Lake Forest Elementary School

2017-18 Schoolwide Improvement Plan

Lake Forest Elementary School

4401 SE 4TH AVE, Gainesville, FL 32641

https://www.sbac.edu/lakeforest

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

*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 Alachua County School Board on 10/17/2017.

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.

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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 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 Lake Forest Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lake Forest's mission is to promote academic excellence and maintain high expectations for all student in an environment that is centered around students, directed by teachers, and supported by home and community.

b. Provide the school's vision statement.

Lake Forest Elementary School is a place where through optimum learning opportunities, students will learn how to utilize the knowledge and tools necessary to confidently meet challenges. Our students will be empowered to reach their potential, as well as become respectful and responsible leaders of the 21st century.

2. School Environment

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

Through interactions, such as Open House, Goal-Setting, Classroom discussions and Family Nights , we are provided various opportunities to learn about students' cultures, thus building relationships between teachers and students.
Teachers guide students in goal setting; establishing personal and academic goals.
The full time Social worker builds relationships with and works with families to ensure assistance is provided to families. Lake Forest has a leadership program where students are given leadership roles within the school. Students will utilize the 7 Habits Student Planners, teachers will build relationships with students that are focused on developing skills that will encourage student success.

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

Safety is a priority at Lake Forest. We have many procedures in place to ensure a safe campus for all. Drop off and dismissal areas are designated. Visitor check in Raptor system is used to monitor all visitors. Name tags are worn by all visitors. The school is securely gated with only one entrance that comes directly into the front office. Expectations are taught and modeled by instructional staff and administrations. Positive rewards (Dolphin Dollars) and referrals are earned by students to reinforce positive behaviors throughout the school campus.
School staff have assigned morning and afternoon duties to monitor students to ensure student safety. Lake Forest Elementary has a full-time School Resource Officer on campus. He is visible, visit classrooms, teaches lessons on bullying, gang awareness, and school and home safety. He develops relationships with students and students are comfortable interacting with him.
School safety procedures are reviewed during pre-planning and throughout the school year.
The district protocol for reporting Bullying is followed.
Students have opportunities to advocate for themselves and discuss any concerns with a caring adult.

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.

Lake Forest school-wide expectations are posted throughout the school. The school-wide discipline plan is shared with staff during pre-planning, this plan describes the discipline levels, consequences and responses, as well as protocol for follow-up, informal vs. formal referrals. Teachers develop and submit classroom management plans and procedures for review by administration.
Lake Forest is a PBS school.
RTI Behavior approach is utilized for behavior management. Tier 2 and Tier 3 includes behavior point sheets, referral to School Social and/or Mental Health Coordinator, individualized behavior plans and regular follow-up with administration.
Ongoing professional development will occur during the school year. The school has implemented CHAMPS in all grade levels to ensure students are learning in a safe and orderly environment.

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.

Lake Forest has a full time counselor, Social Worker and a Mental Health Coordinator that provide both whole group, small group and individual counseling and assist families who are in need. We have partnered with several groups from the University of Florida and community to provide mentors to students needing additional emotional and social support. Our district has selected our school to participate in "System of Care" program that connects families in need with community resources.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Attendance, discipline and failing grades reports are monitored by the administrative team on a monthly basis. Discussions focus on trends, individual students, support systems for students, parents and teachers, and proactive strategies.
Throughout the school year, teachers met with the FCIM Coordinator, Instructional Coach, Guidance Counselor, BRT, Principal and/or Assistant Principal as a team and/or individually to review academic and behavioral data as well as student progress.

The Following Early Warning Indicators are used:
Attendance - students with 5 or more unexcused absences in a 90 day period
Suspensions - 1 or more suspensions
Failing grades in ELA and/or mathematics
Students with Level 1 on standardized assessments in ELA and/or mathematics are identified.

Attendance - Students with 5 or more unexcused absences in a 90 day period are referred to the Attendance Intervention Team, consisting of the school Social Worker, Guidance Counselor and Teachers monthly Attendance Educational Planning Team Meetings are conducted to invite parents in to form a plan to address attendance issues.
Discipline - The Administrative Team meets monthly to review discipline data. The Discipline Team, consisting of Behavior Resource Teacher, teachers and FCIM Coordinator review discipline data monthly, plan behavior interventions and monitor behavioral progress. Educational Planning Team (EPT) meetings are conducted in order to look at students exhibiting the most significant behaviors.
Course Failure/Level 1 - The Assistant Principal for Curriculum meets with instructional staff to review high incidence of failure grades. Students data is reviewed and interventions planned to assist failing students. We encourage students below grade level to sign up for our free 21st Century after school program that includes homework help, tutoring and intervention provided by our teachers.

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	2	4	7	8	0	0	0	0	0	0	0	22
One or more suspensions	0	4	8	14	10	2	0	0	0	0	0	0	0	38
Course failure in ELA or Math	2	6	7	17	0	4	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	20	15	19	0	0	0	0	0	0	0	54

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	0	2	1	13	5	6	0	0	0	0	0	0	0	27

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

Intervention instruction for identified level 1 and lowest quartile students is implemented during the instructional day.
Educational Planning Team (EPT) meetings are conducted for identified students to address attendance, academic and behavior concerns.
The Attendance Team meet monthly to monitor and review attendance. Designated staff meet at least monthly with the district truancy officer to monitor student attendance.
Differentiated instruction occurs within classrooms to ensure the academic needs of all students are being met.
Collaborative planning during common planning time for instructional staff.
Partnerships with community groups that provide mentoring for students and parent resources
Professional development provided for instructional staff
Instructional coaches provide instructional support through the coaching model
Positive referrals are utilized
Schoolwide PBS
Implementation of CHAMPS
Behavioral Point Sheets and Individualized Management System utilized
Extended Day Intervention Provided
Title I Teacher Intervention provided
Services of Social Workers and Mental Health Coordinator

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/431584.

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.

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 through community members involvement in School Advisory Council (SAC).
Lake Forest has partnerships with the following community organizations:
Compassionate Outreach Ministries - supports monthly Character Celebration and assists during school sponsored events.
Kiwansis provides rewards for students that Bring Up Their Grades (BUGS)
Altrusa provides readers to Kindergarten classrooms
University of Florida provides mentors for students
University of Florida College of Education implements the UFLI program for identified 1st and 2nd grade students
ACPS Parent Academy provides resources and parent support to parents
Foster Grandparent Program - kindergarten and 1st grade classrooms have foster grandparents in their classrooms

Many businesses are supporting our PBS Implementation this year through monetary donations and good and services. Several local churches also help with school supplies,backpack program, holiday gifts and end of year field trips.

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
Hutchinson, Karla	Principal
Moody, Cheryl	School Counselor
Francois, Marjory	Assistant Principal
Foland, Nicole	Other
Filippi, Betsy	Instructional Coach
Jenkins, LaShandra	Other

b. Duties

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

Principal: Provide opportunities for teacher collaboration; Facilitate implementation of RTI; communicate and reinforce expectation for data based decision making: Provide or coordinate professional development; attend EPT and RTI meetings; conduct walk-throughs to monitor fidelity

and integrity of core curriculum and intervention implementation; monitor teacher effectiveness; communicates with all shareholders information regarding school data and student achievement progress, implements and monitors behavior intervention. Provides opportunities for teacher professional development in effective teaching strategies and best practices.

Assistance Principal: Provides instructional support and coordinate professional development/ coaching support for instructors; Coordinate school wide assessments, conduct walk-throughs to monitor implementation of SIP strategies, implements and monitors behavior intervention, monitor student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction

Certified School Counselor: Schedule and attend IEP, EPT and RTI meetings; Maintain log of all students involved in EPT and RTI process; send parent invites; complete necessary EPT and RTI forms; Provide guidance on data collection, charting and graphing results and the use of technology in the collection of data; conducts small group and individual counseling sessions; conducts classroom lessons implementing "Speak Up and Be Safe" and "Student Success Skills"

FCIM Facilitator: collect school-wide data for RTI team to use in determining at-risk students; facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; provides training and coaching in intervention program implementation and data analysis; conducts data chats
The school based Leadership Team reviews school-wide data including FSA results, district assessments, school based assessments, etc. this data assists in the development of school, grade-level and individual class goals. In addition this data is used for progress monitoring, supporting and implementation of the schools MTSS program.

Instructional Coach: Provides instructional support and professional development for instructors. Assist instructors with differentiated instruction to meet the needs of all students.

Behavior Resource Teacher: collect and monitor school-wide discipline data. Support instructors in classroom management and behavioral interventions. Provide training and coaching related to discipline. Facilitate school-wide behavior management system. Provide support to students with behavioral concerns.

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.

The purpose of MTSS/RTI is to ensure high quality instruction/intervention matched to student needs and using student assessment data over time to make data-based decisions to guide instruction. School-wide data is used to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.).
The RTI team will meet at least monthly and use the problem solving process to: Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) Based on student data, recommend, coordinate and implement intervention support (Tiers 2 and 3) that match students' non-mastery of skills through:
• Small group pull-out tutoring
• Extended Learning Program after-school
• Mini assessments to determine validity of remediation and assess student growth

• Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

• Review and interpret student data (academic, behavior and attendance) at the school and grade levels

Organize and support systematic data collection as needed to strengthen the Tier 1 (core curriculum) instruction through the:

• Implementation and support of PLCs

• Use of school-based Scope and Sequence and Instructional Calendars, Mini-Lessons and Mini-Assessments

• Use of Assessments at the end of segments/chapters to monitor student progress

• Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

• Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

• Work collaboratively with the PLCs in the implementation of FCIM (on specific tested benchmarks) and progress monitoring.

Title I, Part A : Services are provided to ensure students requiring additional remediation are assisted through remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The school utilizes a FCIM Facilitator to assist teachers.

Title I, Part C Migrant: Migrant Support Resource Advocates provides services and support to the school and families. The district liaison coordinates with Title I and other programs to ensure student needs are addressed and met.

Title I, Part D: Services are coordinated with district Drop-out Prevention programs.

Title II: District receives funds for improving basic education programs through the purchase of technology to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development will also be provided by Instructional Coaches in the areas of reading, math and science.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs: The school fully supports the district initiative to eliminate bullying from our school and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students. The school also offers Positive Behavior Support (PBS) to students.

Head Start: Title I provides materials for Parent Involvement. A Kindergarten roundup is held each April for all incoming kindergarten students.

Career and Technical Education: A Career Day is held in the Spring

Nutrition Programs - Fresh Fruits and Vegetables, Weekend Back pack program and summer meal program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Karla Hutchinson	Principal
Sabrina Cook	Education Support Employee
Margaret Dennison	Business/Community
Erica Reed	Parent
Kelly Cacciabeve	Teacher
Nkwanda Jah	Business/Community

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

SIP was reviewed periodically by the SAC, and input was given by members throughout the year.

b. Development of this school improvement plan

Public input given at the September SAC Meeting on the 2017-18 school improvement plan. The 2016-2017 Parent and staff climate survey results were reviewed and shared with SAC, as well as, FSA and NGSSS Science data.

c. Preparation of the school's annual budget and plan

The School Advisory Council reviewed the schools budget, made recommendations, and ensured alignment with school improvement plan.

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

School improvement funds were spent on instructional materials, and support of our PBS model.

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
Hutchinson, Karla	Principal
Francois, Marjory	Assistant Principal
Foland, Nicole	Instructional Coach
Filippi, Betsy	Instructional Coach
Young, Karen	Teacher, K-12
Parker, Patrice	Teacher, K-12

b. Duties

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

Effective implementation of ELA Florida Standards including supporting teachers with unwrapping the Florida ELA Standards and understanding of Test Item Specifications.
Supporting teachers use of data to guide instructional decisions and delivery. Support teachers with implementation of rigorous literacy workstations.
Increase media center circulation by students (percent of books checked out by students).
Implementation of effective research based strategies
Support school wide efforts to implement effective strategies that promote language development

The Literacy Leadership team ensures that all resources in school are focused on improving Reading performance. The goals for the year will be to increase literacy throughout the school, as demonstrated on the Florida Standards Assessments.

D. Public and Collaborative Teaching

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

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

The school's strategies to encourage positive working relationships between teachers include collaborative planning sessions (teachers in grades kindergarten through fifth receive 45 minutes daily of common planning time), professional development, participation in Lesson Studies, teacher incentives and recognition.

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

District Induction Program for first year teachers
School based Mentor Coach provided for first year teachers
Newly hired teachers provided opportunity to participate in district provided professional development
School-Based New Teacher Program
Team Leaders provide guidance and support with teacher required responsibilities
Additional work opportunities to increase teachers salary include extended day and 21st Century work opportunities.

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

Identified Teachers will participate in District Induction Program for beginning teachers, participants attend monthly cohort meetings, are assigned to a school based mentor coach, receive professional development in the areas of lesson planning and instructional delivery.

Identified teachers will participate in the school level mentoring program for new teachers at Lake Forest, participants attend monthly meetings and are provided support from school based veteran teachers. Rationale for Pairing: District and/or School Assigned, based on District New Teacher Program and School Personnel.

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.

The state adopted curriculum is utilized
Teachers are provided the Florida Standards, Test Specifications and Test Design Summary to use as their guide for instructional delivery
Professional development focused on unpacking Florida Standards for all instructional staff
Use of Webb's Depth of Knowledge to ensure the cognitive complexity levels of student activities and assignments.
Classroom Walkthroughs are conducted by Administrative Team
Administrative feedback is provided to teachers
Common board configurations include Florida Standards in kid friendly statements

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.

Formative, Diagnostic and Summative data are used to drive instruction and increase student achievement.
Data Analysis is supported through monthly data chats with grade level teams with the FCIM Coordinator
On-going Progress Monitoring of school data through google docs
Student data used to determine student strengths and weakness. Data is also used to determine instructional focuses and groupings for teacher led small groups
Diagnostic data used to determine student intervention needs to ensure appropriate placement within intervention programs
Administrative walkthrough data used to determine teacher professional development needs
Data used to identify Tier 2 and Tier 3 students in ELA
Formative and summative data used to determine students in need of remediation, enrichment and to target workstation activities
Based on data, instruction is modified or supplemented through the usage of intervention and enrichment programs.

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: 10,800

One additional hour for Reading instruction embedded within the school day. All students will participate in the iStation Program that focuses on early and advance reading skills .

Strategy Rationale

Due to DA status, the instructional day was extended by one hour to provide additional instructional time in the area of reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hutchinson, Karla, hutchikn@gm.sbac.edu

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

Data will be collected and analyze from the following assessments: iStation and Achieve 3000 reports, District and School Assessments, ongoing progress monitoring probes

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, §
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 school conducts a Kindergarten Roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. During this event, the school conducts an afternoon session where parents receive information about kindergarten, have the opportunity to complete enrollment forms, meet school staff and ask questions concerning the transition to kindergarten. In addition, parents receive informational handouts to assist in preparing their child with essential skills needed for success in school.

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.

A Career Day is implemented once per year to provide student awareness of a variety of careers. Partnership with the University of Florida provides resources for the school community, as well as mentors for students. Business partnerships have been established that includes support of our PBS model as well as our leadership theme. Faith Based partners provide mentors, incentives and promotion of the schools goals in the community.

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"Â? 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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If we effectively and regularly analyze student performance data and use it to drive standards based instruction to mastery 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 we effectively and regularly analyze student performance data and use it to drive standards based instruction to mastery then student achievement will increase. 1a

G095761

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	50.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of how to disaggregate data and use it to guide instructional decisions and planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Ready, Thinking Maps, Achieve 3000 and Smarty Ants, Instructional Coaches, Full Time FCIM Coordinator, Common Grade Level Planning, WEBB's DOK, Data Chats, On-going Progress Monitoring, Instructional Planning Days Title I Intervention Instructors, Social Workers, Mental Health Coordinator, Title I Funds

Plan to Monitor Progress Toward G1. 8

Analysis of school based assessment data, district data, and FSA data.

Person Responsible

Marjory Francois

Schedule

Monthly, from 8/25/2017 to 6/1/2018

Evidence of Completion

Progress monitoring will be evidenced by an analysis of monthly data during collaborative planning sessions and data chats. An analysis of summative data will be reported at the end of the school year and will determine progress towards meeting the goal.

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 we effectively and regularly analyze student performance data and use it to drive standards based instruction to mastery then student achievement will increase. 1

🔑 G095761

G1.B1 Lack of understanding of how to disaggregate data and use it to guide instructional decisions and planning. 2

🔑 B257817

G1.B1.S1 Continuous review of data by administration, instructional coaches and instructors 4

🔑 S272831

Strategy Rationale

To monitor progress towards mastery of grade level standards leading to an increase in student achievement

Action Step 1 5

Analysis of data, data chats and continuous monitoring of student progress towards proficiency will occur in all Core Subject Areas.

Person Responsible

Nicole Foland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Record of Data Chats, Google Docs, Student Data Outcomes

Action Step 2 5

Common Planning to be included in master schedule

Person Responsible

Marjory Francois

Schedule

On 8/7/2017

Evidence of Completion

Master Schedule

Action Step 3 `5`

Create timelines for assessments to be completed and data submitted (school based assessments for progress monitoring)

Person Responsible

Betsy Filippi

Schedule

On 8/31/2017

Evidence of Completion

Timeline

Action Step 4 `5`

Professional Development Plan

Person Responsible

Nicole Foland

Schedule

On 9/29/2017

Evidence of Completion

Professional Development Plan with dates and areas of focus (EWS, Data Chats, etc.)

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

Monitor the analysis of student data and teacher instructional planning and pacing through the use of classroom snapshots and formal observations.

Person Responsible

Karla Hutchinson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Principal and Assistant Principal informal and Formal observations, coaches logs, Google Docs,

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

Review of Master Schedule with common planning for all grade levels

> **Person Responsible**
>
> Karla Hutchinson
>
> **Schedule**
>
> On 8/8/2017
>
> *Evidence of Completion*
>
> Master Schedule

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

Review of Assessment timeline and google docs

> **Person Responsible**
>
> Marjory Francois
>
> **Schedule**
>
> *Evidence of Completion*
>
> Timeline and assessments set-up in google docs

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

Review Professional Development Calendar; Implementation of Professional Development

> **Person Responsible**
>
> Karla Hutchinson
>
> **Schedule**
>
> Monthly, from 9/1/2017 to 6/1/2018
>
> *Evidence of Completion*
>
> Professional Development Calendar; Implementation of PD

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

Instructional staff meeting timelines for administering and submitting assessments and data

Person Responsible

Karla Hutchinson

Schedule

Monthly, from 8/26/2017 to 6/1/2018

Evidence of Completion

notes, google docs

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

Instructional staff engaging in professional learning opportunities

Person Responsible

Marjory Francois

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

anecdotal notes, sign-in sheets, follow-up activities

G1.B1.S2 Teachers will be provided explicit feedback by administration/instructional coaches on their instructional practices and student performance data [4]

🔑 S272832

Strategy Rationale

Through explicit feedback instructional practices will improve leading to an increase in student achievement

Action Step 1 [5]

Classroom walkthroughs and ongoing observation of teacher practices for improvement.

Person Responsible

Karla Hutchinson

Schedule

Daily, from 8/15/2017 to 6/1/2018

Evidence of Completion

professional development sign-in sheets, student performance data, lesson plans reflecting high quality instructional strategies and teacher conferences

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Walkthroughs and observations of instructional practices and delivery

Person Responsible

Karla Hutchinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

teacher observations, Classroom Snapshots, student data, lesson plans

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

Ongoing analysis of student and teacher data

Person Responsible

Karla Hutchinson

Schedule

Daily, from 8/15/2017 to 6/1/2018

Evidence of Completion

student data, classroom snapshot trends

G1.B1.S3 Effective use of assessment data by teachers to monitor student progress and achievement data `4`

🔑 S272833

Strategy Rationale

Teachers will engage in data chats facilitated by the FCIM Coordinator in order to make instructional decisions, monitor student progress and achieve mastery of standards.

Action Step 1 `5`

To ensure data driven instructional decision making

Person Responsible

Nicole Foland

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Increase in the percent of students demonstrating proficiency level on the FSA

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

With support teachers will enter student data and continuously review student progress

Person Responsible

Karla Hutchinson

Schedule

Biweekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

increase the percent of students demonstrating proficiency of the FSA

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Increase in student mastery of grade level standards

Person Responsible

Marjory Francois

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Increase in the number of students demonstrating proficiency on the FSA

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.B1.S1.MA4 M392328	Review of Assessment timeline and google docs	Francois, Marjory	8/31/2017	Timeline and assessments set-up in google docs	No End Date one-time
G1.B1.S1.A2 A366175	Common Planning to be included in master schedule	Francois, Marjory	6/1/2017	Master Schedule	8/7/2017 one-time
G1.B1.S1.MA3 M392327	Review of Master Schedule with common planning for all grade levels	Hutchinson, Karla	8/7/2017	Master Schedule	8/8/2017 one-time
G1.B1.S1.A3 A366176	Create timelines for assessments to be completed and data submitted (school based assessments for...	Filippi, Betsy	8/14/2017	Timeline	8/31/2017 one-time
G1.B1.S1.A4 A366177	Professional Development Plan	Foland, Nicole	9/5/2017	Professional Development Plan with dates and areas of focus (EWS, Data Chats, etc.)	9/29/2017 one-time
G1.MA1 M392344	Analysis of school based assessment data, district data, and FSA data.	Francois, Marjory	8/25/2017	Progress monitoring will be evidenced by an analysis of monthly data during collaborative planning sessions and data chats. An analysis of summative data will be reported at the end of the school year and will determine progress towards meeting the goal.	6/1/2018 monthly
G1.B1.S1.MA1 M392324	Instructional staff meeting timelines for administering and submitting assessments and data	Hutchinson, Karla	8/26/2017	notes, google docs	6/1/2018 monthly
G1.B1.S1.MA6 M392325	Instructional staff engaging in professional learning opportunities	Francois, Marjory	8/7/2017	anecdotal notes, sign-in sheets, follow-up activities	6/1/2018 monthly
G1.B1.S1.MA1 M392326	Monitor the analysis of student data and teacher instructional planning and pacing through the use...	Hutchinson, Karla	8/14/2017	Principal and Assistant Principal informal and Formal observations, coaches logs, Google Docs,	6/1/2018 monthly
G1.B1.S1.MA5 M392329	Review Professional Development Calendar; Implementation of Professional Development	Hutchinson, Karla	9/1/2017	Professional Development Calendar; Implementation of PD	6/1/2018 monthly
G1.B1.S1.A1 A366174	Analysis of data, data chats and continuous monitoring of student progress towards proficiency will...	Foland, Nicole	8/14/2017	Record of Data Chats, Google Docs, Student Data Outcomes	6/1/2018 biweekly
G1.B1.S2.MA1 M392330	Ongoing analysis of student and teacher data	Hutchinson, Karla	8/15/2017	student data, classroom snapshot trends	6/1/2018 daily
G1.B1.S2.MA1 M392331	Walkthroughs and observations of instructional practices and delivery	Hutchinson, Karla	8/14/2017	teacher observations, Classroom Snapshots, student data, lesson plans	6/1/2018 daily
G1.B1.S2.A1 A366178	Classroom walkthroughs and ongoing observation of teacher practices for improvement.	Hutchinson, Karla	8/15/2017	professional development sign-in sheets, student performance data, lesson plans reflecting high quality instructional strategies and teacher conferences	6/1/2018 daily
G1.B1.S3.MA1 M392332	Increase in student mastery of grade level standards	Francois, Marjory	8/15/2017	Increase in the number of students demonstrating proficiency on the FSA	6/1/2018 monthly
G1.B1.S3.MA1 M392333	With support teachers will enter student data and continuously review student progress	Hutchinson, Karla	8/15/2017	increase the percent of students demonstrating proficiency of the FSA	6/1/2018 biweekly
G1.B1.S3.A1 A366179	To ensure data driven instructional decision making	Foland, Nicole	8/15/2017	Increase in the percent of students demonstrating proficiency level on the FSA	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If we effectively and regularly analyze student performance data and use it to drive standards based instruction to mastery then student achievement will increase.

G1.B1 Lack of understanding of how to disaggregate data and use it to guide instructional decisions and planning.

G1.B1.S1 Continuous review of data by administration, instructional coaches and instructors

PD Opportunity 1

Analysis of data, data chats and continuous monitoring of student progress towards proficiency will occur in all Core Subject Areas.

Facilitator

FCIM Coordinator and Administration

Participants

Instructional Staff K-5

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Professional Development Plan

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

On 9/29/2017

G1.B1.S3 Effective use of assessment data by teachers to monitor student progress and achievement data

PD Opportunity 1

To ensure data driven instructional decision making

Facilitator

Administration

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2017 to 6/1/2018

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	Analysis of data, data chats and continuous monitoring of student progress towards proficiency will occur in all Core Subject Areas.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Lake Forest Elementary School	Title I, Part A		$5,000.00
			Notes: Supplemental instructional materials Data focused professional development Chart paper student resources - composition books, binders, etc.			
2	G1.B1.S1.A2	Common Planning to be included in master schedule				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Lake Forest Elementary School	General Fund		$4,000.00
			Notes: Assistant Principal to work an additional month during summer.			
3	G1.B1.S1.A3	Create timelines for assessments to be completed and data submitted (school based assessments for progress monitoring)				$0.00
4	G1.B1.S1.A4	Professional Development Plan				$0.00
5	G1.B1.S2.A1	Classroom walkthroughs and ongoing observation of teacher practices for improvement.				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Lake Forest Elementary School	Other		$25,000.00
			Notes: Thinking Maps Professional Development - Thinking Maps Achieve 3000 & Smarty Ants Professional Development - Achieve 3000 & Smarty Ants WriteScore Florida Ready Materials Instructional Planning Days Instructional Coach Urban Learning and Leadership Center Professional Development Opportunities for Instructional and Administrative staff			
6	G1.B1.S3.A1	To ensure data driven instructional decision making				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Lake Forest Elementary School	Other		$10,000.00
			Notes: Instructional Participation in Conferences and Professional Development Data Notebooks Resources Professional Development opportunities related to behavior and student achievement Student Planners Science & Math Family Activities			
					Total:	$44,000.00