

Volusia County Schools

# Forest Lake Elementary School



2015-16 School Improvement Plan

## Forest Lake Elementary School

1600 DOYLE RD, Deltona, FL 32725

<http://myvolusiaschools.org/school/forestlake/pages/default.aspx>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	Yes	75%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	46%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of our Forest Lake Elementary Community is to provide a supportive learning environment where all students can achieve academic success.

##### Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Open House  
PTO Family  
Kagan activities-Collaborative activities  
Parent conferences  
Student/teacher conferences  
Vertical articulation  
Walk to intervention  
clubs  
climate survey  
Meet the Teacher  
Parent-to-Kid

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Faculty and staff make every effort to stand outside their classroom doors to increase visibility and provide access to students. Teachers are assigned observation posts to monitor student safety. The cafeteria and office have boxes where students can report bullying or other issues. These boxes are checked regularly.

Our media center and Parent center are open before school and after school, in addition to regular school hours. The mission of our media is to ensure that parents and students have opportunities to achieve literacy.

Discipline assembly  
Anti bullying program (a morning message is on the school news program)  
Safety patrol  
Teacher duties assignments  
Kagan activities to promote social skills  
Rules are posted and include behavioral expectations

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced



The processes and procedures of the school-based Behavior Leader Team/Positive Behavior Support Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is inclusive of all areas (i.e. core instruction, school-way cafe, electives, administration) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruptions to instruction.

**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**

The school offers the following non-violence and anti-drug programs:

- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Deveraux Mentoring Program
- Red Ribbon Week

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e. school psychologists, school counselors and school social workers) provide direct and indirect evidence-based supports to students identified through the screening measure.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school regularly (i.e. at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows.

- \* Unweighted GPA (at risk if below 2.0)
- \* Over age for grade
- \* Office Discipline Referrals (at risk if 2 or more)
- \* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
- \* Year to date suspensions (at risk if 1 or more)
- \* Number of prior retentions (at risk if 1 or more)
- \* Level 1 score on the statewide standardized assessments in English Language Arts, or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	
	5	Total
Attendance below 90 percent	2	2
One or more suspensions	1	1
Course failure in ELA or Math	0	
Level 1 on statewide assessment	3	3

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	
	5	Total
Students exhibiting two or more indicators	3	3

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e. g. attendance below 90%, patterns of office discipline referrals, and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e. g. office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e. if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

Forest Lake Elementary makes a concerted effort to increase the parental involvement for students of the school. This year we plan to target STEM based activities by combining our annual math and science night into a single STEM based event. Additionally, fifth grade students will be offered the opportunity to participate in STEM experiences such as field trips. We also plan to increase parental

understanding of student level academic expectations by standardizing some of the information sent to parents and including such things as math vocabulary information.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Forest Lake PTO sponsors a math night at our Local Publix Store.  
 Several restaurants such as Chili's, Chic-Fil-a, and Subway sponsor school nights.  
 Publix supplies reward coupons for student achievement.  
 A Family Science night is sponsored by PTO and community members which gives students and parents an opportunity to experience the process of science.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Pagan, Ramonita	Principal
Robinson, Jamie	Assistant Principal
Wisherd, Eleanore	Guidance Counselor
Wagenhauser, Vikki	Instructional Media
Ferrara, Robin	Instructional Coach
Ingram, JoElly	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and students performance data are considered in order to determine priorities and functions of other existing teams (e.g. Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

***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***

Personnel. The school has a leadership team consisting of the prinicipal, assistant principals and academic coaches. This leadership team reviews student progress data, develops intervention and

remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning. Instruction resources include staff development developed and provided by our district and our school's leadership team. Departments meet with teachers bi-weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Grade levels meet weekly during common planning time to analyze student data and collaboratively plan lessons to meet the needs of all students. Our district and our school are both committed to meeting the needs of our students and maximizing our students achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teacher have the support of our instructional leadership team and cadre leaders.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams works together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly, and SAC meets monthly.

Problem Solving Activities: The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/school.

School Improvement funds will be used for professional development opportunities and procuring technology for classroom use.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Ramonita Pagan	Principal
Melissa Talton	Parent
Helen Gonzales	Parent
Kelly Burrow	Parent
Denise Hulette	Business/Community
Vikki Wagenhauser	Teacher
Jennifer Buchanan	Parent
Loris Schuring	Parent
Karina Delerme	Parent
Kathy Anselmo	Teacher
Jennifer Grill	Parent
Maria Fitzgerald	Parent
Elizabeth Brumley	Parent
Stephanie Valentin	Parent
Deborah Koegler	Parent
Lourdes Sierra	Teacher

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council to receive input.

*Development of this school improvement plan*

The Forest Lake Elementary School Advisory Council is involved in the development of the school improvement plan through input at SAC meetings. The SAC, comprised of parents and school employees, works with available data to offer suggestions on focus areas and make suggestions for implementation of on-campus improvement programs aimed at increasing student achievement. Suggestions were taken from both the SAC committee and Forest Lake Staff.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds are allocated based on request submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval include a bulleted list of how the school used last year's SIP funds. School Improvement Funds may be used to support Professional Development and to purchase incentives to encourage and reward student achievement.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Pagan, Ramonita	Principal
Ferrara, Robin	Instructional Coach
Robinson, Jamie	Assistant Principal
Wisherd, Eleanore	Guidance Counselor
Wagenhauser, Vikki	Instructional Media
Ingram, JoElly	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives of the LLT for this year will be: to increase student achievement in reading and language arts, to address strengths and weaknesses of all student populations, to provide material and technical support to address student literacy needs, and to assist instructional personnel with implementation the new Florida Standards Assessments.

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets twice a month on Tuesdays during lunch for 30 minutes. The LLT Co-chairs provide an agenda and facilitate the meeting LLT member responsibilities include attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementations strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support ELA benchmarks in every classroom. This year's focus will be support for teachers as we continue to our school-wide ELA initiative. The academic coaches are responsible for provide PD in their respective core areas. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC. Training for staff in Write From the Beginning is being provided.

The LLT has always been dedicated to providing a variety of Literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor three Scholastic book fairs, September, December, and May. During the month of January, the LLT, community members, and staff participate in a school wide literacy fair.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning: Professional Learning Communities (PLC). Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common planning allows teachers to participate in bi-weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assessed by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meeting are submitted bi-weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part is designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk throughs provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify, exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to enhance instruction.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Forest Lake Elementary participates in the annual Volusia Schools job fair and instructional transfer fair in an effort to recruit highly certified teachers. All applicants are pre-screened for appropriate credentials before scheduling interviews and highly qualified teachers are consider above other applications. New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout



the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel. Professional Development opportunities are offered for all staff throughout the year, including supporting position related off-campus workshops through the availability of substitute funding. Additionally, Professional Learning Community activities are encouraged throughout the year and staff are offered the opportunity to participate in these growth opportunities. Administration has recognition programs in place that highlights professionalism in the work place, student support, and school improvement. Grade Team Leaders are assigned a duty of mentoring new teachers to their grade levels.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers with each PLC provide mentoring as needed for any new/beginning teachers.

Forest Lake Elementary offers three types of teacher mentoring at this time. A) First year teachers participate in the E3 program, which is a district new teacher training program. They are assigned a district PAR teacher who meets with them throughout the year to discuss instructional techniques, classroom management, and lesson plan development. New teachers are also assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. B) Teachers new to FLE are assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. C) Teachers who have been teaching at FLE, but new to a grade level as assigned and on-campus mentor to assist with grade level specific lesson planning and classroom management.

A) First Year Teachers:

Kera Frey, Intermediate Teacher Grade 3, Mentor Susan Turner

B) Teachers new to FLE:

Christina Sills, Intermediate Teacher Grade 5, Mentor Denise Alexander

Cheri Dinizio, Intermediate Teacher Grade 4, Mentor Amanda Cleek

Stephanie Goodin, Primary Teacher Grade 1, Mentor Kristen Goodnoe

Annissa Clute, Primary Teacher Pre-Kindergarten, Mentor Susie LeFils

Karina Pena, Intermediate ESE Teacher, Mentor JoElly Ingram

Rebecca Strunks, Intermediate Gifted, Mentor Nicole Delemeester

Alexis Keller, Primary Gifted, Mentor Laura Matthews

Sol Ramos, Primary Teacher Grade 2, Mentor Kathy Anselmo

Bridgette Cooper-Grant, Intermediate Teacher Grade 3, Mentor Susan Turner

C) Teachers new to the grade level:

Priscilla Ruiz, from Grade 2 to Grade 4

Rebecca Pitzen from Grade 5 to Grade 3

Amy Dorton from Grade 4 to Grade 3

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All Volusia County public schools programs meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to

monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments. Professional Learning Communities (PLCs) and coaching help to ensure that instruction is aligned to Florida Standards, appropriately paced, engaging and rigorous.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Common planning allows teacher to participate in bi-weekly PLC to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLC. Students requiring intensive remediation receive additional support from academic intervention teachers. When necessary PLC make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, academic coaches, and academic intervention teachers to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping allowing class visits. Instructional coaches work along side of teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 1,800

STAR tutoring is a district based program targeting students that scored a level one on the Volusia Literacy Test 1-4 from the 2014-2015 school year. This program is designed to support the learning of these lower achieving students and provide them with one-on-one tutoring and computer based practice in order to improve their performance on the 2015/2016 State Assessment. Participation is not mandatory. Forest Lake Elementary has 16 students enrolled.

***Strategy Rationale***

Providing additional small group instruction to struggling students provide them the opportunity to make academic gain in core concepts.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Ferrara, Robin, rferrara@volusia.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data is collected via Volusia Literacy Tests and analysis includes the evaluation of learning gains over previous testing. Additionally, the computer based support program provides data and analysis to identify growth areas for individual students.

**Strategy:** After School Program

**Minutes added to school year:** 0

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, as well as professional development bi-weekly.

***Strategy Rationale***

PLC's encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students academic needs as a team.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Ferrara, Robin, rferrara@volusia.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Strategy:** Weekend Program

**Minutes added to school year:** 480

Math Boot Camp-Students were identified based on district assessments and then were invited to participate in 4 weeks Saturday class. Lessons were based on students' academic needs.

**Strategy Rationale**

Providing tutoring based on targeted student needs will increase their learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ferrara, Robin, rferrara@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all Forest Lake Elementary teachers implement a supportive learning environment with teachers working collaboratively then, student achievement will increase.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If all Forest Lake Elementary teachers implement a supportive learning environment with teachers working collaboratively then, student achievement will increase. 1a

G069190

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0
FSA Mathematics - Achievement	58.0
FCAT 2.0 Science Proficiency	85.0

**Resources Available to Support the Goal** 2

- The resources available to support this goal include recognition activities, change in master schedule, professional development opportunities, academic coaches, writing intervention teacher, and planned parent involvement activities.

**Targeted Barriers to Achieving the Goal** 3

- Lack of Teacher Buy in
- Lack of Curriculum Knowledge
- Scheduling
- Lack of Budget/ Resources
- Lack of Parent Involvement

**Plan to Monitor Progress Toward G1.** 8

Monitor learning gains using Write Score Data.

**Person Responsible**

Jamie Robinson

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Student scores on Write Score Assessments

**Plan to Monitor Progress Toward G1.** 8

Monitor student progress using the VCS District Assessments and Florida Standards Assessment.

**Person Responsible**

Ramonita Pagan

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Student scores on the VCS District Assessments

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If all Forest Lake Elementary teachers implement a supportive learning environment with teachers working collaboratively then, student achievement will increase. **1**

 G069190

**G1.B1** Lack of Teacher Buy in **2**

 B179936

**G1.B1.S1** Team Building/ Recognition Activities **4**

 S191222

### Strategy Rationale

When working to create a solid and successful culture of teamwork in any organization, there is a need to establish trust among team members and help build school spirit. This begins with learning to communicate effectively and appreciate teammate strengths.

### Action Step 1 **5**

Leadership team will meet to assign each grade level a specific month in which they will create a school building activity.

#### Person Responsible

Ramonita Pagan

#### Schedule

Monthly, from 7/20/2015 to 6/3/2016

#### Evidence of Completion

Agenda provided at every meeting and invitation sent via outlook calendar.

**Action Step 2** 5

Leadership team will discuss the purpose of the school building activity along with a calendar during a PLC to assign grade levels a month.

**Person Responsible**

JoElly Ingram

**Schedule**

Monthly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

Mrs. Ingram will discuss during a PLC and have minutes taken as evidence.

**Action Step 3** 5

Leadership team will create "PANTHERS" character education posters that outline positive behaviors and characteristics that we want our students to display.

**Person Responsible**

Robin Ferrara

**Schedule**

On 6/3/2016

**Evidence of Completion**

Character trait posters will be displayed in all classrooms.

**Action Step 4** 5

Leadership team will create a school-wide recognition program, "PAW"sitive Panthers.

**Person Responsible**

Jamie Robinson

**Schedule**

On 6/3/2016

**Evidence of Completion**

Teachers will display "PANTHERS" character education posters and award "Panther Paws" to any students, anywhere displaying positive character traits.

### Action Step 5 5

Leadership team will meet to select a weekly "Marvelous Mention" to recognize staff.

#### **Person Responsible**

JoElly Ingram

#### **Schedule**

Weekly, from 7/20/2015 to 6/3/2016

#### **Evidence of Completion**

Mrs. Hulette will discuss with teachers and staff of the opportunity to recognize fellow employees by filling out a "Marvelous Mentions" slip each week. One employee will be drawn and announced by administration

### Action Step 6 5

Leadership team will meet to create a cafeteria conduct system to reward positive behavior.

#### **Person Responsible**

JoElly Ingram

#### **Schedule**

On 6/3/2016

#### **Evidence of Completion**

School-wide poster is located in the cafeteria with conduct system that displays data for each class.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership team will meet on a monthly basis to discuss fidelity of implementation.

#### **Person Responsible**

Ramonita Pagan

#### **Schedule**

Monthly, from 9/22/2015 to 6/3/2016

#### **Evidence of Completion**

Leadership team will discuss and review the data that has been collected regarding the fidelity of implementation and make changes as we see fit.



**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Leadership team will continue to monitor effectiveness of strategies by meeting once a month and reviewing our Volusia County School Assessment data and our discipline data.

**Person Responsible**

Ramonita Pagan

**Schedule**

On 6/6/2016

**Evidence of Completion**

Leadership team will discuss and review the academic and discipline data that has been collected regarding the effectiveness of implementation and make changes as we see fit.

**G1.B1.S2 Establish Teacher Leaders 4**

 S191223

**Strategy Rationale**

Cadre members specially trained to help with the delivering of district curriculum information to all grade levels. Cadre members are given the opportunity to share information during faculty meetings.

**Action Step 1 5**

Cadre members will participate in the cadre meetings with their content area specialist.

**Person Responsible**

Ramonita Pagan

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Faculty Agenda

**Action Step 2** 5

Cadre members will be given the opportunity to disseminate information during faculty meetings.

**Person Responsible**

Ramonita Pagan

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Faculty agenda will include cadre members.

**Action Step 3** 5

Cadre members will provide follow up via email by forwarding the "Cadre Connection" update to faculty and give teachers the opportunity to reply with any questions and/ or concerns.

**Person Responsible**

Ramonita Pagan

**Schedule**

Biweekly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Emails from cadre members to faculty.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration and Academic Coaches will monitor the delivery of district content area information by providing time during all faculty meetings regarding subject update. Cadre members will also email teachers with important information regarding district updates.

**Person Responsible**

Robin Ferrara

**Schedule**

Biweekly, from 8/18/2015 to 6/3/2016

**Evidence of Completion**

Faculty minutes and emails collected from cadre members.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administration and Academic Coaches will provide feedback to our cadre members regarding the information received by the district.

**Person Responsible**

Robin Ferrara


**Schedule**

Biweekly, from 8/18/2015 to 6/3/2016


**Evidence of Completion**

Faculty minutes, emails, and Volusia County Schools assessment data.

**G1.B2 Lack of Curriculum Knowledge** 2

 B179937

**G1.B2.S1 Engage County experts to facilitate Professional Development in all areas.** 4

 S191224

**Strategy Rationale**

To provide professional development and support all teachers with curriculum best practice and student success.

**Action Step 1** 5

Leadership team will invite county curriculum experts to provide training to staff during Early Release Professional Development.

**Person Responsible**

JoElly Ingram

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

**Action Step 2** 5

Leadership team will choose tentative ERPD dates and professional development.

**Person Responsible**

JoElly Ingram

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Attached ERPD dates and content area specific trainings.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teachers will complete survey for the professional development received.

**Person Responsible**

Robin Ferrara

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Teacher professional development points and Volusia County Assessment data.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Academic coaches will monitor the effectiveness of professional development training and review Volusia County District Assessment data.

**Person Responsible**

JoElly Ingram

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Outlook calendar will reference coaching opportunities and Volusia County Assessment data.

**G1.B5 Lack of Parent Involvement** 2

B179940

**G1.B5.S1 Establish a working relationship with Parent Teacher Organization** 4

S191231

**Strategy Rationale**

To have a continuous relationship and work with our PTO in developing events and activities throughout the school year to increase participation of all stakeholders involved.

**Action Step 1** 5

Our PTO Teacher Liaison will relate monthly meeting information to faculty.

**Person Responsible**

JoElly Ingram

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Faculty Agenda and reviewing Volusia County Assessment Data.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Ensure time during faculty meeting to update faculty with PTO information.

**Person Responsible**

JoElly Ingram

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Faculty Agenda

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

We will monitor teacher participation during school events and review Volusia County District Assessment data.

**Person Responsible**

**Schedule**

Quarterly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Teacher sign-in during events and review Volusia County District Assessment data.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Leadership team will meet to assign each grade level a specific month in which they will create a school building activity.	Pagan, Ramonita	7/20/2015	Agenda provided at every meeting and invitation sent via outlook calendar.	6/3/2016 monthly
G1.B1.S2.A1	Cadre members will participate in the cadre meetings with their content area specialist.	Pagan, Ramonita	8/24/2015	Faculty Agenda	6/3/2016 biweekly
G1.B2.S1.A1	Leadership team will invite county curriculum experts to provide training to staff during Early Release Professional Development.	Ingram, JoElly	8/24/2015		6/3/2016 quarterly
G1.B5.S1.A1	Our PTO Teacher Liaison will relate monthly meeting information to faculty.	Ingram, JoElly	8/24/2015	Faculty Agenda and reviewing Volusia County Assessment Data.	5/30/2016 quarterly
G1.B1.S1.A2	Leadership team will discuss the purpose of the school building activity along with a calendar during a PLC to assign grade levels a month.	Ingram, JoElly	9/28/2015	Mrs. Ingram will discuss during a PLC and have minutes taken as evidence.	6/3/2016 monthly
G1.B1.S2.A2	Cadre members will be given the opportunity to disseminate information during faculty meetings.	Pagan, Ramonita	8/24/2015	Faculty agenda will include cadre members.	6/3/2016 biweekly
G1.B2.S1.A2	Leadership team will choose tentative ERPD dates and professional development.	Ingram, JoElly	8/24/2015	Attached ERPD dates and content area specific trainings.	6/3/2016 quarterly
G1.B1.S1.A3	Leadership team will create "PANTHERS" character education posters that outline positive behaviors and characteristics that we want our students to display.	Ferrara, Robin	7/20/2015	Character trait posters will be displayed in all classrooms.	6/3/2016 one-time
G1.B1.S2.A3	Cadre members will provide follow up via email by forwarding the "Cadre Connection" update to faculty and give teachers the opportunity to reply with any questions and/ or concerns.	Pagan, Ramonita	8/24/2015	Emails from cadre members to faculty.	6/6/2016 biweekly
G1.B1.S1.A4	Leadership team will create a school-wide recognition program, "PAW"sitive Panthers.	Robinson, Jamie	7/20/2015	Teachers will display "PANTHERS" character education posters and award "Panther Paws" to any students,	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				anywhere displaying positive character traits.	
G1.B1.S1.A5	Leadership team will meet to select a weekly "Marvelous Mention" to recognize staff.	Ingram, JoElly	7/20/2015	Mrs. Hulette will discuss with teachers and staff of the opportunity to recognize fellow employees by filling out a "Marvelous Mentions" slip each week. One employee will be drawn and announced by administration	6/3/2016 weekly
G1.B1.S1.A6	Leadership team will meet to create a cafeteria conduct system to reward positive behavior.	Ingram, JoElly	8/19/2015	School-wide poster is located in the cafeteria with conduct system that displays data for each class.	6/3/2016 one-time
G1.MA1	Monitor learning gains using Write Score Data.	Robinson, Jamie	8/24/2015	Student scores on Write Score Assessments	5/30/2016 quarterly
G1.MA2	Monitor student progress using the VCS District Assessments and Florida Standards Assessment.	Pagan, Ramonita	8/24/2015	Student scores on the VCS District Assessments	5/30/2016 quarterly
G1.B1.S1.MA1	Leadership team will continue to monitor effectiveness of strategies by meeting once a month and reviewing our Volusia County School Assessment data and our discipline data.	Pagan, Ramonita	9/22/2015	Leadership team will discuss and review the academic and discipline data that has been collected regarding the effectiveness of implementation and make changes as we see fit.	6/6/2016 one-time
G1.B1.S1.MA1	Leadership team will meet on a monthly basis to discuss fidelity of implementation.	Pagan, Ramonita	9/22/2015	Leadership team will discuss and review the data that has been collected regarding the fidelity of implementation and make changes as we see fit.	6/3/2016 monthly
G1.B2.S1.MA1	Academic coaches will monitor the effectiveness of professional development training and review Volusia County District Assessment data.	Ingram, JoElly	8/24/2015	Outlook calendar will reference coaching opportunities and Volusia County Assessment data.	5/30/2016 quarterly
G1.B2.S1.MA1	Teachers will complete survey for the professional development received.	Ferrara, Robin	8/24/2015	Teacher professional development points and Volusia County Assessment data.	5/30/2016 quarterly
G1.B5.S1.MA1	We will monitor teacher participation during school events and review Volusia County District Assessment data.		8/24/2015	Teacher sign-in during events and review Volusia County District Assessment data.	5/30/2016 quarterly
G1.B5.S1.MA1	Ensure time during faculty meeting to update faculty with PTO information.	Ingram, JoElly	8/24/2015	Faculty Agenda	5/30/2016 quarterly
G1.B1.S2.MA1	Administration and Academic Coaches will provide feedback to our cadre members regarding the information received by the district.	Ferrara, Robin	8/18/2015	Faculty minutes, emails, and Volusia County Schools assessment data.	6/3/2016 biweekly
G1.B1.S2.MA1	Administration and Academic Coaches will monitor the delivery of district content area information by providing time during all faculty meetings regarding subject update. Cadre members will also email teachers with important information regarding district updates.	Ferrara, Robin	8/18/2015	Faculty minutes and emails collected from cadre members.	6/3/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all Forest Lake Elementary teachers implement a supportive learning environment with teachers working collaboratively then, student achievement will increase.

### **G1.B2** Lack of Curriculum Knowledge

**G1.B2.S1** Engage County experts to facilitate Professional Development in all areas.

#### **PD Opportunity 1**

Leadership team will invite county curriculum experts to provide training to staff during Early Release Professional Development.

#### **Facilitator**

Mrs. Ingram will contact county experts to provide training.

#### **Participants**

Faculty

#### **Schedule**

Quarterly, from 8/24/2015 to 6/3/2016



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all Forest Lake Elementary teachers implement a supportive learning environment with teachers working collaboratively then, student achievement will increase.

### **G1.B1** Lack of Teacher Buy in

#### **G1.B1.S1** Team Building/ Recognition Activities

##### **PD Opportunity 1**

Leadership team will meet to assign each grade level a specific month in which they will create a school building activity.

##### **Facilitator**

Mrs. Pagan will have to approve all school building activities.

##### **Participants**

Leadership team, faculty

##### **Schedule**

Monthly, from 7/20/2015 to 6/3/2016

##### **PD Opportunity 2**

Leadership team will discuss the purpose of the school building activity along with a calendar during a PLC to assign grade levels a month.

##### **Facilitator**

Mrs. Ingram will keep track of all school building activities.

##### **Participants**

Faculty

##### **Schedule**

Monthly, from 9/28/2015 to 6/3/2016

### **PD Opportunity 3**

Leadership team will create "PANTHERS" character education posters that outline positive behaviors and characteristics that we want our students to display.

#### **Facilitator**

Mrs. Ferrara will have posters printed, laminated, and available for teacher use.

#### **Participants**

Faculty

#### **Schedule**

On 6/3/2016

### **PD Opportunity 4**

Leadership team will create a school-wide recognition program, "PAW"sitive Panthers.

#### **Facilitator**

Mr. Robinson will discuss with faculty the importance of having a school-wide behavior plan.

#### **Participants**

Facutly

#### **Schedule**

On 6/3/2016

### **PD Opportunity 5**

Leadership team will meet to select a weekly "Marvelous Mention" to recognize staff.

#### **Facilitator**

Mrs. Hulette will discuss with teachers and staff of the opportunity to recognize fellow employees by filling out a "Marvelous Mentions" slip each week. One employee will be drawn and announced by administration

#### **Participants**

Faculty

#### **Schedule**

Weekly, from 7/20/2015 to 6/3/2016

**PD Opportunity 6**

Leadership team will meet to create a cafeteria conduct system to reward positive behavior.

**Facilitator**

Mrs. Hulette has created posters for the cafeteria and classroom with cafeteria expectations.

**Participants**

Facutly

**Schedule**

On 6/3/2016

**G1.B1.S2 Establish Teacher Leaders**

**PD Opportunity 1**

Cadre members will participate in the cadre meetings with their content area specialist.

**Facilitator**

Mrs. Pagan will ensure that cadre members have opportunities to meet with their content area specialist.

**Participants**

Faculty

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Budget**

**Budget Data**

1	G1.B1.S1.A1	Leadership team will meet to assign each grade level a specific month in which they will create a school building activity.	\$0.00
2	G1.B1.S1.A2	Leadership team will discuss the purpose of the school building activity along with a calendar during a PLC to assign grade levels a month.	\$0.00
3	G1.B1.S1.A3	Leadership team will create "PANTHERS" character education posters that outline positive behaviors and characteristics that we want our students to display.	\$0.00
4	G1.B1.S1.A4	Leadership team will create a school-wide recognition program, "PAW"sitive Panthers.	\$0.00
5	G1.B1.S1.A5	Leadership team will meet to select a weekly "Marvelous Mention" to recognize staff.	\$0.00
6	G1.B1.S1.A6	Leadership team will meet to create a cafeteria conduct system to reward positive behavior.	\$0.00

### Budget Data

7	G1.B1.S2.A1	Cadre members will participate in the cadre meetings with their content area specialist.	\$0.00
8	G1.B1.S2.A2	Cadre members will be given the opportunity to disseminate information during faculty meetings.	\$0.00
9	G1.B1.S2.A3	Cadre members will provide follow up via email by forwarding the "Cadre Connection" update to faculty and give teachers the opportunity to reply with any questions and/ or concerns.	\$0.00
10	G1.B2.S1.A1	Leadership team will invite county curriculum experts to provide training to staff during Early Release Professional Development.	\$0.00
11	G1.B2.S1.A2	Leadership team will choose tentative ERPD dates and professional development.	\$0.00
12	G1.B5.S1.A1	Our PTO Teacher Liaison will relate monthly meeting information to faculty.	\$0.00
<b>Total:</b>			<b>\$0.00</b>