

Citrus County Schools

Forest Ridge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Forest Ridge Elementary School

2927 N FOREST RIDGE BLVD, Hernando, FL 34442

<https://fre.citruschools.org/>

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Forest Ridge Elementary is to create a community of life-long learners who will engage in meaningful activities to enhance academic growth, celebrate diversity, and experience success.

Provide the school's vision statement.

We will maintain each child's right to learn through appropriate learning experiences, sound discipline policies and self-respect for others. We pledge to communicate to parents and involve them in this process.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McHugh, Michelle	Principal	<p>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</p> <p>(2) Manage and administer the overall instructional program of the school. *</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</p> <p>(4) Provide leadership and facilitate the accreditation program at assigned school. *</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. *</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. *</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. *</p> <p>(11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. *</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level. *</p> <p>(13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. *</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility.</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</p> <p>(2) Manage and administer the overall instructional program of the school. *</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</p> <p>(4) Provide leadership and facilitate the accreditation program at assigned</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school. *</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. *</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. *</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. *</p> <p>(11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. *</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level. *</p> <p>(13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. *</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility.</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p>
Jones, Julie	Assistant Principal	<p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Bone, Heather	Instructional Coach	<p>Assisting teachers in all academic areas, coaching/modeling instructional methods and strategies, analyzing student achievement for the purpose of raising student achievement.</p> <p>) Assist with the coordination and conducting of staff development activities.*</p> <p>(2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.*</p> <p>(3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.*</p> <p>(4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. *</p> <p>(5) Provide supportive services to parents, teachers, students, and administration.*</p> <p>(6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.*</p> <p>(7) Assist with planning, coordination, and implementation of special projects, programs, and events.*</p> <p>(8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.*</p> <p>(9) Keep professional skills and knowledge updated.*</p>

Name	Position Title	Job Duties and Responsibilities
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(10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*

(11) Perform other incidental tasks consistent with the goals and objectives of this position.

Stakeholder Involvement and SIP Development

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

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

The schools stakeholders were invited to attend our strategic planning during the summer to analyze data and make informed decisions regarding our school improvement plan.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At our mid-year review we will review our SIP plan and the data we have and make informed decisions to increase proficiency in all areas of our SIP with the input from our SAC committee as well as our staff's input. If the data indicates that we need to revise the plan we will also do that at the mid-year review to ensure that we are on target for our students to increase proficiency.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	36%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)*

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	15	24	20	24	25	24	0	0	0	132	
One or more suspensions	7	5	4	3	9	3	0	0	0	31	
Course failure in English Language Arts (ELA)	0	16	17	15	5	2	0	0	0	55	
Course failure in Math	0	0	0	3	6	8	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	17	11	35	0	0	0	63	
Level 1 on statewide Math assessment	0	0	0	9	10	33	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	11	35	0	0	0	63	
	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	18	6	15	1	0	0	0	0	44
Students retained two or more times	3	21	16	30	19	15	0	0	0	104

Prior Year (2022-23) As Initially 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 days	13	30	24	26	17	18	0	0	0	128	
One or more suspensions	0	0	5	5	6	9	0	0	0	25	
Course failure in ELA	0	5	17	13	8	4	0	0	0	47	
Course failure in Math	0	4	12	9	14	8	0	0	0	47	
Level 1 on statewide ELA assessment	0	0	0	14	9	20	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	14	22	16	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	28	27	33	9	20	0	0	0	121	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	18	20	24	22	18	0	0	0	104

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	7	1	2	0	1	0	0	0	18
Students retained two or more times	0	0	1	4	1	1	0	0	0	7

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	13	30	24	26	17	18	0	0	0	128	
One or more suspensions	0	0	5	5	6	9	0	0	0	25	
Course failure in ELA	0	5	17	13	8	4	0	0	0	47	
Course failure in Math	0	4	12	9	14	8	0	0	0	47	
Level 1 on statewide ELA assessment	0	0	0	14	9	20	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	14	22	16	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	28	27	33	9	20	0	0	0	121	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	18	20	24	22	18	0	0	0	104

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	7	1	2	0	1	0	0	0	18
Students retained two or more times	0	0	1	4	1	1	0	0	0	7

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	51	53	60	53	56	59		
ELA Learning Gains				59			42		
ELA Lowest 25th Percentile				44			33		
Math Achievement*	60	55	59	60	52	50	54		
Math Learning Gains				55			41		
Math Lowest 25th Percentile				43			32		
Science Achievement*	54	49	54	56	53	59	49		
Social Studies Achievement*					55	64			
Middle School Acceleration					48	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	53	60	59	27					

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	271
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	1
ELL	34	Yes	2	
AMI				
ASN	82			
BLK	24	Yes	2	1
HSP	51			
MUL	70			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	55			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	27	Yes	1	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	65			
MUL	53			
PAC				
WHT	53			
FRL	48			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			60			54					53
SWD	17			25			21				4	
ELL	21			29							3	53
AMI												
ASN	82			82							2	
BLK	20			27							2	
HSP	45			58			38				5	64

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	68			68			73				3	
PAC												
WHT	50			61			54				4	
FRL	42			54			44				5	50

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	60	59	44	60	55	43	56					27
SWD	23	41	35	24	46	33	37					
ELL												27
AMI												
ASN												
BLK	27			40								
HSP	63	68		67	60		67					
MUL	58	42		63	61		40					
PAC												
WHT	62	59	38	59	54	40	58					
FRL	55	58	47	55	49	46	46					30

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	42	33	54	41	32	49					
SWD	22	8		18	15		8					
ELL	33			33								
AMI												
ASN	100			91								
BLK	0			0								
HSP	54	43		46	43		41					
MUL	56			50								
PAC												
WHT	62	43	35	59	45	36	54					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	50	39	30	47	38	30	43					

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	57%	1%	54%	4%
04	2023 - Spring	47%	56%	-9%	58%	-11%
03	2023 - Spring	53%	46%	7%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	62%	10%	59%	13%
04	2023 - Spring	55%	58%	-3%	61%	-6%
05	2023 - Spring	59%	54%	5%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	49%	5%	51%	3%

III. Planning for Improvement

Data Analysis/Reflection

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

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

In 2022 our 3 grade students scored 57% proficient in ELA in 2023 this dropped to 53% proficient.

In 2022 our 4th grade students scored 63% proficient in ELA and 2023 this dropped to 47% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year. If we look at the data from the 3rd grade cohort in ELA they went from 53% proficient to 47% proficient in the 4th grade.

In 2022 our 5th grade students scored a 62% proficient in ELA and 2023 this dropped to 53%. In 5th grade we did have a teacher resign in December. Our 4th grade cohort was 63% proficient in 2022 and dropped to 58% in 5th in 2023.

In 2022 our 3 grade students scored 62% proficient in Math in 2023 this increased to 72% proficient.

In 2022 our 4th grade students scored 67% proficient in Math and 2023 this dropped to 55% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year. When looking at the 4th grade cohort that in 2022

In 2022 our 5th grade students scored a 51% proficient in Math and 2023 this increased to 59%. Looking at the 4th grade cohort in 2022 they were 67% proficient in math and in 2023 they were 59% proficient.

Overall our lowest performance was our 4th grade students in the area of ELA and Math with ELA being the lowest at 54% not proficient. Also our 4th grade math cohort moving to 5th in 2023 dropped significantly.

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

In 2022 our 4th grade students scored 63% proficient in ELA and 2023 this dropped to 47% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year.

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.

In 2022 our 4th grade students scored 63% proficient in ELA and 2023 this dropped to 47% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year.

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

In 2022 our 3 grade students scored 62% proficient in Math in 2023 this increased to 72% proficient. In math we adopted the Savas math curriculum and implemented teaching with the BIG M focusing on the benchmarks.

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

Our 4th grade proficiency levels in ELA and Math and our SWD proficiency levels.

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

Raising our proficiency level in ELA for our 4th grade students

Raising our proficiency level in Math for our 4th grade students

Increasing proficiency in our ELL, SWM and Black/African American subgroups.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the data collected during the 2022-2023 school year decreasing student discipline referrals is a critical need.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease student discipline by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly discipline referrals data review, PBIS rewards system.

Person responsible for monitoring outcome:

Julie Jones (jonesj21@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continue to the implementation of a school wide positive behavior plan. School wide expectations will be taught, practiced and celebrated pervasively. All students will participate in character education lessons and strategies to build positive classroom climate and culture. A consistent discipline plan will be implemented throughout all grade levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research and evidence indicate that schools that effectively implement a positive behavior plan with clearly defined expectations and supports have a decrease in negative behaviors and referrals. With the use of character education lessons and building classroom communities and positive relationships, along with a systematic and well defined behavior plan, negative behaviors and interactions will decrease and the number of students without a discipline referral will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers develops a classroom discipline plan and follows through with the plan.

Person Responsible: Julie Jones (jonesj21@citruschools.org)

By When: September 1, 2023

Develop and implement a school wide discipline plan to be shared with staff.

Person Responsible: Julie Jones (jonesj21@citruschools.org)

By When: August 10, 2023

Develop a schedule of character education plans with guidance counselor

Person Responsible: Julie Jones (jonesj21@citrusschools.org)

By When: September 15, 2023

Monthly PBIS meetings to review data

Person Responsible: Julie Jones (jonesj21@citrusschools.org)

By When: Monthly 5/31/2024

Implement the focus room

Person Responsible: Julie Jones (jonesj21@citrusschools.org)

By When: 08/10/2023

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022 our 3 grade students scored 57% proficient in ELA in 2023 this dropped to 53% proficient.

In 2022 our 4th grade students scored 63% proficient in ELA and 2023 this dropped to 47% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year. If we look at the data from the 3rd grade cohort in ELA they went from 53% proficient to 47% proficient in the 4th grade.

In 2022 our 5th grade students scored a 62% proficient in ELA and 2023 this dropped to 53%. In 5th grade we did have a teacher resign in December. Our 4th grade cohort was 63% proficient in 2022 and dropped to 58% in 5th in 2023.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student ELA proficiency will increase by 10% as measured by the FAST progress monitoring tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST

iReady

Walkthrough data

Team collaborative meetings

Implementation of Magnetics

Comprehension Connections PD

Person responsible for monitoring outcome:

Heather Bone (boneh@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Daily instruction will be delivered in a structured ELA block, in alignment with the district Literacy Framework, which included designated times for whole group instruction using rigorous, evidence-based BEST standards aligned. Wonders curriculum and differentiated small group instruction. There will be an increased focus comprehension connections and the implementation of Magnetics in the classrooms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The instructional materials and structures were chosen because they have proven effective in many districts throughout the state including demographically comparable districts. The use of structured ELA block and rigorous, evidence based instructional materials will help to increase student performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

DATA chats to review the data and make instructional decisions based on the data. iReady, FAST, Classroom grades, Walkthrough data

Person Responsible: Michelle McHugh (mchughm@citrusschools.org)

By When: Monthly September 2023-May 2024

Implementation of Magnetics grades K-5

UFLI instruction in grades K-2

Utilize district Literacy Framework

Person Responsible: Heather Bone (boneh@citrusschools.org)

By When: September 2023

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022 our 3 grade students scored 62% proficient in Math in 2023 this increased to 72% proficient. If we look at the 3rd grade cohort who all completed the 3A math curriculum in 2022 they were 62% proficient in math and the same cohort in 4th grade 2023 dropped to 55% proficient.

In 2022 our 4th grade students scored 67% proficient in Math and 2023 this dropped to 55% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year. When looking at the 4th grade cohort that in 2022

In 2022 our 5th grade students scored a 51% proficient in Math and 2023 this increased to 59%. Looking at the 4th grade cohort in 2022 they were 67% proficient and in 2023 they were 59% proficient.

Overall our lowest performance was our 4th grade math cohort moving to 5th in 2023 dropped significantly.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student math proficiency will increase by 10% as measured by the FAST progress monitoring tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST Progress Monitoring Tool

iReady

Teacher lesson plans

Walk throughs

Person responsible for monitoring outcome:

Michelle McHugh (mchughm@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Daily instruction will be delivered in a structured math block with includes designated times for whole groups instruction using rigorous, evidence based Savvas curriculum to teach the BEST standards and differentiate in small group instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured math block and rigorous, evidence based instructional materials will help to increase student performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The black/african american students subgroup fall below the federal index, but have shown improvement when compared to the data from 2021. African American students scored 34% proficient in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase Black/Africans American students proficiency by 10%, as measured by the FAST progress monitoring tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST Progress monitoring tool
iReady
Teacher lesson plans
Walkthrough data

Person responsible for monitoring outcome:

Heather Bone (boneh@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based upon our School Improvement planning meeting, we have identified the above strategies to assist in our implementation plan for improvement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready.

Person Responsible: Heather Bone (boneh@citruschools.org)

By When: 8/30/2023

#5. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The students that are in our ELL subgroup fell below the federal index, with 27% of the students showing proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase ELL student proficiency by 10%, as measured by the FAST progress monitoring tool,

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

FAST
iReady
Walkthrough data
PLC Collaboration

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our school improvement planning meeting, we have identified the above strategies to assist us in our implementation plan for improvement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready.
PLC Collaboration
Comprehension connections PD
Utilize district ELA Framework

Person Responsible: Michelle McHugh (mchughm@citruschools.org)

By When: August 2023-May 2024

#6. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD subgroup fell below the federal index, but have shown improvement when compared to the data from 2021. SWD scored 34% proficient in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase SWD student Proficiency by 10% as measured by the FAST progress monitoring tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST
iReady
Walkthrough Data
Data Chats

Person responsible for monitoring outcome:

Michelle McHugh (mchughm@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready. Comprehension Connections PD

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our School Improvement planning meeting, we have identified the above strategies to assist us in our implementation plan for improvement

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready. Comprehension connections PD

Person Responsible: Michelle McHugh (mchughm@citruschools.org)

By When: August 2023- May 2024

Implement BEST standards in ELA and Math, Wonders Reading Curriculum, Savvas Math curriculum, Magentic curriculum, small group instruction and iready. Comprehension connections PD

Person Responsible: Michelle McHugh (mchughm@citruschools.org)

By When: August 2023- May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Forest Ridge analyzes the data with the stakeholders to develop our plan to increase academic proficiency. We meet during the summer during our strategic planning and use that information to create the school improvement plan. Through out the school year this school improvement plan is reviewed with the data to monitor our progress.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

Based on our data review, increasing student proficiency levels in ELA has been identified as a critical area of focus in 4th grade and that same cohort in 5th. In 2022 our 4th grade students scored 63% proficient in ELA and 2023 this dropped to 47% proficient. In fourth grade we had two new teachers to the team and one teacher resigned mid-way into the year. If we look at the data from the 3rd grade cohort in ELA they went from 53% proficient to 47% proficient in the 4th grade.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

Students ELA proficiency will increase by 10% as measured by the FAST progress monitoring tool.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

iReady

FAST data

Monthly QPS data/fluency checks

Implementation of Magnetics for differentiation and tier students

Walk through data

Data Chats

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bone, Heather, boneh@citruschools.org

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Daily instruction will be delivered in a structured ELA block, in alignment with the district Literacy Framework, which included designated times for whole group instruction using rigorous, evidence-based BEST standards aligned. Wonders curriculum and differentiated small group instruction. There will be an increased focus comprehension connections and the implementation of Magnetics in the classrooms.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The instructional materials and structures were chosen because they have proven effective in many districts throughout the state including demographically comparable districts. The use of structured ELA block and rigorous, evidence-based instructional materials will help to increase student performance.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Implement Literacy Leadership Teams in our school	McHugh, Michelle, mchughm@citruschools.org
Continue with Literacy Coaching with our Instructional Coach	McHugh, Michelle, mchughm@citruschools.org
PLC's to focus on reading	Bone, Heather, boneh@citruschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is shared with all of our stakeholders by a link in our newsletters to the plan, the plan is also shared throughout the year at our School Advisory Council meetings and strategic planning meetings.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

FRE plans to continue building relationships with parents, families and other community stakeholders to fulfill the schools mission, support the needs of students and keep parents informed of their child's progress during this school year. We will be providing parent/teacher conferences, teacher newsletters, Communication through social media and classroom Remind app. FRE conducts problem solving meetings to discuss students of concerns that are identified through our collaboration data chat meetings with our grade level teachers. Family nights are also included this year so we can foster our partnerships with parents to increase student achievement.

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 III of the SIP. (ESSA 1114(b)(7)ii)

FRE 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. This will be done by continuing with grade 3 math acceleration and adding 4th grade Acceleration for all 4th grade students. We will also be using the literacy framework and differentiating instruction for both reading and math.

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

FRE 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. This will be done by continuing with grade 3 math acceleration and adding 4th grade Acceleration for all 4th grade students. We will also be using the literacy framework and differentiating instruction for both reading and math. We will utilize our title one budget to hire three additional para pros to work with students, provide substitutes for data days/walkthroughs, Instructional PD with iReady consultants and to purchase consumable materials to increase student proficiency.