Marion County Public Schools

FOREST HIGH SCHOOL

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2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 5

D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

A. ESSA School, District, State Comparison 10

B. ESSA School-Level Data Review 11

C. ESSA Subgroup Data Review 12

D. Accountability Components by Subgroup 13

E. Grade Level Data Review 16

III. Planning for Improvement 17

IV. Positive Learning Environment 22

V. Title I Requirements (optional) 24

VI. ATSI, TSI and CSI Resource Review 28

VII. Budget to Support Areas of Focus 29

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Forest High School, our mission is to empower every student to reach their full academic, personal, and social potential in a safe, inclusive, and supportive environment. We are committed to fostering critical thinking, creativity, and lifelong learning through a rigorous curriculum and diverse opportunities. By cultivating integrity, respect, and responsibility, we prepare our students to become compassionate, informed, and engaged citizens in a global society.

Provide the school's vision statement

Our vision is to be a dynamic and inclusive learning community where every student is inspired to achieve excellence, embrace diversity, and lead with integrity. We strive to cultivate empowered learners who are prepared to thrive in an ever-changing world and make meaningful contributions to society

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Christopher Carlisle

christopher.carlisle@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Provides the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and provide

successful high quality experiences for students in a safe and orderly environment. Supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school.

Leadership Team Member #2

Employee's Name
Michael Wade

michael.wade@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.

Leadership Team Member #3

Employee's Name
Misty Guinn

misty.guinn@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.

Leadership Team Member #4

Employee's Name
Samantha Roberts

samantha.roberts@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.

Leadership Team Member #5

Employee's Name
Christopher Scanlon

christopher.scanlon@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

All parents and families have an opportunity to assist in the School Improvement Plan. Involvement includes School Advisory Council meetings, student/staff surveys, parent conferences, staff meetings and collaborative planning.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP is monitored regularly by different stakeholder groups. The plan is reviewed by the School Advisory Council at periodic meetings throughout the year. Additionally, the SIP is monitored through regularly faculty meetings, weekly administrative team meetings, grade level meetings, and department collaborative planning. Stakeholders review pertinent data to determine the success of the school in meeting SIP goals.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**55.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **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.*	**2025-26: B** **2024-25: B** **2023-24: B** **2022-23: B** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment		554	593	501	1,648
Absent 10% or more school days		118	167	135	420
One or more suspensions		23	55	48	126
Course failure in English Language Arts (ELA)		30	12	19	61
Course failure in Math		76	73	33	182
Level 1 on statewide ELA assessment		93	102		195
Level 1 on statewide Algebra assessment		15	53		68

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	8	96	76	28	208

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	55	62	61	52	59	57	50	55
Grade 3 ELA Achievement									
ELA Learning Gains	55	56	59	61	55	58	56	55	57
ELA Lowest 25th Percentile	56	55	55	58	54	56	55	54	55
Math Achievement*	55	38	52	47	34	49	52	35	45
Math Learning Gains	49	37	45	49	41	47	52	42	47
Math Lowest 25th Percentile	46	36	44	39	44	49	39	44	49
Science Achievement	69	66	74	76	67	72	63	61	68
Social Studies Achievement*	78	71	76	74	69	75	65	67	71
Graduation Rate	96	90	94	91	86	92	86	80	90
Middle School Acceleration									
College and Career Acceleration	68	65	74	63	65	69	67	68	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	637
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
64%	61%	57%	61%	57%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	7	
English Language Learners	52%	No		
Asian Students	74%	No		
Black/African American Students	57%	No		
Hispanic Students	60%	No		
Multiracial Students	63%	No		
White Students	67%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%		55%	56%	60%	49%	46%	69%	78%		96%	68%	
Students With Disabilities	27%		48%	45%	23%	31%	29%	34%	41%		94%	17%	
English Language Learners	33%		57%	47%	43%	53%	71%	42%	46%		90%	42%	
Asian Students	64%		65%		63%			85%	69%		100%	70%	
Black/African American Students	46%		57%	64%	47%	48%	47%	56%	67%		94%	45%	
Hispanic Students	59%		58%	54%	45%	51%	43%	65%	77%		96%	55%	
Multiracial Students	65%		51%	30%	68%	40%		69%	86%		100%	56%	
White Students	64%		53%	51%	70%	50%	46%	75%	81%		96%	79%	
Economically Disadvantaged Students	48%		53%	54%	50%	48%	45%	59%	72%		93%	49%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%		61%	58%	47%	49%	39%	76%	74%		91%	63%	48%
Students With Disabilities	25%		46%	47%	22%	36%	42%	40%	45%		85%	15%	
English Language Learners	23%		36%	46%	23%	35%	25%	53%	33%		78%	36%	48%
Asian Students	71%		61%		54%	50%		92%	79%				
Black/African American Students	45%		58%	61%	37%	42%	35%	53%	47%		87%	37%	
Hispanic Students	55%		61%	53%	41%	46%	34%	67%	63%		89%	53%	41%
Multiracial Students	63%		57%	46%	48%	48%		75%	83%		92%	68%	
White Students	68%		61%	61%	53%	52%	42%	83%	85%		93%	73%	
Economically Disadvantaged Students	48%		57%	58%	37%	43%	40%	63%	63%		87%	48%	50%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%		56%	55%	52%	52%	39%	63%	65%		86%	67%	38%
Students With Disabilities	18%		37%	37%	17%	44%	41%	29%	24%		78%	19%	
English Language Learners	31%		54%	46%	30%	52%	46%	37%			78%	43%	38%
Asian Students	54%		38%		60%	75%		77%					
Black/African American Students	29%		41%	39%	35%	41%	26%	35%	37%		74%	42%	
Hispanic Students	52%		54%	53%	45%	53%	42%	52%	53%		84%	62%	38%
Multiracial Students	57%		74%	85%	50%	39%		73%	74%		84%	76%	
White Students	67%		61%	66%	61%	54%	48%	74%	76%		89%	73%	
Economically Disadvantaged Students	46%		52%	50%	44%	48%	35%	51%	51%		86%	68%	46%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	59%	51%	8%	60%	-1%
ELA	10	60%	54%	6%	61%	-1%
Biology	9	97%	91%	6%	87%	10%
Biology	10	55%	53%	2%	60%	-5%
Algebra	9	66%	34%	32%	41%	25%
Algebra	10	27%	14%	13%	31%	-4%
Geometry	9	90%	72%	18%	75%	15%
Geometry	10	52%	28%	24%	40%	12%
Geometry	11	21%	16%	5%	26%	-5%
History	11	79%	69%	10%	75%	4%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The most improved area was math achievement, showing an increase of 13% from the previous year. This is attributed to strategic collaborative planning and support for teachers, including a math intervention course for students in the lower quartile.

Lowest Performance

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

The component with the lowest performance was math learning gains in the lowest quartile at 46%. While this is a 7% increase from the previous year, it is still the lowest performance component. It does show overall growth in student success from the previous two years.

Greatest Decline

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

Science achievement showed the greatest decline from the prior year, dropping 7%. This is attributed to a lack of instructional strategies from teachers and inexperienced teachers.

Greatest Gap

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

Science achievement scores reported below the state average by 5%. Forest earned 69% proficiency while the state average was 74%. This drop and gap in scores are attributed to inexperienced teachers and a lack of strong instructional strategies in the classroom. Trend data in science shows higher achievement.

EWS Areas of Concern

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

Decrease chronic absenteeism (20%)

Highest Priorities

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

1. Improvement in achievement for Students with Disabilities (SWD)
2. Increasing learning gains and ELA achievement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students with Disabilities are below the Federal Threshold of 41%. At 39%, SWD are below the school average in all components. SWD are below the school average in ELA proficiency at 27% and math achievement at 23%. Additionally, learning gains in ELA were 48% and math 31%, while learning gains in the lower quartile were 45% and 29%, respectively.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SWD will improve learning gains in ELA from 48% to 50%, and math from 31% to 35%. Additionally, SWD will improve learning gains in the lower quartile in ELA from 25% to 27% and math from 29% to 31%. The focus on improving learning gains will thereby build achievement toward proficiency and improve SWD to above 41%, the Federal Threshold.

Monitoring

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

Student progress will be monitored through formative classroom assessments, district progress monitoring tools, classroom observation, and state progress monitoring assessments.

Person responsible for monitoring outcome

Christopher Carlisle

Evidence-based Intervention:

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

Description of Intervention #1:
Collaborative planning in departments, including support facilitators, as well as focused professional development to develop instructional practices to differentiate learning. SWD will also utilize Reading Plus in reading instruction and IXL in math instruction.

Rationale:
Professional collaborative planning and the use of AVID strategies are proven to close achievement gaps for underperforming students, including building accommodations to support students with disabilities. Reading Plus and IXL individualize instruction to support the needs of learnings in closing achievement gaps.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
1. Reading Plus and IXL will be utilized in the classroom as diagnostic tools and to develop individualized instruction to close gaps in learning. 2. Scheduled professional development and collaborative planning will support growth of instructional strategies for SWD.

Person Monitoring:	**By When/Frequency:**
Chirstopher Carlisle	August and on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use Reading Plus and IXL as diagnostic tools. Teachers disaggregate data and use the programming to assist in developing individualized learning plans for students to bridge achievement gaps. Regularly collaboration among content area teachers to develop high-quality lessons to support standards mastery will be scheduled. Professional development includes regular faculty meetings, grade-level meetings, and department meetings by subject area.
Impact will be monitored through regularly reviewing of Reading Plus and IXL data, district assessments, formative classroom assessments, and observations in classrooms.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA proficiency hovered at 60%, down one point from the previous school year. Learning gains in ELA fell from 61% to 55%, and lower quartile learning gains fell from 58% to 56%. While proficiency

is above the district average of 53% and just below the state average of 61%, an improvement in learning gains will support growth of students and lead toward an increase in overall proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency will improve from 60% to 62% in the 2026-27 school year. Additionally, improvement will be made in learning gains, from 55% to 57%, and lower quartile learning gains from 56% back to 58%.

Monitoring

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

Student progress will be monitored through progress monitoring, classroom assessments, class observations, benchmark data, Reading Plus data, and grades.

Person responsible for monitoring outcome

Christopher Carlisle

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative planning, benchmark based instruction through the use of district curriculum maps and resources, and Reading Plus data monitored regularly by teachers and administration.

Rationale:

Reading Plus is evidence-based in closing achievement gaps in reading.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

1. Reading Plus and IXL will be utilized in the classroom as diagnostic tools and to develop individualized instruction to close gaps in learning. 2. Scheduled professional development and collaborative planning will support growth of instructional strategies.

Person Monitoring:
Christopher Carlisle

By When/Frequency:
August and on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use Reading Plus and IXL as diagnostic tools. Teachers disaggregate data and use the programming to assist in developing individualized learning plans for students to bridge achievement gaps.
Regularly collaboration among content area teachers to develop high-quality lessons to support standards mastery will be scheduled. Professional development includes regular faculty meetings, grade-level meetings, and department meetings by subject area.
Impact will be monitored through regularly reviewing of Reading Plus and IXL data, district assessments, formative classroom assessments, and observations in classrooms.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Chronic absenteeism is 20%. We work to continue to decrease absenteeism to improve student performance and achievement, particularly with SWD students who fall below the Federal Threshold.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Chronic absenteeism will decrease from 20% to 18%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Absenteeism will be monitored with regular Skyward reports. Staff will use data to reach out to families to improve attendance and procure appropriate documentation. Child Study Team Meetings and Attendance Meetings will be held with staff to support improving attendance.

Person responsible for monitoring outcome
Misty Guinn

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:
Forest will utilize a tier-based intervention for getting students to school on a consistent basis. Forest will continue to implement Habitudes, the district resiliency curriculum, and family contact with dedicated staff to address any challenges students face that may keep them from regularly attending school.

Rationale:
Students who feel comfortable at school are more likely to attend on a regular basis.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Child Study Team meetings are held regularly to address individual students who are chronically absent. Staff identify students who are trending chronically absent and make contact with families to address any concerns.

Person Monitoring:
Misty Guinn

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Communication with families; removal of barriers to regular attendance.
Regular attendance reports will provide up-to-date data to determine appropriate steps in identifying trending students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

FHS.marionschools.net

The School Improvement Plan is posted for public view on the Forest High School webpage. Additionally, the draft and final versions of the School Improvement Plan are distributed at the Annual Title 1 Meeting and the September School Advisory Council meeting. Progress on each Area of Focus is regularly reported at School Advisory Council meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

FHS.marionschools.net

Forest has a variety of communication tools to keep families informed about happenings, including Apptegy calls/messages every three weeks, family engagement events, and social media. Forest also hosts a whole-team conference with individual families to support their needs.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Forest is strengthening academic programming by developing collaborative planning days for teachers to build upon each other's strengths. This includes the infusion of AVID strategies in the classroom, deep dives into data for benchmark mastery, and supporting students through tutoring during CAT time. The CCAP program offers a robust array of AP courses to accelerate students and provide opportunities for college credit. CTE programs also allow students to accelerate learning and earn industry certification.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan is developed through collaboration with vested stakeholders, identifying areas in which these stakeholders can support the vision and mission of Forest High School and meet the needs of students and families.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Counseling, mental health, and specialized support services meet through Multi Disciplinary Teams to determine how to support the needs of all students to ensure academic success. These areas meet bi-monthly to discuss how to support students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

School Counselors, along with teachers, share information with students about postsecondary opportunities, including but not limited to employment, enlistment, or enrollment in postsecondary educational opportunities. This occurs during individually scheduled meetings, whole class discussions, and special meeting opportunities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Forest utilizes the MTSS process in developing solid Tier 1 instruction. Teachers reach out to support facilitators or the staff specialist when concerned about the academic or behavioral success of students in the classroom to devise a more concise plan for individual students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning is infused in faculty meetings (bi-monthly), grade level meetings (monthly), and department meetings (monthly). Additionally, teachers participate in more intense professional learning on Early Release days as well as content-specific collaboration days. These days consist of research-based instructional strategies as well as data digs, reviewing data to determine trends and how to remediate or extend learning for students.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

Forest collaborates with the district in the regular review of course curriculum maps. Using district resources, including benchmark assessments, teachers determine the needs of individual students and plan to remediate or enrich content to meet those needs.

Specifics to Address the Need

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

Forest will utilize Reading Plus to support the needs of individual students and their reading goals. This tool customizes instruction to the needs of the student, filling achievement gaps and improving grade-level performance.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**

Forest High School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Christopher Carlisle
School Website:	https://fhs.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Forest High School will increase attendance at School Advisory Council (SAC) meetings by 25%. This will allow us to share valuable information about student academic expectations, attendance, and behavior and to open lines of communication with parents in order to support their student's academic achievement. We anticipate that this increased family attendance and engagement will account for a 3% increase in the English Language Arts and Math and a 2% increase in the Graduation Rate.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

The Forest High School Parent and Family Engagement Plan was developed based on feedback from the annual MCPS Parent and Family Survey and feedback from Forest High School SAC members and SAC meeting attendees. The Forest High School Parent and Family Engagement Plan will be posted on the Forest website at www.fhs.marionschools.net. After publication of the PFEP, an Apptegy phone and email message will be sent to all families alerting them to the availability of the PFEP. Paper copies will be provided to any families that request them. The Forest High School Parent and Family Engagement Plan will be updated annually after analysis of the annual MCPS Parent and Family Survey. The updating of the PFEP is a collaborative effort between Forest administrators and members of the Forest High School SAC. Any parent comments regarding this plan will be shared with the Federal Programs Program Specialist assigned to Forest High School. Forest High School is committed to providing flexible options for parents to attend important conferences, meetings and events to help parents and families remain engaged in their child's education. Parent/Teacher Conferences are offered during both morning and afternoon hours. Additionally, these conferences can be scheduled virtually through Microsoft Teams. Parent volunteers are welcomed and necessary for the successful operation of the extra-curricular and athletic events offered by Forest High School and parents are consistently made aware of these opportunities.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

The Forest High School Annual Title 1 Meeting will be conducted on Monday, October 26th, immediately prior to the October School Advisory Council meeting.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

The Forest High School Parent and Family Engagement Plan will be developed and written after consultation with several Forest High School staff members and will be reviewed by School Advisory Council members and meeting attendees prior to final approval. An online translation website will be used to translate the Parent and Family Engagement Plan into Spanish, which will then be posted on our school website. Meetings have been offered in the morning and afternoon for several years at Forest High School. Additionally, Title 1 funding is now budgeted to allow for a Parent/Family Engagement Liaison to work evening hours when necessary to meet with any parents who need later meeting times. Parent/Teacher Conferences and ESE IEP Meetings are already offered both in-person and online via Microsoft Teams. Forest High School utilizes both phone and email correspondence to our parents and families. Additionally, we have maintained two staff members as our receptionists, as opposed to an automated answering program, so that our parents can get immediate answers and information if they contact Forest via telephone. Forest High School faculty, staff and administrators are always available via phone, email and in-person meetings throughout the day to communicate with parents. Forest's Multilingual Paraprofessionals are always available to translate for parents who do not speak English. Additionally, one of Forest's receptionists is bi-lingual and can assist with communicating with Spanish-speaking families.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

No, transportation will not be offered. Childcare can be offered during parent and family engagement events. We will offer student-volunteers to monitor children if families need this service.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

The school will develop the School-Parent Compact through collaboration with parents and community members at regularly scheduled School Advisory Council meetings. Additionally, the School-Parent Compact will be developed based on feedback from past annual parent surveys. The Forest High School School-Parent Compact will list “School Responsibilities”, “Student Responsibilities” and “Parent Responsibilities” and this information will be shared with all parents, including those families that register at Forest High School during the school year. Forest High School will focus on providing clear and consistent two-way communication with parents and families this year. We will also offer multiple Parent Engagement events that will focus on helping students succeed in challenging courses and the State of Florida assessments.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

At least one Parent Engagement Night will be focused solely on career and college opportunities and pathways. We will coordinate and engage with the College of Central Florida, as well as other business organizations and trade schools, to provide an opportunity for our students and families to become familiar with the college and career opportunities available after graduation from Forest High School.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Forest High School will describe and explain the curriculum, forms of assessment and achievement levels during our Annual Title I meeting, our School Advisory Council meetings, during Freshman Orientation, New Family Orientation and Open House, and through our school-based website. Where possible and necessary, we will transcribe these communications in Spanish for our Spanish-speaking families. Families will be notified about individual student academic assessment results and how to interpret those assessment results through the school-based website and district-based assessment portal, teacher communications, ongoing school meetings, the Annual Title 1 Meeting, and parent-teacher conferences. Where possible and necessary, we will transcribe these communications in Spanish for our Spanish-speaking families. An explanation of the assessments used to measure student progress and the achievement levels of the state academic standards that students are expected to obtain will be described and explained during the Annual Title 1 Meeting and ongoing academic based family engagement events occurring throughout the school year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via teacher websites or email correspondence. If families have further questions and/or are not available to attend, information will be sent home in quarterly correspondence and will be posted on the school-based website. Where possible and necessary, we will transcribe these communications in Spanish for our Spanish-speaking families.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** October 26, 2026 at 5:00 PM

Orientation and Open House	Families tour the campus and have an opportunity to meet their child's teacher.	**Quarter 1** August 6, 2026 at 5:30 PM
Academic Conference Teams	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarters 1-4** Ongoing
Fall Family Night	To provide information to families in order to assist their student with academic achievement.	**Quarter 2** October 2026
School Advisory Council Meetings	Ongoing opportunity for parents to get involved in the school decision-making process.	**Quarters 1-4** Ongoing

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

Forest High School will continue to focus professional learning on the value and utility of the contribution of parents and families. This professional learning will be delivered during pre-school week training sessions and monthly during our Horizontal Collaboration. We will continue to utilize parent feedback as to the best and most efficient way to communicate with families and will share this information with faculty and staff throughout the school year. Forest High School will provide professional learning on the effective use of teacher Canvas websites and email communication to share information with families about student academic achievement. Additionally, we will provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources. Forest High School will provide professional learning on effective communication and parent engagement during pre-school week learning and will provide a Parent Communication Script to all teachers to utilize when contacting parents. Forest High School has two exceptional Multilingual Paraprofessionals and a bilingual Receptionist who are always available to assist with translating documents and parent communication. Training will be provided for staff through our regularly schedule professional learning opportunities to share how these resources can be accessed and utilized to communicate with parents. Additionally, training will be provided for staff in effective parent communication, including, but not limited to, reducing educational jargon in parent communication, clear explanations of skills and assessments and how to utilize translation

technology. Forest High School will provide ongoing professional learning for school staff to be better equipped to timely communicate with parents regarding parent and family engagement activities. When those activities are planned, information will be disbursed to all school staff and those school staff will be encouraged to share with all students and families.

School Advisory Council (SAC) Interest Form

Forest High School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____