

Seminole County Public Schools

Forest City Elementary School



2021-22 Schoolwide Improvement Plan

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Forest City Elementary School

1010 SAND LAKE RD, Altamonte Springs, FL 32714

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0502>

Demographics

Principal: Joseph Avellino

Start Date for this Principal: 1/7/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	78%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (55%) 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 Seminole 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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1010 SAND LAKE RD, Altamonte Springs, FL 32714

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0502>

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)
Elementary School PK-5	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

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SIP Authority

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<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.

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.

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
Senko, Paul	Principal	Instructional Leader
Avellino, Joseph	Assistant Principal	Instructional Leader
Thompson, Brandon	Other	Discipline, Title 1 Compliance, Business Partners, MTSS, Facilities

Demographic Information

Principal start date

Wednesday 1/7/2015, Joseph Avellino

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.*

3

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.*

8

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

761

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

6

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

3

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	129	134	116	122	124	123	0	0	0	0	0	0	0	748
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	3	10	5	2	7	9	0	0	0	0	0	0	0	36
Course failure in Math	2	6	1	1	5	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	16	18	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	26	24	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	9	26	24	29	0	0	0	0	0	0	0	0	0	88

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	1	10	9	0	0	0	0	0	0	0	20

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	3	8	8	9	12	17	0	0	0	0	0	0	0	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/26/2021

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	137	126	120	124	122	132	0	0	0	0	0	0	0	761
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	2	4	6	0	0	0	0	0	0	0	0	0	0	12
Course failure in Math	3	7	2	1	0	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	5	0	0	0	0	0	0	0	10

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	3	6	8	13	17	11	0	0	0	0	0	0	0	58
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	137	126	120	124	122	132	0	0	0	0	0	0	0	761
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	2	4	6	0	0	0	0	0	0	0	0	0	0	12
Course failure in Math	3	7	2	1	0	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	5	0	0	0	0	0	0	0	10

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	3	6	8	13	17	11	0	0	0	0	0	0	0	58
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				60%	67%	57%	63%	63%	56%
ELA Learning Gains				54%	61%	58%	59%	58%	55%
ELA Lowest 25th Percentile				42%	51%	53%	45%	47%	48%
Math Achievement				67%	70%	63%	62%	68%	62%
Math Learning Gains				59%	66%	62%	58%	62%	59%
Math Lowest 25th Percentile				46%	50%	51%	35%	46%	47%
Science Achievement				44%	62%	53%	65%	66%	55%

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
03	2021					
	2019	62%	67%	-5%	58%	4%
Cohort Comparison						
04	2021					
	2019	62%	65%	-3%	58%	4%
Cohort Comparison		-62%				
05	2021					
	2019	44%	64%	-20%	56%	-12%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	71%	-2%	62%	7%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	72%	-7%	64%	1%
Cohort Comparison		-69%				
05	2021					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	62%	-21%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/33%	53/50%	78/70%
	Economically Disadvantaged	31/33%	33/43%	54/67%
	Students With Disabilities	3/23%	5/38%	7/58%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/26%	45/44%	65/58%
	Economically Disadvantaged	15/25%	29/39%	42/52%
	Students With Disabilities	3/27%	4/33%	5/42%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47/49%	53/53%	74/69%
	Economically Disadvantaged	27/39%	35/47%	51/65%
	Students With Disabilities	5/28%	5/28%	8/44%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/28%	50/50%	79/75%
	Economically Disadvantaged	18/26%	34/45%	57/73%
	Students With Disabilities	4/22%	8/44%	9/50%
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/26%	41/39%	58/48%
	Economically Disadvantaged	13/20%	22/30%	34/43%
	Students With Disabilities	4/24%	3/14%	4/19%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31/32%	35/34%	62/53%
	Economically Disadvantaged	17/26%	21/29%	35/47%
	Students With Disabilities	4/24%	2/11%	5/26%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43/43%	56/51%	64/57%
	Economically Disadvantaged	29/37%	38/44%	46/52%
	Students With Disabilities	3/16%	6/30%	8/40%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30/30%	52/48%	70/64%
	Economically Disadvantaged	21/27%	33/38%	50/58%
	Students With Disabilities	4/21%	8/42%	9/45%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52/49%	58/49%	68/57%
	Economically Disadvantaged	31/42%	38/47%	45/55%
	Students With Disabilities	5/31%	6/38%	5/31%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57/52%	69/58%	78/65%
	Economically Disadvantaged	38/50%	49/59%	56/68%
	Students With Disabilities	5/31%	4/24%	5/31%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	38	53	50	42	50	58	7				
ELL	64	64	55	53	33	45	32				
BLK	50	47		41	40		39				
HSP	62	58	50	53	39	44	38				
MUL	82			55							
WHT	63	60		68	60		59				
FRL	59	59	47	52	49	47	39				
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	27	27	31	45	31	14				
ELL	39	50	48	53	51	50	27				
BLK	57	57	29	64	57	29	34				
HSP	53	54	51	59	55	50	43				
MUL	65	33		65	58						
WHT	65	53	33	74	65	54	48				
FRL	53	49	39	61	55	44	36				
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	29	30	32	34	40	24	42				
ELL	32	68	62	40	58						
ASN	91			91							
BLK	64	58	33	59	57	33	47				
HSP	59	62	43	57	55	29	64				
MUL	68	73		64	67						
WHT	63	54	52	67	58	45	70				
FRL	58	58	43	59	55	34	60				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	453

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	62
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

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

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

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

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	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:	Increase achievement and learning gains for students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Paul Senko (paul_senko@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Student owned progress monitoring
 Low 30% Monitoring
 High Level 1 and High Level 2 Monitoring
 Low Level 3 Acceleration
 Collaborative Data Driven PLCs
 Tutoring
 See SCPS School Improvement Plan for additional details

Person Responsible Paul Senko (paul_senko@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Engage the Class in Setting Behavior Expectations: To reach all students, the school must follow some core assumptions. The first is that early intervention is critical to preventing problems from getting out of control. Teachers include students in determining the class expectations. Students are encouraged to self-monitor and self-evaluate. Reflections include academic and behavioral feedback. Encourage Advanced Learners. Progress monitoring must be implemented to inform instruction. Students who are working at and above grade level are offered opportunities to remain actively engaged in accelerated learning. Project based, differentiated, and research-based lessons are available to students in all grade levels from kindergarten to fifth grade. **Engage Parents with Positive Communication Opportunities:** Communication must be promoted as a top priority. Parent involvement and real-time feedback on student data are essential parts of Forest City's plan to make 100% student learning gains in the 2021-2022 school year. **Model and Promote Positive Behaviors.** When in common areas, teachers provide opportunities for students to exhibit proper behaviors. Students associate teacher and staff approval with self-pride. Grade level teams instill personal responsibility in all students from kindergarten to fifth grade.

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 City Elementary believes in getting its stakeholders involved to create a positive school culture and environment. Parent involvement and communication are key components when working to achieve this sense of family and culture. Establishing relationships through various activities, such as Family Engagement Events, before/after school programs, clubs, parent/teacher conferences, as well as daily communication in regard to student achievement. There are several educational opportunities for parents and families to learn about the things that take place at FCE and provide input as to their needs at home and here at school. Students are recognized with awards for their behavior, both in the classroom and school wide. Teachers have access to resources within the school Hootie Store, where they can take what they need to reward students at their discretion. Incentives are many times not limited to just these items, but also extends to experiences provided by the teacher or administration at FCE. There is a student of the week each week, as well as a student of the month. The student of the month is an opportunity that extends home to the family and is supported by a few of our local business partners. In the event that behavior is interfering with the learning experiences of the student(s), there are several support systems available for

student, family, and teacher. Each school has a District Mental Health AND School Counselor that can assist with things that may be going on personally and as a family. Forest City also has a W.I.S.E Owls program for those students who may have been identified as at risk (risk defined as needs of each student on a case-by-case basis) and includes the mentoring of students by teachers at FCE. Forest City also started a Girls on the Run Club this year, which focuses on fitness and building the confidence of young ladies and bringing out their leadership abilities. Through the relationships that are created, students, parents, and teachers will work together to create an atmosphere of creativity, positivity, and accountability- both academically and behaviorally. Forest City is not only teaching academic skills, but also life skills.

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

Forest City Elementary stakeholders include parents, students, teachers, community partners, and community members. Parents are the foundational stakeholder for students here at FCE. With this being said, it is important for that relationship to be established with every parent. With this commitment by teachers, Forest City is able to support the needs of every student. These needs can vary from educational, behavioral, nourishment, mental health support, clothes, or extracurricular. FCE Staff, not just teachers are responsible and stakeholders for both the students and parents. The staff at Forest City elementary is committed to providing each student with a safe and equitable education. Staff is also responsible for helping the parents to understand the expectations of the students and the teamwork needed to facilitate higher level learning. Parents can reach out to teachers or support staff for any additional support they may need to help their own child. This even includes District Level Support, as Title 1 is a main component and resources are available from the district. Family Engagement is an opportunity where all stake holders can become involved in the positive culture. Forest City prides itself on including as many stakeholders as possible when creating our various events. Most times, these events will bring in various community members to help but has been limited due to recent COVID protocols. Facilities are also rented to a local church, gaining their support for students, and providing resources for learning. Business partners are frequently sponsoring our luncheons for student achievement, as well as spirit nights. In past when visitors were allowed, FCE has invited local universities to take part in these events as well. The community is interdependent regarding school, families, and learning here at Forest City Elementary.