Forest Glen Middle School

2021-22 Schoolwide Improvement Plan

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Forest Glen Middle School

6501 TURTLE RUN BLVD, Coral Springs, FL 33067

[no web address on file]

Demographics

Principal: Melissa Gurreonero

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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6501 TURTLE RUN BLVD, Coral Springs, FL 33067

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educating today's students to be college and career ready.

Provide the school's vision statement.

Forest Glen Middle School is committed to educating today's students to succeed in tomorrow's world.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Barnett, Tiffany	Assistant Principal	Mrs. Barnett is the Assistant Principal whom oversees the Student Advisory Committee or SAC, which coincides with constructing the SIP; or School Improvement Plan.
Weller, Megan	SAC Member	SAC Co-Chair

Demographic Information

Principal start date
Monday 9/20/2021, Melissa Gurreonero

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
67

Total number of students enrolled at the school
1,120

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	379	413	466	0	0	0	0	1258
Attendance below 90 percent	0	0	0	0	0	0	54	50	63	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	14	12	8	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	21	40	24	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	12	29	19	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	73	89	0	0	0	0	224
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	65	86	0	0	0	0	204
Number of students with a substantial reading deficiency	0	0	0	0	0	0	133	170	175	0	0	0	0	478
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	99	121	136	0	0	0	0	356

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	11	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	3	7	6	0	0	0	0	16

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	57%	54%	57%	57%	53%
ELA Learning Gains				60%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile				47%	48%	47%	38%	50%	47%
Math Achievement				62%	60%	58%	63%	60%	58%
Math Learning Gains				55%	58%	57%	62%	59%	57%
Math Lowest 25th Percentile				39%	49%	51%	53%	50%	51%
Science Achievement				51%	49%	51%	49%	52%	52%
Social Studies Achievement				67%	71%	72%	72%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	62%	57%	5%	54%	8%
Cohort Comparison						
07	2021					
	2019	49%	55%	-6%	52%	-3%
Cohort Comparison		-62%				
08	2021					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	53%	-7%	54%	-8%
Cohort Comparison		-59%				
08	2021					
	2019	40%	45%	-5%	46%	-6%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	29%	43%	-14%	48%	-19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	67%	29%	67%	29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	71%	-10%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	61%	34%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	56%	43%	57%	42%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

FSA ELA and FSA Math. Civics EOC. Statewide Science Assessment.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			51
	Economically Disadvantaged			45
	Students With Disabilities			17
	English Language Learners			0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			41
	Economically Disadvantaged			34
	Students With Disabilities			10
	English Language Learners			6

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			44
	Economically Disadvantaged			41
	Students With Disabilities			11
	English Language Learners			0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			34
	Economically Disadvantaged			31
	Students With Disabilities			14
	English Language Learners			16
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			48
	Economically Disadvantaged			43
	Students With Disabilities			19
	English Language Learners			15

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			51
	Economically Disadvantaged			39
	Students With Disabilities			2
	English Language Learners			6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			27
	Economically Disadvantaged			24
	Students With Disabilities			14
	English Language Learners			40
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			29
	Economically Disadvantaged			23
	Students With Disabilities			2
	English Language Learners			7

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	35	37	18	25	26	7	21	33		
ELL	33	41	40	35	22	20	22	35	48		
ASN	75	63		75	42		78	79	82		
BLK	41	38	35	35	20	19	35	45	55		
HSP	48	44	40	47	24	23	50	44	59		
MUL	58	42		55	32		50	54	69		
WHT	63	55	24	64	37	33	64	59	74		
FRL	43	42	36	40	22	21	39	43	54		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	38	32	26	34	27	13	48	29		
ELL	41	56	50	44	45	36	33	41	47		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	89	72		90	70		83	95	87		
BLK	54	52	37	50	45	33	37	61	74		
HSP	56	61	58	61	53	35	44	63	67		
MUL	56	49	27	51	49			70			
WHT	75	69	64	77	69	58	70	79	85		
FRL	54	56	43	53	47	34	39	59	68		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	40	36	29	45	42	17	39	53		
ELL	29	43	41	41	47	45	17	53	40		
ASN	74	56		81	64		75	80	90		
BLK	45	45	37	52	57	49	37	62	69		
HSP	54	50	37	60	60	56	44	65	78		
MUL	50	52		46	52	55					
WHT	75	61	44	79	71	65	71	89	86		
FRL	48	48	39	54	57	51	40	64	74		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	10
Percent Tested	88%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with Disabilities scored significantly lower than all students on the ELA FSA. This was especially evident with 8th grade students. In 6th grade, 17% of SWD were proficient on the FSA, where 51% of all students were proficient. In 7th grade, 11% SWD were proficient on the FSA, where 44% of all students were proficient. In 8th grade, 2% SWD were proficient on the FSA, where 51% of all students were proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students With Disabilities showed the lowest performance. 86% of SWD students scored a Level 1 or 2 on the ELA FSA, meaning they read below grade level. The lowest clusters were Key Ideas and Details and Integration of Knowledge and Ideas. These clusters have been the lowest clusters for the past 2 years. In math, many SWD students show a lack of basic skills. The i-Ready program for math was not as successful since it was not accompanied by a hardcover workbook.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for the subpar gains in Mathematics, is the inability for instructors to utilize outside resources for remediation. As per state adopted materials, the 6th grade Advanced Mathematics textbook is almost exactly the same as the Regular Mathematics textbook. Therefore to provide remediation for the ESE, and bottom 25%; the Mathematics department will begin to utilize I-Ready on a more frequent basis. In PLC's there has been a focus on data and how to improve the bottom 25% and the SWD demographic. In October monies has been spent on professional development for the Mathematics portion of I-Ready. These expenditures will be utilized to fund TDA's for every Mathematics Instructor to learn the intricacies of I-Ready. This in turn will be utilized to remediate the SWD demographic and bottom 25% in which Forest Glen Middle needs assistance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Learning Gains was the data component showed the most improvement. Learning Gains improved from 52% to 60%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school focused on the cluster of Integration of Knowledge and Ideas. I-Ready was successful for ELA students.

What strategies will need to be implemented in order to accelerate learning?

ESSER positions are implemented to provide pull out groups in math and reading. These teachers will work with students in small groups to bridge the gap between what students know and grade level standards.
Math is using MobyMax for Level I and II math students, and Reading is using the new District adopted Read 180 and System 44, which provides individual learning paths for each student.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Forest Glen is following the recent trend, initiated by Broward County, of providing a focus on Social Emotional Learning and implementing Conscious Discipline. Due to the ramifications of Covid, and the lack of human activity; Forest Glen is placing an emphasis on Social Emotional Learning, hereinafter labeled as SEL, and focuses on the wholistic instruction of the child. With the recent trend of Covid, there has been a significant decrease in human interaction which has lead to, in many cases, severe emotional distress. To combat these emotional detriments, each subject area utilizes these SEL skills within the classroom. Studies have correlated SEL, or conscious discipline, to have positive causation with a decrease in learning behaviors; which eventually results in learning gains.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The District has adopted an online program for Reading that tailors to each student's strengths and areas needed for growth.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The data regarding Students with Disabilities in both Math and English/Language Arts shows that these students' success must be a priority for Forest Glen. SWD are falling far behind all students in regards to percentage proficient in both Math and ELA across grade levels.
Measurable Outcome:	45% of Students with Disabilities will score proficient in both ELA and Math FSA in April 2022.
Monitoring:	This area of focus will be monitored by Common Formative and Summative assessments in Math, Language Arts, and Reading classes at least once a quarter. Students will also participate in the BSA in January to show progresses and Benchmark struggles.
Person responsible for monitoring outcome:	Tiffany Barnett (tiffany.barnett@browardschools.com)
Evidence-based Strategy:	Teachers will work in PLC's to analyze data and create Standards-Based lessons that will provide instruction to SWD students. Teachers will communicate with ESE support facilitators for assistance.
Rationale for Evidence-based Strategy:	Collaboration in PLC's have proven to support teachers in creating engaging lessons and to support student success.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

FOREST GLEN MIDDLE SCHOOL-3051 reported 2.8 incidents per 100 students. This rate is less than the Statewide middle/junior school rate of 4.2 incidents per 100 students. There were 29 fights during the 2018-2019.
The school is using a mentoring program, Aspire, to give those students an adult mentor who will monitor behavior and academics. The school also has been trained in Conscious Discipline to work with the behavior of students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Forest Glen addresses building a positive school culture and environment starting with weekly PLC's with each department. Teachers work in collaboration with others in their grade and subject level to create engaging lessons for students. Teachers also encourage students to participate in the many clubs and activities after school. Forest Glen has award-winning Chorus and Band programs, as well as many sports teams that compete well into the playoffs of their seasons each year. The Peer Counseling program promotes kindness and strategies to deal with conflict and other difficulties in and out of school. Administration conducts weekly contests for students to promote good behavior in the hallways and safety measures. The morning announcements are viewed each day and contain guest speakers to engage students in Forest Glen curricular and extracurricular activities. Forest Glen has been continuously focused on school beautification as the school is housed in old, outdoor buildings.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration's and teachers' roles in promoting a positive culture and environment are instrumental in making students feel safe and happy at school. The Community School who runs Before and After School Care is also important in continuing to build the positive culture. If more parents volunteered and participated in opportunities at school, this would also build a positive culture and environment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00