

Volusia County Schools

Forest Lake Elementary School



2017-18 Schoolwide Improvement Plan

Forest Lake Elementary School

1600 DOYLE RD, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

**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 is pending approval by the Volusia County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Forest Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

2. School Environment

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

Forest Lake Elementary fosters an environment where teachers build strong individual relationships with each of their students. Various opportunities for direct two-way communication, classroom and after-school activities, and special events allow teachers to learn about their students' cultures and helps build strong relationships. Frequent communication between teachers and parents/guardians, input from sponsors of extracurricular activities, and student participation in support services are part of this process and add to the teachers' knowledge of students. At Forest Lake, teachers approach interactions with their students with an open mind and work to learn all they can about each student from multiple sources such as:

- Open House / Meet the Teacher
- PTO Family Activities
- Parent conferences
- Student/teacher conferences
- Vertical articulation
- Climate survey results
- Title 1 Parent-to-Kid Program

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

In the 2017-2018 school year, Forest Lake is implementing two new and complimentary programs to enhance our environment of safety & respect: OLWEUS and PBIS. OLWEUS is a bullying prevention program begun by Dr. Dan OLWEUS, a Norwegian Psychologist and Social Science researcher. The aims of the OLWEUS program are to empower bystanders in a bullying situation, equip adults to intervene effectively and immediately, and support an anti-bullying climate through regular class meetings to role play and discuss bully prevention strategies. PBIS stands for 'Positive Behavioral Interventions and Supports', and takes a positive and proactive approach to campus-wide expectations for conduct and procedures. This empowers students and all staff to monitor behaviors against a consistent set of expectations, with a focus on recognizing students for displaying positive behaviors and good citizenship.

All faculty and staff members of Forest Lake Elementary are expected to model excellent behavior for students, and support students to make positive behavioral choices as well. All adults take responsibility for monitoring the campus, following the mantra of 'See something, say something'. Teachers are assigned to designated areas for supervision before and after school. A 'Safety Patrol' program enlists and trains 5th grade students to assist with monitoring younger students. Rules are

clearly posted in each classroom and teachers review behavioral expectations regularly with their students. Students who are treated with disrespect by others are encouraged to bring their concerns to an adult for help in resolving the situation. A thorough safety & security plan is in place and staff is trained to follow procedures for keeping their students safe. Visitors all sign in/out through the main office using the 'Raptor' background check system and are required to wear an ID badge while on campus.

c. 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.

Instructional time is a priority and protected by the principal, because student engagement and time on task has been demonstrated to be one of the greatest contributing factors to student academic success. Several strategies are in place to support this focus, including but not limited to: training for teachers on effective classroom management (CHAMPS) to proactively minimize the occurrence of distractions and on handling minor disciplinary infractions quickly and efficiently, maintaining frequent two-way communications with parents/guardians, strong administrative support for handling intermediate to major disciplinary infractions, guidance lessons utilizing the Second Step curriculum, and support for teachers from Instructional Coaches, a strong PST process, and district resources as needed.

d. 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.

Forest Lake Elementary School meets students' needs through multiple strategies. The Certified School Counselor serves as the main point of contact and coordinates a wide variety of student services. In addition to providing training and assistance to faculty and staff members, the counselor directly and indirectly supports students in a number of ways. The counselor serves as PST co-chair, and is able to connect many students in need with the resources they require. Students are able to self-refer or teachers may refer a student to meet with the counselor. The counselor uses the Second Step curriculum for guidance lessons. The counselor is available to meet with parents and students as needed.

Additionally, anti-bullying and suicide prevention lessons are conducted at grade levels as appropriate. The school nurse assists with services such as vision and dental care for students in need. Community partnerships provide school supplies, shoes, clothing, meals, etc. to families identified with a particular need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Forest Lake Elementary Early Warning System is one component of a multi-faceted progress monitoring approach utilized by the SLT to identify school-wide trends, sub-group performance and individual students in need of support. The EWS specifically addresses the identification of struggling students. Indicators include: poor academic performance (GPA below 2.0 & prior FSA Level 1), attendance below 90%, one or more suspensions, 2 or more discipline referrals, 1 or more prior year retentions in grade. The SLT, PLCs, and Academic Intervention Teacher use the EWS and other progress monitoring data to develop appropriate interventions.

We will regularly review our students in the Early Warning System to determine if the supports in place are successful. If these supports are not successful, students may be referred to our Problem Solving Team process.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	2	2	1	0	0	0	0	0	0	0	6
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	2	1	0	0	0	0	0	0	0	5

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	0	0	2	2	1	0	0	0	0	0	0	0	6	

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

Students who are identified by the Early Warning System are provided support matched to their need, developed by the individual classroom teacher, PLC, Academic Intervention Teacher, or SLT. Interventions include individualized or small group support by the classroom teacher within the classroom, push-in support from the Academic Intervention Teacher, after-school tutoring, extra time on individualized computer programs, supplemental materials sent home with the student for practice, or other resources as determined by the teacher, PLC or Academic Intervention Teacher. Parents are always included in the process and if classroom-level interventions are not successful, a referral may be made to the Problem Solving Team (PST).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444045>.

2. Description

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

2. 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.

Forest Lake Elementary partners with the community in several ways. A staff member has been designated as the Business Partner Coordinator, and recruits local businesses and community organizations to form partnerships with our school. These partnerships in turn provide needed support for school programs and enhance the educational program at Forest Lake. For example, several restaurants such as Chili's, Chik-Fil-a, Hannah Banana's Ice Cream and Subway sponsor school 'Spirit Nights'. Publix and Burger King supply reward coupons for student achievement. Student recognition programs are almost entirely funded through partnering with local business and community groups. Throughout the year, business partners are invited to participate in various school events to show support, raise awareness, and provide resources to help raise student achievement. Forest Lake Elementary also has a strong and active Parent Teacher Organization (PTO) which brings together parents, teachers, and members of the community to support our students. The PTO sponsors a 'Math Night' at our local Publix Store. A 'Family Science Night' is sponsored by the PTO and community members which gives students and parents an opportunity to experience the process of science.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Nehrig, Paul	Principal
Sanford, David	Assistant Principal
Dutil, Denielle	Instructional Coach
Baldoni, Vicky	Instructional Coach
Alexander, Denise	Teacher, K-12
Anselmo, Kathy	Teacher, K-12
Clute, Annissa	Teacher, K-12
Cleek, Amanda	Teacher, K-12
Boulware, Kelly	Teacher, ESE
Sierra, Maria	Teacher, K-12
Delemeester, Nichole	Teacher, K-12
Grant, Bridgette	Teacher, K-12
Sills, Christina	Teacher, K-12
Lugen-Khan, Susan	Teacher, K-12
Wagenhauser, Vikki	Instructional Media
Strunks, Rebecca	Teacher, K-12

b. Duties

1. 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 (SLT) is a representational body of teacher leaders, coaches, and administration who collaboratively develop, implement, and monitor the School Improvement Plan (SIP). 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 (PLCs, Curriculum Cadre, OLWEUS, PBIS) and serves as a liaison between the SLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide their instructional response to data, including the coordination of tiered academic interventions.

Drawing on a wide range of data sources (FSA results, district and state progress monitoring measures, attendance & discipline reports, climate survey results, etc.), the SLT follows the 8-step problem-solving process to identify barriers & resources, generate a goal statement, and develop an action plan of strategies designed to eliminate or reduce those barriers in order to achieve the goal. Throughout the school year, the SLT meets regularly (at least once per month) to monitor the school's progress towards achieving the goal and provide input on the development of need-based professional learning opportunities and intervention strategies for subgroups of students who need additional support. The SLT participates in a mid-year progress monitoring meeting and provides updates to the school community.

2. 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 principal, assistant principal, grade-level PLC leaders, ESE & Special Area department chairs, curriculum cadre members, 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.

Curriculum and Instructional Resources include professional learning opportunities provided by our district and our school's leadership team. District specialists, in collaboration with classroom teachers from across the district, have developed online instructional 'modules' in ELA and Mathematics. The modules are aligned with the Florida Standards and include a wide variety of resources, student activities, and assessments. Grade-level PLCs meet weekly to collaborate on analyzing student progress data, planning instruction, and developing intervention strategies. Our district and our school are both committed to meeting the needs of our students and maximizing student achievement.

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 work 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 grant process whereby staff submit funding applications which are reviewed and approved by the SAC. The SAC is required to meet a minimum of 8 times per school year, generally 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 are distributed according to state requirements for appropriate use, based on need and alignment with school improvement objectives.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Paul Nehrig	Principal
Vikki Wagenhauser	Teacher
Kathy Anselmo	Teacher
Elizabeth Brumley	Parent
Lourdes Sierra	Teacher
Marlene Boyle	Parent
Denielle Dutil	Teacher
Vera Cooper	Education Support Employee
Nichole Delemeester	Teacher
Elizabeth Kitts	Parent
Lawrence Pohano	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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. The development process involved consideration of the needs of migrant students. At this time, Forest Lake does not have any migrant students. However, should any migrant students enroll in Forest Lake, strategies will be developed to meet their needs.

c. 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.

2. 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.

Date Vendor Requestor Balance 17725.85
12/1/16 Substitutes for Data Walks -302.88
12/14/16 GoNoodle Ms. Carson, Ms. Sills - 2nd Gr -1250.00
12/14/16 Survey Monkey Dr. Nehrig, Principal -300.00
1/24/17 Substitutes for FASA A.V.E. Ms. Sills, Ms. Cleek , Ms. Ruiz, Ms. Pearson -301.85
2/1/17 SS Benefits for Substitutes -8.77
3/22/17 Royal Reading & Writing Center Ms. Pena ESE Intermediate -366.88
4/10/17 Owl Pellets Ms. Dorton - 4th Grade -267.54
4/14/17 Jack Hartman PreK - 2nd -400.00

Total Expenses -3197.92
Balance Available 14527.93

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Nehrig, Paul	Principal
Alexander, Denise	Teacher, K-12
Anselmo, Kathy	Teacher, K-12
Baldoni, Vicky	Instructional Coach
Boulware, Kelly	Teacher, ESE
Cleek, Amanda	Teacher, K-12
Clute, Annissa	Teacher, K-12
Delemeester, Nichole	Teacher, K-12
Dutil, Denielle	Instructional Coach
Sanford, David	Assistant Principal
Sierra, Maria	Teacher, K-12
Wagenhauser, Vikki	Teacher, K-12
Grant, Bridgette	Teacher, K-12
Strunks, Rebecca	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 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 our school-wide ELA initiative. The academic coaches are responsible for provide PL in their respective core areas. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC.

The LLT provides 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. We also promote Literacy Week, the SSYRA program, Reading Counts, and Young Authors.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning time is provided for all grade level/departments within the master schedule. Professional Learning Community (PLC) meetings held weekly during school provide teachers time to collaboratively analyze student achievement data, utilize that analysis to inform instructional planning, and develop intervention strategies. Academic Coaches provide direct support to PLCs and individual teachers in the use of data to inform instruction, collaborative planning, and improving instructional practices.

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

School leadership works closely with the district HR department to recruit, screen, and hire highly qualified applicants for all teaching positions. Administrators and teacher leaders attend the annual district Job Fair to recruit highly qualified teachers. Administration maintains a network of contacts throughout the district to identify candidates for vacancies. New teachers are supported by fellow faculty members who serve as mentors, school administration, Peer Assistance and Review (PAR) teachers, and a comprehensive district-based new teacher orientation program. School leadership coordinates with Academic Coaches to provide multiple professional development opportunities for faculty and staff. Offerings are often tailored to individual needs, especially for new hires who may require additional support. Also, administration encourages distributed leadership and provides opportunities for faculty members to serve as teacher leaders.

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

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

beginning teachers.

Forest Lake Elementary offers three types of teacher mentoring at this time. A) First year teachers in Grade K - 5 Core classrooms 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 school-specific items, acclimation to the FLE culture, and professional development. C) Teachers who have been teaching at FLE, but are new to a grade level will work closely with the Academic Coaches and their Grade Chairs, who will assist with grade level specific lesson planning and classroom management.

A) First Year Teachers:

Melissa Diamond, Intermediate Teacher Grade 5, Mentor Denise Alexander
Rose Harrigan, Primary Teacher Grade 3, Mentor Cindy Raynor
Dorothy Kinkopf, Intermediate Teacher Grade 4, Mentor Adrienne Dembkowski
Marilyn Quiles, Primary Teacher Grade 3, Mentor Bridgette Grant
Douglas Richner, ESE Teacher, Mentor Francine Romeo
Daisy Santiago-Textidor, ESE Teacher, Mentor Francine Romeo

B) Teachers new to FLE:

Christina Bise, Primary Teacher Grade K, Mentor Amanda Cleek
Michelle Lugo, Music Teacher, Mentor Greg Boyle
Qwendolyn Merriex, Primary Teacher Grade K, Mentor Anissa Clute
Mary Paradiso, Primary Teacher Grade 2, Mentor Vikki Wagenhauser
Raven Rosario, Primary Teacher Grade 1, Mentor Colleen Murphy

C) Teachers new to the grade level:

Kristina Esposito, from Grade K to Grade 5
Susan Lugen-Khan, from Grade 1 to Grade 2
Amy Dorton, from Grade 4 to STEM

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

The school-wide School-based Leadership Team (SLT) and grade-level PLCs continuously monitor and analyze student assessment results to provide additional supports or modify and differentiate instruction based on student need. Flexible grouping, alternate presentations of lessons, extended time, individualized or small group activities, and two after-school tutoring programs are all used to support struggling learners.

An Intervention Teacher and several ESE Support Facilitation Teachers provide direct support to students based on demonstrated need. SIPPS is used for differentiated instruction in phonics in grades K-2, and targeted phonics instruction up through grade 5 for ESE students. All teachers progress monitor their own classroom students on a regular basis and modify instruction based on results. Students who continue to struggle are referred to the PST.

2. 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 based on need. Utilizing research-based software (I-Ready), students receive tutoring through the STAR program. Students receive direct support from a certified teacher tutor in a 4:1 ratio. Students spend 30 minutes on the computer program completing prescribed activities and 30 minutes in an individualized tutoring session with the teacher tutor.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cleek, Amanda, amcleek@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 through the computer program (I-Ready reports) that students use during the tutoring session. The prescribed computer program allows students to work on individualized areas in need of support. Classroom data and district progress monitoring assessments are analyzed for growth as well as district assessments.

Strategy: Weekend Program

Minutes added to school year: 480

Math Boot Camp - Students identified based on district assessments are invited to participate in a 4 week Saturday class. Lessons are 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

Pearson, Brittany, bapearso@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Forest Lake Elementary collaboratively implements standards-aligned instruction, using Visible Learning principles, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction, using Visible Learning principles, then student achievement will increase. 1a

G094530

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of vertical standards articulation (time, structure, modeling) and knowledge & implementation of Visible Learning principles
- PLCs need support (more focus, structure, and cohesiveness)
- Lack of parent knowledge (communication)

Resources Available to Help Reduce or Eliminate the Barriers 2

- The resources available to support this goal include curriculum maps/modules, academic coaches, curriculum/district specialists, cadre members, SuccessMaker Data, Title I funds, Intervention teachers, Professional Learning, Digital Learning Teacher Leader, SAC funds, PTO and business partners/community leaders, PLC time, Teacher Voice

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Paul Nehrig

Schedule

On 10/19/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Paul Nehrig

Schedule

On 2/14/2018

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Paul Nehrig

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

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

 = Problem Solving Step  S123456 = Quick Key


G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction, using Visible Learning principles, then student achievement will increase. 1

 G094530

G1.B1 Lack of vertical standards articulation (time, structure, modeling) and knowledge & implementation of Visible Learning principles 2

 B253921

G1.B1.S1 Develop knowledge of ELA and Math standards coherence and Visible Learning principles to support implementation. 4

 S268258

Strategy Rationale

Increase % of teachers effectively implementing of standards across grade levels in both ELA and Math using Visible Learning principles

Action Step 1 5

Provide introduction training to teachers on standards coherence

Person Responsible

Denielle Dutil

Schedule

On 8/10/2017

Evidence of Completion

Pre-and post- surveys to gain knowledge of teacher knowledge on standards coherence

Action Step 2 5

Provide extensive training, using online tool, on standards coherence both within grade levels teams and vertical discussions

Person Responsible

Denielle Dutil

Schedule

On 10/4/2017

Evidence of Completion

Anchor charts and work done by both teams and vertical teams, sign in sheets

Action Step 3 5

Continued work building understanding of standards coherence within weekly PLC's and quarterly data/planning days with upcoming curriculum

Person Responsible

Denielle Dutil

Schedule

Weekly, from 9/20/2017 to 5/30/2018

Evidence of Completion

PLC minutes and work done in PLC's

Action Step 4 5

School-based ERPL- used to bring vertical teams together for real life examples of students' needs within the topic of standards coherence, advising grade levels of areas of concerns

Person Responsible

Denielle Dutil

Schedule

On 12/6/2017

Evidence of Completion

Faculty Meeting Sign In, anchor charts, work done in vertical teams

Action Step 5 5

Faculty Meeting- provide review training to teachers on Visible Learning Principles, including common language and effect size examples

Person Responsible

Denielle Dutil

Schedule

On 10/4/2017

Evidence of Completion

Faculty meeting sign-in sheet

Action Step 6 5

Continued work in PLC's to provide ongoing support for implementation of Visible Learning Principles

Person Responsible

Denielle Dutil

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PLC Minutes, sign in sheets, and ongoing work

Action Step 7 5

Monitor and provide feedback and coaching as needed for standards coherence and Visible learning principles

Person Responsible

Denielle Dutil

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Data Collection Results, SLT input

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

Track exit survey data to determine level of support needed

Person Responsible

Nichole Delemeester

Schedule

On 10/4/2017

Evidence of Completion

Exit survey results

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

Touch base with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Denielle Dutil

Schedule

Biweekly, from 8/14/2017 to 12/20/2017

Evidence of Completion

Outlook Calendar and meeting invite

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

Coaches observing using Instructional Practices Guides (IPG) and through PLC

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Coaching Plan or Logs and Instructional Practices Guides (IPG's)

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/8/2017 to 5/30/2018


Evidence of Completion

Monthly data walks, observation notes, lesson plans, VXT data, SLT minutes

G1.B2 PLCs need support (more focus, structure, and cohesiveness) **2**

 B253922

G1.B2.S1 Improve collaboration and effectiveness of PLC's (focus, structure and cohesiveness) **4**

 S268259

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 **5**

Provide professional learning on District PLC Rubric and use rubric to assess needs

Person Responsible

Vicky Baldoni

Schedule

On 8/10/2017

Evidence of Completion

Pre-Planning PL Sign in sheet & completed PLC rubric self-assessment

Action Step 2 **5**

Support PLC Teams in Action and provide immediate feedback using the PLC rubric

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PLC team minutes and rubric feedback

Action Step 3 5

SLT will discuss and collaborate to provide effective feedback to PLC's based on data from PLC rubric and other concerns from grade chairs

Person Responsible

Vicky Baldoni

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PLC Rubric data

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

Determine status towards completing action steps 1-2 during monthly SLT

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

SLT Meeting Minutes

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

Review and discuss grade level PLC Minutes and PLC team rubric

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

SLT Minutes and reflections

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

Coaches observing PLC's in action (PLC Minutes, pacing calendar, Planning days)

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Coaching Plan or Logs, PLC Minutes & agendas

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

Discuss the effectiveness of PLC's and analyze collected data using PLC rubric

Person Responsible

Paul Nehrig

Schedule

Monthly, from 7/11/2016 to 5/26/2017


Evidence of Completion

PLC Rubric data, SLT minutes

G1.B3 Lack of parent knowledge (communication) **2**

 B253923

G1.B3.S1 Increase parent participation in the educational process **4**

 S268260

Strategy Rationale

Encourage parent participation in the educational process by providing effective and advanced communication

Action Step 1 **5**

Provide a parent survey to give parents a voice in the times, dates, and topics of school events

Person Responsible

Denielle Dutil

Schedule

On 5/30/2018

Evidence of Completion

Survey results

Action Step 2 **5**

Use technology mediums to provide advanced notification of school events

Person Responsible

Nichole Delemeester

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Remind 101 account and messages

Action Step 3 5

Provide tickets for door prizes to earn prizes at school events

Person Responsible

Nichole Delemeester

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Receipts for tickets and prizes & sign in sheet showing attendance growth

Action Step 4 5

Offer contest for class with highest attendance at school events

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Track and use parent survey results to plan for future events

Person Responsible

Nichole Delemeester

Schedule

On 9/21/2017

Evidence of Completion

Survey Data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Track the number of Remind 101 accounts

Person Responsible

Denielle Dutil

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Remind 101 Account Sign Ups

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Track the number of tickets and signatures on sign in sheets

Person Responsible

Nichole Delemeester

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Signature sheets from events

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Discuss effectiveness of parent participation strategies and analyze attendance data from events

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

SLT minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Discuss and analyze climate survey data

Person Responsible

Paul Nehrig

Schedule

On 5/30/2018












Evidence of Completion

SLT minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1 M381541	Discuss the effectiveness of PLC's and analyze collected data using PLC rubric	Nehrig, Paul	7/11/2016	PLC Rubric data, SLT minutes	5/26/2017 monthly
G1.MA3 M381552	State Assessment Results	Nehrig, Paul	5/25/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually
G1.B1.S1.A1 A357174	Provide introduction training to teachers on standards coherence	Dutil, Denielle	8/10/2017	Pre-and post- surveys to gain knowledge of teacher knowledge on standards coherence	8/10/2017 one-time
G1.B2.S1.A1 A357181	Provide professional learning on District PLC Rubric and use rubric to assess needs	Baldoni, Vicky	8/10/2017	Pre-Planning PL Sign in sheet & completed PLC rubric self-assessment	8/10/2017 one-time
G1.B3.S1.MA1 M381547	Track and use parent survey results to plan for future events	Delemeester, Nichole	9/21/2017	Survey Data	9/21/2017 one-time
G1.B1.S1.MA1 M381538	Track exit survey data to determine level of support needed	Delemeester, Nichole	10/4/2017	Exit survey results	10/4/2017 one-time
G1.B1.S1.A2 A357175	Provide extensive training, using online tool, on standards coherence both within grade levels...	Dutil, Denielle	10/4/2017	Anchor charts and work done by both teams and vertical teams, sign in sheets	10/4/2017 one-time
G1.B1.S1.A5 A357178	Faculty Meeting- provide review training to teachers on Visible Learning Principles, including...	Dutil, Denielle	10/4/2017	Faculty meeting sign-in sheet	10/4/2017 one-time
G1.MA1 M381550	SIP Progress Monitoring Meeting	Nehrig, Paul	10/19/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/19/2017 one-time
G1.B1.S1.A4 A357177	School-based ERPL- used to bring vertical teams together for real life examples of students' needs...	Dutil, Denielle	12/6/2017	Faculty Meeting Sign In, anchor charts, work done in vertical teams	12/6/2017 one-time
G1.B1.S1.MA2 M381539	Touch base with professional learning facilitators to determine status of the professional learning...	Dutil, Denielle	8/14/2017	Outlook Calendar and meeting invite	12/20/2017 biweekly
G1.MA2 M381551	SIP Midyear Review	Nehrig, Paul	2/14/2018	Midyear Review in CIMS	2/14/2018 one-time
G1.B1.S1.MA1 M381537	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Nehrig, Paul	8/8/2017	Monthly data walks, observation notes, lesson plans, VXT data, SLT minutes	5/30/2018 monthly
G1.B1.S1.MA3 M381540	Coaches observing using Instructional Practices Guides (IPG) and through PLC	Baldoni, Vicky	8/30/2017	Coaching Plan or Logs and Instructional Practices Guides (IPG's)	5/30/2018 weekly
G1.B1.S1.A3 A357176	Continued work building understanding of standards coherence within weekly PLC's and quarterly...	Dutil, Denielle	9/20/2017	PLC minutes and work done in PLC's	5/30/2018 weekly
G1.B1.S1.A6 A357179	Continued work in PLC's to provide ongoing support for implementation of Visible Learning...	Dutil, Denielle	8/10/2017	PLC Minutes, sign in sheets, and ongoing work	5/30/2018 weekly
G1.B1.S1.A7 A357180	Monitor and provide feedback and coaching as needed for standards coherence and Visible learning...	Dutil, Denielle	8/10/2017	Data Collection Results, SLT input	5/30/2018 daily
G1.B2.S1.MA1 M381542	Determine status towards completing action steps 1-2 during monthly SLT	Nehrig, Paul	8/10/2017	SLT Meeting Minutes	5/30/2018 monthly
G1.B2.S1.MA3 M381543	Review and discuss grade level PLC Minutes and PLC team rubric	Nehrig, Paul	8/10/2017	SLT Minutes and reflections	5/30/2018 monthly

Volusia - 7751 - Forest Lake Elementary School - 2017-18 SIP
Forest Lake Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA4  M381544	Coaches observing PLC's in action (PLC Minutes, pacing calendar, Planning days)	Baldoni, Vicky	8/10/2017	Coaching Plan or Logs, PLC Minutes & agendas	5/30/2018 weekly
G1.B2.S1.A2  A357182	Support PLC Teams in Action and provide immediate feedback using the PLC rubric	Baldoni, Vicky	8/10/2017	PLC team minutes and rubric feedback	5/30/2018 weekly
G1.B2.S1.A3  A357183	SLT will discuss and collaborate to provide effective feedback to PLC's based on data from PLC...	Baldoni, Vicky	8/10/2017	PLC Rubric data	5/30/2018 monthly
G1.B3.S1.MA1  M381545	Discuss effectiveness of parent participation strategies and analyze attendance data from events	Nehrig, Paul	8/10/2017	SLT minutes	5/30/2018 monthly
G1.B3.S1.MA5  M381546	Discuss and analyze climate survey data	Nehrig, Paul	4/20/2018	SLT minutes	5/30/2018 one-time
G1.B3.S1.MA2  M381548	Track the number of Remind 101 accounts	Dutil, Denielle	8/10/2017	Remind 101 Account Sign Ups	5/30/2018 weekly
G1.B3.S1.MA3  M381549	Track the number of tickets and signatures on sign in sheets	Delemeester, Nichole	8/10/2017	Signature sheets from events	5/30/2018 monthly
G1.B3.S1.A1  A357184	Provide a parent survey to give parents a voice in the times, dates, and topics of school events	Dutil, Denielle	8/10/2017	Survey results	5/30/2018 one-time
G1.B3.S1.A2  A357185	Use technology mediums to provide advanced notification of school events	Delemeester, Nichole	8/10/2017	Remind 101 account and messages	5/30/2018 biweekly
G1.B3.S1.A3  A357186	Provide tickets for door prizes to earn prizes at school events	Delemeester, Nichole	8/10/2017	Receipts for tickets and prizes & sign in sheet showing attendance growth	5/30/2018 monthly
G1.B3.S1.A4  A357187	Offer contest for class with highest attendance at school events	Nehrig, Paul	8/10/2017		5/30/2018 monthly

V. Professional Development Opportunities

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

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction, using Visible Learning principles, then student achievement will increase.

G1.B1 Lack of vertical standards articulation (time, structure, modeling) and knowledge & implementation of Visible Learning principles

G1.B1.S1 Develop knowledge of ELA and Math standards coherence and Visible Learning principles to support implementation.

PD Opportunity 1

Provide introduction training to teachers on standards coherence

Facilitator

Denielle Dutil and Nichole Delemeester

Participants

Instructional Staff

Schedule

On 8/10/2017

PD Opportunity 2

Provide extensive training, using online tool, on standards coherence both within grade levels teams and vertical discussions

Facilitator

Academic Coaches with District Support

Participants

Instruction Staff

Schedule

On 10/4/2017

PD Opportunity 3

Continued work building understanding of standards coherence within weekly PLC's and quarterly data/planning days with upcoming curriculum

Facilitator

Academic Coaches, Grade Chairs, and SLT input

Participants

Instructional Staff

Schedule

Weekly, from 9/20/2017 to 5/30/2018

PD Opportunity 4

School-based ERPL- used to bring vertical teams together for real life examples of students' needs within the topic of standards coherence, advising grade levels of areas of concerns

Facilitator

Academic Coaches with district support

Participants

Instructional Staff

Schedule

On 12/6/2017

PD Opportunity 5

Faculty Meeting- provide review training to teachers on Visible Learning Principles, including common language and effect size examples

Facilitator

Denielle Dutil & Vicky Baldoni

Participants

Instructional Staff

Schedule

On 10/4/2017

G1.B2 PLCs need support (more focus, structure, and cohesiveness)

G1.B2.S1 Improve collaboration and effectiveness of PLC's (focus, structure and cohesiveness)

PD Opportunity 1

Provide professional learning on District PLC Rubric and use rubric to assess needs

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 8/10/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide introduction training to teachers on standards coherence	\$0.00
2	G1.B1.S1.A2	Provide extensive training, using online tool, on standards coherence both within grade levels teams and vertical discussions	\$0.00
3	G1.B1.S1.A3	Continued work building understanding of standards coherence within weekly PLC's and quarterly data/planning days with upcoming curriculum	\$0.00
4	G1.B1.S1.A4	School-based ERPL- used to bring vertical teams together for real life examples of students' needs within the topic of standards coherence, advising grade levels of areas of concerns	\$0.00
5	G1.B1.S1.A5	Faculty Meeting- provide review training to teachers on Visible Learning Principles, including common language and effect size examples	\$0.00
6	G1.B1.S1.A6	Continued work in PLC's to provide ongoing support for implementation of Visible Learning Principles	\$0.00
7	G1.B1.S1.A7	Monitor and provide feedback and coaching as needed for standards coherence and Visible learning principles	\$0.00
8	G1.B2.S1.A1	Provide professional learning on District PLC Rubric and use rubric to assess needs	\$0.00
9	G1.B2.S1.A2	Support PLC Teams in Action and provide immediate feedback using the PLC rubric	\$0.00
10	G1.B2.S1.A3	SLT will discuss and collaborate to provide effective feedback to PLC's based on data from PLC rubric and other concerns from grade chairs	\$0.00
11	G1.B3.S1.A1	Provide a parent survey to give parents a voice in the times, dates, and topics of school events	\$0.00
12	G1.B3.S1.A2	Use technology mediums to provide advanced notification of school events	\$0.00
13	G1.B3.S1.A3	Provide tickets for door prizes to earn prizes at school events	\$0.00
14	G1.B3.S1.A4	Offer contest for class with highest attendance at school events	\$0.00
Total:			\$0.00