

Orange County Public Schools

Forsyth Woods Elementary



2019-20 School Improvement Plan

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Forsyth Woods Elementary

6651 CURTIS ST, Orlando, FL 32807

<https://forsythwoodses.ocps.net/>

Demographics

Principal: Kelly Maldonado

Start Date for this Principal: 7/21/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: C 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* 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 Orange 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Maldonado, Kelly	Principal	The job duties and responsibilities of the principal are to ensure all areas of the school improvement plan are implemented with fidelity. In addition, the principal is responsible for ensuring the budget and funding resources are appropriately allocated to support the areas of focus and action plan items.
Rivera, Betty	Administrative Support	The job duties and responsibilities of Ms. Rivera are to meet the needs of the English Language Learners on campus and ensure the appropriate documentation is kept and inputted into our student management system to allow for proper funding.
Clemente, Luriela	Assistant Principal	The job duties and responsibilities of the assistant principal are to support the vision of the principal and assist with managing the areas of focus.
Hartley, Kimberly	Administrative Support	The job duties and responsibilities of Mrs. Hartley is to serve the teachers as an Instructional Coach. Mrs. Hartley supports the action plan of the SIP while supporting classroom teachers with new initiatives and strategies to improve student achievement.
Vilabrera, Joslyn	Administrative Support	The job duties and responsibilities of Dr. Vilabrera include MTSS Tier 3 Intervention and support for classroom teachers.
Zagarella, Jennifer	Administrative Support	The job duties and responsibilities for Mrs. Zagarella include the Curriculum Resource Teacher, Testing Coordinator and Math Coach to support teachers and classroom instruction.

Early Warning Systems

Current Year

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	88	81	98	137	103	107	0	0	0	0	0	0	0	614
Attendance below 90 percent	19	14	15	23	19	13	0	0	0	0	0	0	0	103
One or more suspensions	0	2	1	3	1	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	5	2	10	2	3	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	30	26	25	0	0	0	0	0	0	0	81

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	1	1	8	7	4	0	0	0	0	0	0	0	21

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	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	4	0	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

48

Date this data was collected or last updated

Sunday 7/21/2019

Prior Year - 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
Attendance below 90 percent	0	20	23	22	20	11	0	0	0	0	0	0	0	96
One or more suspensions	0	3	0	5	0	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	6	0	2	3	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	48	29	32	0	0	0	0	0	0	0	109

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	2	0	17	7	9	0	0	0	0	0	0	0	35

Prior Year - 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
Attendance below 90 percent	0	20	23	22	20	11	0	0	0	0	0	0	0	96
One or more suspensions	0	3	0	5	0	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	6	0	2	3	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	48	29	32	0	0	0	0	0	0	0	109

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	2	0	17	7	9	0	0	0	0	0	0	0	35

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	57%	57%	52%	56%	56%
ELA Learning Gains	58%	58%	58%	60%	55%	55%
ELA Lowest 25th Percentile	59%	52%	53%	57%	48%	48%
Math Achievement	53%	63%	63%	66%	63%	62%
Math Learning Gains	52%	61%	62%	51%	57%	59%
Math Lowest 25th Percentile	52%	48%	51%	49%	46%	47%
Science Achievement	60%	56%	53%	54%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	88 (0)	81 (0)	98 (0)	137 (0)	103 (0)	107 (0)	614 (0)
Attendance below 90 percent	19 (0)	14 (20)	15 (23)	23 (22)	19 (20)	13 (11)	103 (96)
One or more suspensions	0 (0)	2 (3)	1 (0)	3 (5)	1 (0)	3 (2)	10 (10)
Course failure in ELA or Math	0 (0)	5 (6)	2 (0)	10 (2)	2 (3)	3 (1)	22 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (48)	26 (29)	25 (32)	81 (109)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	36%	55%	-19%	58%	-22%
	2018	40%	55%	-15%	57%	-17%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	54%	54%	0%	56%	-2%
Same Grade Comparison		-8%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		6%				
05	2019	50%	54%	-4%	56%	-6%
	2018	46%	55%	-9%	55%	-9%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	62%	-21%	62%	-21%
	2018	59%	61%	-2%	62%	-3%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	51%	63%	-12%	64%	-13%
	2018	62%	62%	0%	62%	0%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				
05	2019	50%	57%	-7%	60%	-10%
	2018	54%	59%	-5%	61%	-7%
Same Grade Comparison		-4%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	54%	0%	53%	1%
	2018	47%	53%	-6%	55%	-8%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	30	57	57	32	32	54	33				
ELL	39	60	60	48	49	59	58				
ASN	64			73							
BLK	52	61		52	63		40				
HSP	47	59	61	53	50	51	60				
WHT	44	50		44	30						
FRL	43	57	58	49	48	49	52				

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 2015-16	C & C Accel 2015-16
SWD	26	56	47	41	42	31	20				
ELL	41	60	59	54	44	54	21				
ASN	80			80							
BLK	52	64		74	71						
HSP	50	58	59	63	47	46	53				
WHT	60			80							
FRL	51	59	56	65	50	48	52				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
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	72
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was math proficiency. Overall, the students' proficiency dropped from 66% in 2018 to 53% in 2019, a drop of 13%. The contributing factors noted a significant lack of number sense skills in the students moving from second to third grade. The trend was seen throughout the entire school year and initiatives to mitigate were unsuccessful with the current third grade students.

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

The data component that showed the greatest decline from the previous year was math proficiency. The students who moved into third grade during the 2018-2019 school year were significantly lower in number sense skills and attributed to the drop from 66% to 53% (-13%) in math proficiency.

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

The data component with the greatest gap between the school and state is ELA proficiency with a difference of 9% (57% for the State compared to 48% for our school). The population of Forsyth Woods Elementary School is predominately Hispanic ELL students, which impacts the overall proficiency in ELA. The constraints indicate that language acquisition and vocabulary contributed to the 9% gap. Although the school subgroups performed well and met the ESSA requirements, ELA is still an area of growth for the school.

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

The data component that showed the greatest gains was Science proficiency with an increase from 54% in 2018 to 60% in 2019 (+ 6%). The fifth grade team and an instructional coach worked side by side all year to disaggregate Performance Measurement Assessment (PMA) data and adjusted instruction accordingly. In addition, students were invited to a Science and Math Club where they were able to practice the standards and reinforce concepts throughout the year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on EWS data attendance below 90% (103 students) and level one on state assessments (81 students) are the two main areas of concern. Of the 103 students with attendance concerns 55 are in tested grade levels and has a direct correlation to performance on statewide assessments.

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

1. Increase math proficiency
2. Increase math learning gains for all
3. Increase reading proficiency

4. Increase reading learning gains for all
5. Decrease attendance below 90%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Narrow the achievement gap in overall math proficiency from 53% to 65%.
Rationale	Math proficiency dropped during the 18/19 school year from 66% in 2018 to 53% in 2019. Learning gains in math showed growth, but more attention is needed to ensure this is maintained throughout the next school year and to increase overall math proficiency scores.
State the measurable outcome the school plans to achieve	The measurable outcome the school plans to achieve is an increase in math proficiency scores from 53% to 65% (increase of 12%) as measured by the Florida Standards Assessment (FSA) in Math.
Person responsible for monitoring outcome	Jennifer Zagarella (jennifer.zagarella@ocps.net)
Evidence-based Strategy	Teachers will use iReady math profile data and instructional grouping reports to build standards based small group intervention to support the math standards. The lowest performing math students in 3rd to 5th grade will be given additional support-utilizing culturally responsive instruction, such as communication of high expectations to all students and special attention given to student-centered instruction. Text Dependent Questions (TDQs) and Academic Discourse will be part of the strategies used with all students. In addition, an acceleration approach to math will be used in the intervention block to allow students to be exposed to the standards prior to the actual instruction in the standard therefore increasing the time the students see the topic/content. Our ATS program will be tailored and will consist of a combination of acceleration strategies and intervention in Math.
Rationale for Evidence-based Strategy	The rationale behind utilizing iReady profile and instructional grouping reports is to allow the teachers to create fluid groups of intervention based on actual student data and needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will use iReady math profile and instructional grouping reports to build standards based small intervention groups. 2. Teachers will administer iReady math diagnostic three times per year, standards mastery, and growth monitoring two times per year to utilize data and adjust small intervention groups. 3. Administration and members of the leadership team will monitor data and small intervention group data and make adjustments to instruction and grouping as needed. 4. A Minority Achievement Office (MAO) acceleration approach will be used in second grade to allow students to be exposed to topics/content prior to actual teaching of the standards allowing the students additional time on each subject strand. 5. After-school Tutoring will include targeted groups reinforcing concepts already presented in the classroom. 6. Last year's achievement data will be used to identify areas of growth and tailor Professional Development to increase teachers' effectiveness.

Person Responsible Kelly Maldonado (kelly.maldonado@ocps.net)

#2

Title Narrow the achievement gap in math learning gains from 52% to 60%.

Rationale Math learning gains during the 18/19 school year improved from 51% to 52%, an increase of 1%. The focus on student' learning gains will also impact impact and improve overall proficiency.

State the measurable outcome the school plans to achieve The measurable outcome the school plans to achieve is an increase of at least 8% in learning gains--from 52% to 60% as measured by the Florida Standards Assessment (FSA) in Math.

Person responsible for monitoring outcome Luriela Clemente (luriela.clemente@ocps.net)

Evidence-based Strategy Teachers will use a rotation and walk-to intervention for Math during FBS. In addition, after-school tutoring will offer a focus on Math acceleration and reinforcement of concepts. Our instructional coaches will also be used to pull-out previously identified students. Additional support will be given to all students utilizing Culturally Responsive Instruction (communication of high-expectations, individualized and differentiated instruction taking into consideration native language and cultural preferences when it comes to Math), Text Dependent Questions (TDQs), and Academic Discourse.

Rationale for Evidence-based Strategy The rationale for selecting this strategy will allow the leadership team and grade level math teams to analyze FSA data and i-Ready student profiles and determine action plans to fit the needs of the individual students.

Action Step

1. Compare i-Ready EOY and FSA Math data to identify the students with the most needs.
2. Determine resources for intervention and tutoring.
3. Brief classroom teachers and receive input to create intervention and tutoring groups.
4. Establish start date for tutoring and MAO intervention.
5. Monitor iReady math diagnostic, standards mastery, and growth monitoring data to adjust intervention groups as needed.
6. Instructional Coaches participation in grade level PLCs to monitor Math rigorous instruction and standard based instruction.
7. Coaching Cycles for new teachers and teachers who have been identified as needing support based on observations conducted by administration and coaches.

Person Responsible Jennifer Zagarella (jennifer.zagarella@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Increase reading proficiency: Teachers will continue using iReady diagnostic and historical data to focus intervention instruction to meet specific student needs. Intervention will take the walk-to model and will implement fluid student placements. Accelerated Reader (AR) program will encourage student independent reading by setting student and class goals each quin with the use of an incentive program tied to the points and percentage earned.

Decrease the number of students whose attendance falls below 90%: With a new guidance counselor and behavior specialist, we will implement attendance incentives and proactive monitoring of specific students.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Forsyth Woods Elementary will coordinate and integrate parent, families, and other community stakeholders by promoting engagement programs and activities through a host of planned events throughout the school year. These activities include, but are not limited to: Literacy, Science, and Math Nights/Workshops, Multicultural Celebration, Parents ESOL classes, and more. Our school will also use social media to communicate important information and events to our parents, families, and community stakeholders in an effort to encourage participation.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Incoming students are provided an orientation with their assigned teachers prior to school starting in order to familiarize students and families with the school, the academic and behavioral expectations as well as the procedures.

The guidance counselor schedules classes in each grade level where she addresses identified social-emotional needs. Teachers refer students with specific needs and the counselor visits and supports these students daily. Our behavior specialist works in tandem with the classroom teachers giving them strategies to address the needs of their students in the classroom. She also conducts socio-emotional groups to give students strategies they can use when they feel overwhelmed, frustrated, etc. During our Threat Assessment meetings the Leadership Team identifies students in need of mentoring and these students are seen at least once daily.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students are given initial assessments at the beginning of the year. The data from these assessments is analyzed and students' needs are determined regarding performance on the Florida Standards in the intermediate grades and the five areas of reading in the primary grades (Phonics, Phonemic Awareness, Comprehension, Vocabulary, Fluency). Once student needs are determined, interventions are planned for students and are provided on a daily basis. Teachers meet regularly with the leadership team to review progress monitoring data as described below.

Title 1 funds will be used to provide additional staff and materials/training to support our most at-risk students. The funds will also be used to provide opportunities for our teachers to engage in small group or individually administered assessments. These assessments will provide more reliable and targeted data on our students that will direct interventions and additional instruction. Finally, these funds will be used to provide after school learning opportunities for our most at-risk students. These opportunities will allow teachers to work together in Professional Learning Communities as they analyze standards and create learning tasks that align to the expected rigor of the standard.

District Title III funds were provided to purchase an additional bilingual paraprofessional to support our ELL students.

Supplemental Academic Instruction funds were used to provide an instructional position to work with our most struggling readers individually and in small groups. This instruction is in addition to the core instruction they receive in the classroom.

Forsyth Woods participates in Universal Breakfast and Lunch programs, where all students are provided breakfast and lunch free of charge. The counselor works with middle school counselors to schedule the 5th graders' visits at the end of the year, as well as are invited to our school to speak to the students and parents.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Once the FSA scores are analyzed and the areas of improvement are identified, the Leadership Team meets to discuss strategies and programs to implement the upcoming year. The Principal discusses budget and resources to determine an action plan. Monitoring systems, such as spreadsheets to track Culminating Activities at the end of each CRM are implemented to respond quickly to formative and summative assessments adjusting instruction to the students' needs. Instructional Coaches and MTSS Coach meet weekly with grade level PLCs for ELA and Math. Administrators monitor teachers and give actionable feedback as needed. The Media Specialist and the IT Coordinator maintain and report on the status of inventory of resources. Every effort is made to ensure that resources and funds are used in a fiscally responsible manner.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We use select AVID strategies and participate in college awareness activities such as college spirit days, college banners displayed throughout the campus, etc. We also will implement Project Lead the Way in some of our primary classrooms.

Forsyth Woods Elementary has a partnership with A Gift for Music that provides our students with access to quality music classes that allow our students to learn to play different instruments.

Part V: Budget						
1	III.A	Areas of Focus: Narrow the achievement gap in overall math proficiency from 53% to 65%.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	100-Salaries	1971 - Forsyth Woods Elementary	General Fund		\$1,800.00
			<i>Notes: Additional teacher planning time to build small intervention groups after iReady PD and BOY diagnostics.</i>			
2	III.A	Areas of Focus: Narrow the achievement gap in math learning gains from 52% to 60%.				\$84,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	100-Salaries	1971 - Forsyth Woods Elementary	Title, I Part A		\$84,000.00
			<i>Notes: In order to improve math learning gains and proficiency and intense focus will be placed on math in after school tutoring. As a result, additional funds have been allocated and encumbered to support this initiative throughout the school year.</i>			
					Total:	\$85,800.00