Duval County Public Schools

Lake Forest Elementary School

2015-16 School Improvement Plan

Lake Forest Elementary School

901 KENNARD ST, Jacksonville, FL 32208

http://www.duvalschools.org/lakeforest

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

**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 Duval County School Board on 12/7/2015.

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
Priority	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Forest Elementary School of the Arts and Sciences provides educational excellence in every classroom, for every student, every day to ensure a quality student centered environment.

Provide the school's vision statement

Lake Forest Elementary School of the Arts and Sciences prepares every student for success through STEAM Education (Science, Technology, Engineering, Arts and Math) to maximize individual potential and ensure students are well-equipped to meet the challenges in the world around them.

School Environment

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

Lake Forest Elementary School is an inner city, high poverty school whose student population consists of 96% African American students. Parents are often invited into the school to participate in conversations with the administration, teachers and the school counselor. Through these conversations, we are able to identify strengths and areas of focus for students while also providing specific support for parents. Teachers are encouraged to reach out to parents inviting them to the classroom to share in the experience of learning. Because we have transitioned to a new curriculum, teachers have asked parents to visit the classroom so that they are more familiar with the new content and the demands of the work.
Additionally, parents were invited to participate in a forum, where they were asked to identify areas of improvement for the school while also sharing their own expectations. The information has been compiled and will be included in the Parent Involvement Plan as well as the School Improvement Plan. Many expressed that they feel as though their voices are being heard.
The school will continue to host parent events including Science Fair, Math Nights, Technology Events, Student Performances, Dad and Donuts, Ladies and Literacy, etc. Through TEAM -Up we also offer after school programs to support Academics and nutrition. Through a partnership with the Cathedral Arts Project Lake Forest students have an opportunity to participate in an after-school theater program. We value and support students talents and interests in the arts and sciences by providing in-school and after school programs that foster learning in both the arts and academics. Students choose an area of the arts, technology, or science, based on their talents, interests and preferences.

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

The Lake Forest Learning Community works to create an educational environment with an atmosphere that is safe, fair and respectful of students. Students must feel safe both physically and psychologically. Lake Forest faculty and staff work diligently to make the educational environment attractive, comfortable and well kept so that students will feel that the classroom is a place worth being and they are worth the effort. All staff members participated in the A.L.E.R.T. and Code of Ethics training at the beginning of the year to ensure that we all are aware of the needs of students as well as any signs that they may need help. Components that help to develop a safe and positive educational environment at Lake Forest include:
• positive teacher student relationships,

• a mentoring program,
• a nurturing atmosphere,
• clear and consistent expectations for behavior using CHAMPS and following the PBIS plan,
• routines and rituals,
• appropriate amounts of structure for specific situations/needs, and
• proactive intervention as described in the PBIS plan.
By creating a positive school culture, all members of the Lake Forest Family are valued and respected.

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

Lake Forest utilizes a school wide behavioral system called Foundations and CHAMPS. These systems include setting explicit expectations for behavior throughout common areas in the school and within each classroom. Foundations/CHAMPS framed posters showing explicitly stated behavioral expectations in hallways, cafeteria, restrooms, the theater, etc. are posted throughout the building to be used as a point of reference and reinforced by all faculty and staff members. Classrooms also have the CHAMPS acronym posted and teachers refer to expectations for different activities and transitions by stating conversation levels, ways to get help, activity to be engaged in, movement, participation and success.
As a faculty we have developed our PBIS plan and shared the schoolwide expectations with students to ensure that expectations within the plan are aligned with the overall expectations of the school.

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

Lake Forest Elementary School provides supports for students and their families through various resources available here on campus and at the district. The school counselor provides, classroom guidance lessons --Child Safety Matters - Prevention of abuse and bullying; Student Success skills -- fostering goal-setting, self-evaluation, positive thinking, storytelling, cooperativeness, building a positive classroom climate, note-taking flashcards, relaxation and diffusing anger -- self-control, test-taking skills, memory devices, etc.; Introduction of the School Counselor and School Counseling programs (during behavior assembly) so that students know how to access services; 2) Small counseling groups (S.S. Grin -- acronym for social skills group, which work on goal-setting, anger control, communication skills, identification of feelings of self and others -- fostering empathy; 3) Individual Counseling, as needed.
We are also establishing the Big Brothers Big Sisters, "Bigs in Schools", program which allows our students to pair with high school students from area schools for additional support as a mentor while assisting students in a targeted academic area. Several agencies participated in our recent Open House and shared information about how they could better support families. Some of the agencies represented included Operation New Hope, Red Cross, DCPS Parent Academy, Communities in Schools, among others.
Lake Forest has the benefit of partnering with Communities in Schools to provide a full-time Site Coordinator who works with the principal, teachers and guidance counselors to stabilize students who are at risk of falling behind or dropping out of school. Lake Forest's Site Coordinator works individually with 30-50 students. These students are counseled individually and in group sessions throughout the year enabling them to realize their goals and providing students with the life skills they need to reach their goals. Home visits and parental involvement are essential parts of the program, and Site Coordinators also connect students to needed community resources.

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

As a school, we have targeted several areas that may cause a student to fall behind in their academics and are tracking those areas to ensure that we are able to provide interventions early to support students and parents in addressing these issues. The targeted areas include the following:
• Overage students
• Low test grades
• Bottom quartile on the statewide assessments
• Below level scores on District Assessments
• Diagnostic scores indicating below grade level performance
• Frequent tardiness
• Excessive absences
• High number of disciplinary actions

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				Total
	K	3	4	5	
Attendance below 90 percent	0	1	1	3	5
One or more suspensions	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	6	24	11	41

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	1	1	2

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

• Tier II or Tier III RTi instruction as indicated by progressing monitoring assessments
• Small group instruction by reading and/or math interventionists as indicated by student data
• ESE students have additional support with VE teachers
• Extended hour for reading
• Extended learning in math through TEAM-UP
• Ongoing tracking of student data by the Leadership Team and RTI Team
• Before school tutoring by classroom teachers
• Use of computer lab for i-Ready reading and i-Ready math computer based programs
• Attendance monitoring
• Restorative Justice

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/181668.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Lake Forest Elementary School seeks out business and faith based partnerships through parent outreach, PTA, and SAC Membership contacts. We also utilize the District's Office of Community and Family Engagement to seek opportunities to engage with partners who will support the vision and mission of the school by volunteering, providing financial backing, and give in-kind donations for school and parent events. We work with neighborhood businesses and organizations to foster mutually beneficial relationships.
Since the beginning of this school year, we have been able to bring on 4 additional business partners and are seeking to engage other members of the community.
Additionally, Lake Forest administrators and faculty members seek out and apply for grants from local and national organizations to fund special projects connected to Science, Technology, Engineering, Arts, and Mathematics (STEAM) program areas.

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
Thomas, Cassandra	Principal
Couch, Katie	Instructional Coach
Graham, Karla	Teacher, ESE
Scheib, Emily	Other
Ruehl, Barbara	Instructional Coach

Duties

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

Team Roles and Responsibilities:
The Leadership team consists of the principal, assistant principal, reading instructional coach, math instructional coach, reading interventionist, math interventionist and ESE lead teacher.
The school leadership team takes an expansive view of the school and is charged with steering the

effort to increase student achievement by engaging all stakeholders. The team ensure a focus on learning and facilitates the continuous improvement process. Team members assist the principal in making decisions to govern the school as well as guide and support the work of collaborative grade level teams and learning communities.
Team members monitor achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school improvement plan goals. They work with the principal to identify gaps in performance or processes and develop plans for their improvement?
The Principal and team members serve as the stewards of the school's mission, vision, core values and align the school's work with the district's mission, vision and core values. The team maintains a unified vision for change.
The principal's role is to create a systematic process for high performing teamwork that engages stakeholders, results in school improvement, and becomes embedded in the school culture "as the way of work." The principal provides focus and the consistency by clarifying the needs, setting clear expectations, identifying and removing barriers, implementing research-based solutions, and communicating and emphasizing the benefits of the process of team-based school improvement. The principal aligns allocation of resources to support SIP goals for student achievement.
The assistant principal's role is to work in alongside the principal to actively participate in all aspects of the team's goals and work. The AP serves as a model for instructional leadership and supports the teaching-learning cycle. The assistant principal facilitates data analysis, drives professional development and implements solutions to address causes blocking school improvement.
The reading and math coaches work to support individuals and teams in implementing "Best Practices" in reading and math instruction. The coaches gather and analyze data, observe in classrooms, and survey teachers to develop a needs assessment and then implement multi-tiered support for individuals or grade levels. They facilitate professional development, model and co-teach lessons, and serve as a resource for teachers. They also support work with teachers to promote a deep understanding of the standards and scaffolded /differentiated instructional strategies to facilitate rigorous student learning. Coaches also support lesson planning through in-depth lesson study and collaborative coaching cycles during common planning time.
The reading and math Interventionists are specialists in their specific areas and in working with struggling students. They provide TIER II and Tier III interventions for at-risk students. Their primary function of interventionist is to work with small groups of students and provide foundational skills and strategies in order move students toward grade level expectations.
The ESE Lead Teacher and RTi Team Chairperson helps to ensure that the needs of all subgroups are met through the RTI process and through interventions to support student success. She facilitates discussion of the data and failure/pass rate for Students with Disabilities and other struggling learners. She support professional development on classroom accommodations and modifications to scaffold student learning.

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

School leadership uses input from parent, student and faculty surveys as well as from the Shared Decision Making Committee, School Advisory Committee (SAC) and PTA members to make decisions about resources to meet the needs of students and achieve SIP outcomes. The principal, working with district personnel and budgetary limitations try to maximize the use of funds to make a greater impact on student learning.
Federal funds, based on guidelines provided, are used to ensure adequate support personnel such as academic coaches, interventionists and before school, during school and after school tutors are in place to enhance support services for struggling students. In addition, funds are used to enhance learning experiences and to promote the use of technology for all students.

Ongoing assessment and performance data is reviewed by all stakeholders to make reactive decisions as to revisions to use of resources and/or to allocate additional resources. SAC, PTA, Faculty, RTI TEAM and Shared Decision meetings are held monthly, School Leadership Team meetings occur weekly. Student data and information relative to the school's environment, needs assessment data and student progress are reviewed to support decision making.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eunice Barnum	Parent
Tameka Thomas	Business/Community
Steve Augustine	Parent
Lashanda Allen	Parent
Marla Jackson	Business/Community
Lora Patterson	Business/Community
Susan Henderson	Teacher
Cassandra Thomas	Principal
Alicia Graham	Parent
Hakeya Johnson	Parent
Monica Spencer	Parent

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

SAC was involved in reviewing the SIP plan on three occasions last year. Updates were provided as new data came in. This year, SAC will evaluate last year's plan and make recommendations based on the new Florida State Assessment. A guiding document will be used to established to discuss what worked, what didn't work, and what new strategies need to be employed to ensure success for Lake Forest students during the 2015-2016 school year.

Development of this school improvement plan

Section 1: The functions of the School Advisory Council are:
a) assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),
b) assist in the preparation of educational improvement proposals for implementing an educational improvement grant
c) assist in the preparation of the school’s annual budget (Sec. 1001.452(2) F.S.),
d) the SAC shall perform functions prescribed by regulations of the district school board (Sec. 1001.452)
Three times a year, Sept. Jan and May, SAC reviews the SIP targets as well as student data to discuss progress toward the objectives and to revise strategies as needed, to help achieve the targets and review targets achieved. SAC is involved in the budget process to ensure resources are dedicated to supporting school improvement targets. In addition, SAC members review the school improvement plan and make recommendations to support student achievement targets.

Preparation of the school's annual budget and plan

The school's annual budget is presented to SAC members and explained. The staff allocation model is explained and questions fielded. SAC input is requested as to the expenditure of discretionary funds, SAI funds and Title I funds. Monies will be allocated to support the School Improvement Plan goals.

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

SAC will use resources for student achievement recognitions and to facilitate stronger parent-school communication via agendas.School improvement funds will be dedicated to the following:
1. Enhance parent-school communication
2. Support student achievement through incentives
3. Teacher professional development
4. Achieving SIP targets by allocating resources for tutors
The amounts allocated to each of the areas would be dependent upon the amount of monies received. This amount has varied from year to year and in most recent years reduced.

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
Thomas, Cassandra	Principal
Augustine, Dorothy	Teacher, K-12
Scheib, Emily	Other
Graham, Karla	Teacher, ESE
Ruehl, Barbara	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

In an effort to increase literacy and improve students reading skills, we will host and support the following events:
1) Real Men Read
2) Book of the Month Response to Literature
3) Ladies and Literacy
4) Literacy Night
5) 25-Book Reading Campaign
6) Vertical Learning Communities for Reading and Writing
7) Novel Studies in grades 2-5
8) Reader's Theater -- Plays, play writing, performances
9) Book Clubs
10) Parent Resource Section in Media Center to support reading

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

The school provides a common planning time for teachers at all grade levels. There are two 45-minute periods every week, dedicated to common planning to support the Florida State Standards, Pillars of Excellence in instruction, strategies for struggling readers and resources to support instruction. During these sessions, teachers will participate in long range planning to ensure that the academic expectations are met and the classroom instruction in timely.
As teachers work together through the collaborative planning, they continue to assess instructional practices, ensuring that needs of all students are being met. Additionally, data is being reviewed constantly to ensure that the small group instruction is specific to the needs of every child. The data is closely monitored to ensure that students are making adequate progress in meeting the targets that are defined by the District as outlined in the Student Progression Plan.
School wide Professional Learning Communities are hosted each Early Release Wednesday to ensure alignment of the goals and expectations with the practices throughout the school. Some PLCs will afford an opportunity to share information about the district's new initiatives with FOCUS, the new curriculum, and other needs based on classroom observations and teacher feedback.

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

One of our goals for the start of the school year was to ensure that every classroom was assigned a highly qualified teacher before the beginning of the school year. We met that goal. We also wanted to make sure that we were able to retain teachers. A plan was developed to ensure that every teacher received the support that he or she needed in order to be successful and prepared for our students. All teachers received training on the new curriculum by attending the Teacher's Academy. They were assigned a mentor prior to the beginning of school and have registered to attend some 'Priority Training Sessions' such as CHAMPs and Code of Ethics. Teachers received training on the Code of Conduct, CAST Evaluation System, Code of Ethics, Paperwork Reduction and A.L.E.R.T. during preplanning.
All teachers will receive ongoing support throughout the year based on classroom observations and teacher requests. They will also participate in the Professional Learning Communities and Common Planning Sessions.
The new teachers will also participate in the MINT Program in order to fulfill requirements for Professional Certification.

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

Every new teacher participates in the District's MINT program. There is a PDF "MINT" Specialist assigned to each school. The cadre support new teachers will professional development opportunities on classroom management, code of ethics, planning instruction, etc. The District Cadre works in coordination with the school's PDF and help new teachers maintain their on-line portfolio as well as fulfilling the criteria necessary for clearing the temporary certificate. They support new teachers with Individual Professional Development Plans, targets, and strategies to ensure student achievement goals are met. At the school level, new teachers get a mentor who will participate in the following ways: Modeling in classroom, observations in other classrooms, common planning time, monthly MINT meetings, monthly faculty data discussions during grade level faculty meetings, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP).
The mentors are assigned based on experience, student achievement data and CET training.
In addition, to facilitate ongoing program improvement and to develop mentor capacity we will provide professional development for mentors and those interested in being mentors, i.e. Book Talk -- Mentoring Novice Teachers by Debra Pitton.

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

Lake Forest Elementary folllows the Curriculum Guides which directly address the new Florida Standards. Ongoing professional development is offered during common planning time to support "unpacking" the standards to ensure that all teachers understand what students should know and be able to do based on the item specifications. Prerequisite skills and foundational understanding to ensure mastery of the standards are embedded in the lessons and revisited through small group instruction when needed. In addition, lesson plans and classroom instruction are monitored to ensure that the instructional practices as outlined in the curriculum are followed.
Classrooms have been equipped with interactive boards and laptops to ensure that resources are available to allow students exposure to computer based programs such as iReady and Achieve 3000 as outlined in the core curriculum.

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

Baseline assessments, Achieve 3000 level sets, i-Ready Math and Reading assessments, diagnostics assessments (DAR and Barton Reed), nine week District assessments (CGAs), teacher made assessments, and exit slips as well as anecdotal data are used to diagnose student strengths and foundational challenges. As prescribed by the iReady math program, students are grouped by their area of need and receive more focused small group instruction based on their own learning paths. Students also follow the online learning path through individual activities designed specifically for them. Students who score at or below a designated level on the iReady Read diagnostic will also complete the DAR assessment so that more specific skills can be addressed through small group meetings with the reading interventionist. This formal and informal data drives RTI, small group instruction, and differentiation in all classrooms.
Students with disabilities and students with 504 plans get accommodations and/or modifications based on IEP or 504 plan goals and criteria. Progress monitoring assessments and data tracking of students help to ascertain the impact of interventions and instructional strategies used to gauge student mastery of learning goals. Some modifications may include but are not limited to the following:
~Work with fewer items per page or line and/or materials in a larger print size.
~Have a designated reader or use a listening station
~Use of technology to assist the learner
~Hear instructions orally
~Have a work partner
~Be given an outline of a lesson
~Use visual presentations of verbal material, such as word webs and visual organizers
~Be given a written list of instructions
~Take more time to complete a task or a test
~Have extra time to process oral information and directions
~Take frequent breaks, such as after completing a task
~Teacher check-in
Differentiated instruction allows teachers to use data as well as other diverse student factors into account when planning and delivering instruction. Based on triangulated data about students,

teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

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: After School Program

Minutes added to school year: 9,120

TEAM-UP after-school instruction is aligned with the Curriculum Guides at each grade level. Homework support is offered for 30 minutes followed by intensive instruction in math. This after-school program is available to 120 student for grades K-5 teachers. Students work in small groups with teachers. Technology is used to differentiate learning. Many classroom teachers are also TEAM-Up teachers ensuring that student data is used to plan after-school instruction.
In addition to academic support, TEAM-UP also offers recreational opportunities for students including dance, flag football, cheerleading, technology, etc.

Strategy Rationale

Preliminary FSA math data and iReady Math data suggests that Bottom Quartile students did not make adequate progress. Data also indicate that students did not make adequate gains in math. Additional data sets indicate that students lack foundational math skills The extended learning hour for the lowest 300 schools in the state mandates an additional hour of reading instruction, therefore, it was determined that TEAM-UP would focus on math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thomas, Cassandra, thomasc7@duvalschools.org

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

Pre and post assessments are given and analyzed by the lead TEAM-UP teacher. In addition, progress monitoring assessments are given every two weeks to ensure students are experiencing levels of mastery for each of the benchmarks taught. This data is collected by the lead and reported to the principal as well as Communities in Schools which is the funding source for TEAM-UP.
TEAM-UP teachers are members of Lake Forest's faculty. They coordinate with the homeroom teacher and support the learning provided during the regular school day. Teacher extend that learning and focus on priority benchmarks for math success.

Strategy: Before School Program

Minutes added to school year: 3,000

Students will be invited to come in before school and work in the computer lab using i-Ready Reading, i-Ready Math and Achieve 3000.

Strategy Rationale

Data on the i-Ready and Achieve programs indicated that proficiency increases with increased usage. This opportunity gives the students additional time to work on reading and math to increase usage and ultimately proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Everson, Vicki, pullingsv@duvalschools.org

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

i-Ready and ACHIEVE 3000 reports will be pulled for students who participate in this opportunity. Reports will be analyzed and student conferences about progress will be held as indicated.

Strategy: Extended School Day

Minutes added to school year: 10,740

The State of Florida has designated Lake Forest as one of the lowest 300 schools based on reading scores on FACT 2013-2014. As such, the school is mandated to extend the school day by an additional hour to focus on reading instruction. All teachers at Lake Forest are providing differentiated reading instruction to support Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Teachers meet with small groups to provide interventions and/or enrichment as indicated by student baseline data. Students have access to technology to support differentiated i-Ready reading. In addition students in grades 3-5 will use ACHIEVE 3000 to support differentiated, common core aligned reading passages and related responses/activities for comprehension and critical thinking about text.

Strategy Rationale

To increase reading proficiency at all grade levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ajluni, Sylvia, ajlunir@duvalschools.org

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

Curriculum Guide Assessments, teacher made tests, anecdotal records, and periodic progress monitoring data will collected, analyzed and monitored to determine student progress and effectiveness of the strategy.

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

At Lake Forest Elementary, all incoming students and parents are invited to attend Orientation. Parents and students meet with the Principal to receive information on the current programs, initiatives and expectations for the upcoming school year. Over 197 parents attended the event for 2015-2016 school year. Students also meet with teachers and visit classrooms. This opportunity is provided to give Kindergarten students a feeling of comfort and familiarity when they arrive on the first day of school.
Lake Forest Elementary school personnel assist preschool children in transition from early childhood programs to Kindergarten through accurate assessment and placement. All incoming students are assessed in order to ascertain individual and group needs. Assessments cover the areas of Basic Skills/School Readiness, oral language/syntax, print/letter knowledge, and phonological awareness/ processing. Within the first 45 days of enrollment, students are given three assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten.The FLKRS includes a subset of the Early Childhood Observation System (ECHOS). District based assessments, DAR and Barton Reed assessments are given to get baseline

data. The results from these assessments are used to assist in the development of robust instructional/intervention programs and to support differentiation. In addition, Lake Forest Elementary School also houses one Pre-K classroom. The program supports the transition to Kindergarten. During the last month of school Pre-K students are invited to visit kindergarten classrooms and spend some time with graduating kindergarten students and their teachers. They are given an opportunity to explore the classroom and participate in an activity.

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

N/A

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

N/A

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

N/A

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

N/A

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 teachers actively participate in the Professional Learning Communities and implement the Duval Core Curriculum, the students' proficiency in the core academic areas will increase.

G2. If all teachers and staff members utilize the Positive Behavior Support System, then the school culture will improve.

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 teachers actively participate in the Professional Learning Communities and implement the Duval Core Curriculum, the students' proficiency in the core academic areas will increase. 1a

G071734

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Duval County Core Curriculum, novels purchased by the District, Blended Learning Tools/ Technology, Leveled Literacy Interventions Kit, Classroom Libraries, Comprehension Toolkit, Curriculum Guides, DAR, Making Words Books, District Specialists for all Content Areas

Targeted Barriers to Achieving the Goal 3

- Adequate training for teachers on the newly adopted curriculum.

Plan to Monitor Progress Toward G1. 8

During the year, we will maintain a record of common planning agendas, lesson plans/data driven center rotations, classroom observations with timely feedback to ensure that the classroom instruction aligns with the academic goals.

Person Responsible

Cassandra Thomas

Schedule

Weekly, from 9/4/2015 to 6/10/2016

Evidence of Completion

Content based module assessments, iReady Progress Monitoring, Achieve 3000 level set and the student equip protocol will be used to ensure that classroom instruction/interventions are effective.

G2. If all teachers and staff members utilize the Positive Behavior Support System, then the school culture will improve. 1a

G071735

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	62.0

Resources Available to Support the Goal 2

- School-wide personnel, HERO management system, and V. Powell from the Office of Student Discipline and Support.

Targeted Barriers to Achieving the Goal 3

- Funding to support the incentives for the HERO program.
- Consistency in using the HERO program schoolwide

Plan to Monitor Progress Toward G2. 8

Lesson Plans, Instructional Strategies, Student Learning, i-Ready Reports, Assessment Data

Person Responsible
Cassandra Thomas

Schedule
Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion
Lesson Plans, Interactive Math Journals, Student Assessment Data, i-Ready Reports,

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 teachers actively participate in the Professional Learning Communities and implement the Duval Core Curriculum, the students' proficiency in the core academic areas will increase. 1

G071734

G1.B1 Adequate training for teachers on the newly adopted curriculum. 2

B187021

G1.B1.S1 Provide weekly common planning sessions where teachers will prepare and plan the lessons. 4

S198440

Strategy Rationale

To ensure that teachers are prepared to provide quality instruction for students and that materials for lessons are readily available.

Action Step 1 5

Provide professional develop and lesson planning support for teachers through common planning.

Person Responsible

Cassandra Thomas

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

RTI Lesson Plans, Observations, Progress Monitoring Assessments, Extended Learning Day Lesson Plans,

Action Step 2 5

Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.

Person Responsible

Cassandra Thomas

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Center Rotations with group assignments and rationale

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

RTI and Data Driven Instruction -- Specific Assignments based on students' baseline and progress monitoring results

Person Responsible

Cassandra Thomas

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Student Data, Observation, Implementation of differentiated assignments.

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

Leadership Teams will monitor student data and discuss effectiveness of strategies.

Person Responsible

Cassandra Thomas

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

RTi Lessons, Progress Monitoring Data, Grades, i-Ready and ACHIEVE 3000 reports.

G2. If all teachers and staff members utilize the Positive Behavior Support System, then the school culture will improve. 1

G071735

G2.B1 Funding to support the incentives for the HERO program. 2

B187022

G2.B1.S1 Provide Professional Development in the support of the HERO program in support of the Positive Behavior Support Plan. 4

S198442

Strategy Rationale

To take a positive approach to student misbehavior by utilizing the Positive Behavior Support Systems.

Action Step 1 5

Provide teachers with the tools to monitor and track the student behaviors.

Person Responsible

Eliese Keith

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

We will monitor the usage of the HERO program and the number of discipline incidents using our FOCUS system.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

HERO usage reports and the student discipline reports

Person Responsible

Cassandra Thomas

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

We will monitor the usage of HERO weekly and the discipline incidents monthly to share with the staff at faculty meetings.

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	Provide professional develop and lesson planning support for teachers through common planning.	Thomas, Cassandra	8/17/2015	RTI Lesson Plans, Observations, Progress Monitoring Assessments, Extended Learning Day Lesson Plans,	6/10/2016 weekly
G2.B1.S1.A1	Provide teachers with the tools to monitor and track the student behaviors.	Keith, Eliese	8/17/2015	We will monitor the usage of the HERO program and the number of discipline incidents using our FOCUS system.	6/10/2016 weekly
G1.B1.S1.A2	Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.	Thomas, Cassandra	8/17/2015	Center Rotations with group assignments and rationale	6/10/2016 monthly
G1.MA1	During the year, we will maintain a record of common planning agendas, lesson plans/data driven center rotations, classroom observations with timely feedback to ensure that the classroom instruction aligns with the academic goals.	Thomas, Cassandra	9/4/2015	Content based module assessments, iReady Progress Monitoring, Achieve 3000 level set and the student equip protocol will be used to ensure that classroom instruction/interventions are effective.	6/10/2016 weekly
G1.B1.S1.MA1	Leadership Teams will monitor student data and discuss effectiveness of strategies.	Thomas, Cassandra	8/17/2015	RTi Lessons, Progress Monitoring Data, Grades, i-Ready and ACHIEVE 3000 reports.	6/10/2016 monthly
G1.B1.S1.MA1	RTI and Data Driven Instruction -- Specific Assignments based on students' baseline and progress monitoring results	Thomas, Cassandra	8/17/2015	Lesson Plans, Student Data, Observation, Implementation of differentiated assignments.	6/10/2016 monthly
G2.MA1	Lesson Plans, Instructional Strategies, Student Learning, i-Ready Reports, Assessment Data	Thomas, Cassandra	8/17/2015	Lesson Plans, Interactive Math Journals, Student Assessment Data, i-Ready Reports,	6/10/2016 daily
G2.B1.S1.MA1	HERO usage reports and the student discipline reports	Thomas, Cassandra	8/17/2015	We will monitor the usage of HERO weekly and the discipline incidents monthly to share with the staff at faculty meetings.	6/10/2016 daily

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 teachers actively participate in the Professional Learning Communities and implement the Duval Core Curriculum, the students' proficiency in the core academic areas will increase.

G1.B1 Adequate training for teachers on the newly adopted curriculum.

G1.B1.S1 Provide weekly common planning sessions where teachers will prepare and plan the lessons.

PD Opportunity 1

Provide professional develop and lesson planning support for teachers through common planning.

Facilitator

Math Coach, Reading Coach, and Administrators

Participants

All Teachers

Schedule

Weekly, from 8/17/2015 to 6/10/2016

PD Opportunity 2

Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.

Facilitator

Barbara Ruehl, District Literacy Specialist and Administrators

Participants

All ELA Teachers

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional develop and lesson planning support for teachers through common planning.	$0.00
2	G1.B1.S1.A2	Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.	$0.00
3	G2.B1.S1.A1	Provide teachers with the tools to monitor and track the student behaviors.	$0.00
		Total:	$0.00