanding of math concepts is essential for success deepened 3rd grade knowledge of standards.

Measurable Outcome

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 prior year data, (2024)68% (2025) 69% of 3rd-grade students met grade-level Math standards. The school aims to increase this percentage to 74% for by the end of the 2026 year. This represents a measurable growth of 4 percentage points, reflecting a data-driven, objective goal to improve student proficiency in 3rd grade math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 and using the SCPS monitoring tool weekly data chats through PLCs and using MTR to provide rigor and increase student understanding. Mastery at this stage promotes computational fluency, problem-solving skills, and mathematical reasoning that will be seen through walk thoughts and data chats with students.

Person responsible for monitoring outcome

Admin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-Based Interventions for 3rd Grade Math: 1.Use of Manipulatives and Visual Models 2. Structured Math Facts Fluency Practice 3.Explicit Teaching of Problem-Solving Strategies 4.Formative Assessment and Feedback:

Rationale:

Progress will be tracked through regular formative assessments and observation checklists. Student work samples will be reviewed and checked for understanding of application of strategies. Data from math fact fluency activities will be analyzed bi-weekly to identify students needing additional support. Instructional adjustments will be made based on ongoing data, ensuring interventions are effectively supporting the development of students needs. evidence - Through data chats, PLC/Planning team meetings and math coaching cycles

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase math 3rd grade proficiency through small groups and station rotations.

Person Monitoring:

Admin

By When/Frequency:

On-Going

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

Actions will be monitor through Team meetings, PLCs and teacher data chats. 1.Analyze data from core instruction using formative and summative assessment. 2.Progress Monitoring will be ongoing and tracked throughout the year for analysis to guide classroom and support instruction.

Differentiated instruction: Teachers will use differentiated instruction to tailor students needs after identify areas of concern. data used will be PM1, PM2 iReady Reports for progress monitoring.

Area of Focus #4

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

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 Focus will be Improving students' reading comprehension and overall literacy skills in 2nd grade and ensure more students achieve a level 3 or higher.

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

Our instructional approach for grades K-2 emphasizes evidence-based practices to develop foundational literacy skills essential for early reading success. We will use the SCPS instructional foundational curriculum UFLI, Small groups and station rotations, teacher led small group instruction, and targeted intervention for students identified as tier 2and 3.

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

Our instructional approach for grades 3-5 emphasizes evidence-based practices to develop foundational literacy skills essential for early reading success. We will use the SCPS instructional

curriculum Wonders, Small groups and station rotations, teacher led small group instruction, and targeted intervention for students identified as tier 2 and 3.

Grades K-2: Measurable Outcome(s)

Increase the percentage of students in grade 2 who demonstrate proficiency in foundational reading skills, as measured by assessment data, from current levels of 47% to at least 62% by the end of the school year.

Grades 3-5: Measurable Outcome(s)

Ensure all subgroups 3-5 increase or obtain 62% proficiency in ELA

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Regular Data Collection/Data Meetings

Progress Monitoring

Observations and Walkthroughs

PD and PLCs- ALds implementation

Person responsible for monitoring outcome

Admin and Reading Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Reading Recovery/Leveled Literacy Intervention (LLI): A structured, one-on-one or small group literacy program targeting students reading below grade level. Small Group Guided Reading Regularly scheduled small-group instruction tailored to students' specific reading levels. Professional Development for Teachers: Ongoing training for differentiated teaching strategies.

Rationale:

A variety of interventions are available to teachers to assist in meeting the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension using small group intervention.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Small group teacher led instruction

Person Monitoring:

Admin and Reading Coach

By When/Frequency:

On-going

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

Progress Monitoring actions that will be used for the 2025-2026 school year Data Analysis and Adjustments: Teachers will review assessment data weekly to identify students' progress and adjust instruction accordingly. PLC and PD trainings/ Communication: Regular updates will be provided to admin during PLC and changes will be made as needed using data, and provide additional training on UFLI Measurable Outcomes: The goal is for at least 62% of targeted students to demonstrate at least one grade level of growth in reading proficiency by the end of the year. Using intervention, Tutorial, iReady toolbox, and UFLI targeted small groups

IV. Positive Learning 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 district survey, it is evident that there is a need for a focus on building staff relationships outside of core grade level 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 district survey 91% 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. Use 9 week action step for deepening connections.

Person responsible for monitoring outcome

Admin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 teachers. MTSS provides a positive and effective means to support student learning, attendance and behavior.

Rationale:

MTSS will positively impact school climate and increase academic performance. Interventions will be targeted to meet the specific needs of students.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Building Staff Relationships

Person Monitoring:

Admin

By When/Frequency:

On Going

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

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 2024-25 when compared to 2023-24 reflect a decrease in the percent of students with 10+ absences from 32% to 28%, and a decrease in the percent of students with 15+ absences from 28% to 23%. FCE plans on continuous decrease in student 10+ and 15+ absences. by 5 %

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.

10+ absences from 32% to 28%, and a decrease in the percent of students with 15+ absences from 28% to 23%, FCE plans on continuous decrease in student 10+ and 15+ absences by 5 %

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.

Monitoring will take place with teachers, Admin, Truancy team bi weekly.

Person responsible for monitoring outcome

Admin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Interventions used for student improved attendance for the 2025-2026 school will be: Attendance incentives, Mental Health support, Family engagement, continue monitoring of data, and provide feedback.

Rationale:

Data shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. 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 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Improved attendance for the 2025-2026

Person Monitoring:

Admin

By When/Frequency:

On Going

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

Monitoring will take place with teachers, Admin, Truancy team bi weekly. Attendance incentives (family engagement activities. , Mental Health support (meetings with GC and DMHC), continues monitoring of data, and provide feedback.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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, 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 FCE SIP role out through SAC 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.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 strength 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 Seminole FOREST CITY ELEMENTARY SCHOOL 2025-26 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section

1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00