2013-2014 SCHOOL IMPROVEMENT PLAN

Forest Lake Elementary School

1600 DOYLE RD
Deltona, FL 32725
386-860-6600
http://myvolusiaschools.org/school/forestlake/pages/default.aspx

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Forest Lake Elementary School

Principal

Ramonita Pagan

School Advisory Council chair

Amy Adkins

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ramonita Pagan	Principal
Jamie T. Robinson	Assistant Principal
Robin Ferrara	Math Coach
Vicki Wagenhauser	Math Intervention
Joelly Ingram	Instructional Support Teacher on Assignment
Amy Adkins	Media Specialist

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Forest Lake Elementary School Advisory Council is comprised of 21 members, including one business partner. 10 of the members are school board employees, including the principal and a member of the support staff. 11 of the members are parents.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

This year, SAC will assist in the coordination and integration of a variety of school improvement programs. SAC also assists by volunteering throughout the year in a variety of areas, including classroom support, fundraising, student achievement programs, and during events.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds may be used to support Professional Development and to purchase incentives to encourage and reward student achievement. Additionally, SAC funds may be used to provide breakfast for students participating in standardized testing.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ramonita Pagan

Principal	Years as Administrator: 10	Years at Current School: 10

Credentials	BA Elementary Education MA Educational Leadership ESOL
Performance Record	2012-13 B School, (69% R / 65% M) 2011-12 A School, AYP 77% (84% R / 86% M; 68% R/ 67% M; 58% R/64% M); AYP-N 2010-11 – A School, AYP 92% (89% R / 86% M; 69% R/ 74% M; 58% R/ 56% M); AYP-N 2009-10 – A School, AYP 100% (90% R/ 87% M; 72% R/ 72% M; 65% R/ 63% M); AYP-Y 2008-09 – A School, AYP 92% (87% R/ 89% M; 68% R/ 74% M; 67% R/ 60% M); AYP-N 2007-08 – B School, AYP 97% (83% R/ 84% M; 69% R/ 61% M; 53% R/ 46%M); AYP-N 2006-07 – B School, AYP 100% (84% R/ 82% M; 55% R / 54% M; 48% R); AYP- Y 2005-06 – A School, AYP 93% (88% R / 80% M; 71% R / 66 M; 61% R); AYP- P 2004-05 – A School, AYP 100% (85% R/ 81% M; 80%R/ 79% M; Adequate Progress 82% / Yes) *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Jamie Robinson		
Asst Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	Masters of Social Science Education/Certification in Educational Leadership K-12
Performance Record	2012-13 B School, (69% R / 65% M) 2011-12 D - AYP No- 72% (33% R, 69% M, 40% LG-R, 70% LG-M, 40% LQR, 62% LQM) 2010-11 A School - AYP No- 74% (73% R, 69% M,65% LG-R, 70% LG-M, 69% LQ-R, 69% LQM) 2009-10 A School - AYP No - 92% (72% R, 69% M,68% LG-R, 70% LG-M, 70% LQ-R, 67% LQM) 2008-09 A School - AYP No- 74% (68%R, 64% M,61% LG-R, 70% LG-M, 57% LQ-R, 67% LQM) *(% Proficient Reading/Math; % Learning Gains R/M;% Lowest 25% Learning Gains R/M)

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Robin Ferrara		
Full-time / School-based	Years as Coach: 6	Years at Current School: 16

Areas	Mathematics
Credentials	Bachelor's Degree / Certified in Elementary Education, ESOL, Gifted
Performance Record	2012-13 B School, (69% R / 65% M) 2011-12 - N/A (not an academic coach) 2010-11 - A School, AYP 77% (84% R / 86% M; 68% R/ 67% M; 58% R/64% M); AYP-N 2010 – A School, AYP 92% (89% R / 86% M; 69% R/ 74% M; 58% R/ 56% M); AYP-N 2009-10 – A School, AYP 100% (90% R/ 87% M; 72% R/ 72% M; 65% R/ 63% M); AYP-Y 2008 – A School, AYP 92% (87% R/ 89% M; 68% R/ 74% M; 67% R/ 60% M); AYP-N

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers

100%

 # certified in-field

, 0%

 # ESOL endorsed

34, 61%

 # reading endorsed

8, 14%

 # with advanced degrees

18, 32%

 # National Board Certified

1, 2%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

17, 30%

 # with 6-14 years of experience

16, 29%

 # with 15 or more years of experience

22, 39%

Education Paraprofessionals

# of paraprofessionals

10

 # Highly Qualified

10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel. Professional Development opportunities are offered for all staff throughout the year, including supporting position related off-campus workshops through the availability of substitute funding. Additionally, Professional Learning Community activities are encouraged throughout the year and staff are offered the opportunity to participate in these growth opportunities.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Forest Lake Elementary offers three types of teacher mentoring at this time. A) First year teachers participate in the E3 program, which is a district new teacher training program. They are assigned a district PAR teacher who meets with them throughout the year to discuss instructional techniques, classroom management, and lesson plan development. New teachers are also assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. B) Teachers new to FLE are assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. C) Teachers who have been teaching at FLE, but new to a grade level as assigned and on-campus mentor to assist with grade level specific lesson planning and classroom management.
A) First Year Teachers:
Kasi Winters, mentored by Kristen Goodnoe (first grade team leader)
Brittany Pearson, mentored by Kelly Bouleware (ESE resource teacher)
B) Teachers new to FLE:
Susan Lugen-Khan and Denise Hulette, mentored by Susan Turner (third grade team leader)
Ryan Smith, mentored by Elaine Beeghly (gifted team leader)
Jennifer Gonzalo, mentored by Kelly Bouleware (ESE resource teacher)
Nadine Yowell, mentored by Kristen Goodnoe (first grade team leader)
Nicole Ellison, mentored by Susan Lefils (kindergarten team leader)
C) Teachers new to the grade level:
Kristi Bloom, mentored by Susan Turner (third grade team leader)
Deborah Neidrick, mentored by Kathy Anselmo (second grade team leader)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

STAR tutoring is a district based program targeting students that scored a level one on the 2012/13 FCAT. This program is designed to support the learning of these lower achieving students and provide them with one-on-one tutoring and computer based practice in order to improve their performance on the 2013/14 FCAT. Participation is not mandatory and FLE has 26 students enrolled.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The STAR program facilitator is the key contact for this strategy, although it is overseen by both school administration and the Title I office.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ramonita Pagan	Principal
JoElly Ingram	Instructional Support Teacher on Assignment
Aaditee Hepburn	School Psychologist
Amy Adkins	Media Specialist
Denise Alexander	Fifth Grade Team Leader
Windy Ramsey	Fourth Grade Team Leader
Susan Turner	Third Grade Team Leader
Kathy Anselmo	Second Grade Team Leader
Kristen Goodnoe	First Grade Team Leader
Susan Lefils	Kindergarten Team Leader
Kelly Boulware	ESE Resource Teacher

How the school-based LLT functions

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures adequate professional development is scheduled for faculty. Provides opportunities for advancement of research-based strategy implementation for student achievement. ISTOA: Develop, lead, and evaluate school core content standards/ programs; identify and analyze

existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Assist instructional staff with initiating Common Core State Standards including increasing literacy rigor in the classroom.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level, and school-wide data in order to develop appropriate targeted interventions linked to academic or emotional/behavioral problems. Ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver content area general instruction, as well as, Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Media Specialist: Participates in student data collection and dis-aggregation, maintains instructional databases, provides remedial/intervention services to students as needed, collaborates with teachers for supplemental materials.

Major initiatives of the LLT

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 Common Core State Standards in literacy.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Forest Lake Elementary provides on-going professional development through out the year during professional development days and early release professional development activities focusing on Common Core strategies in reading. These include such strategies as close reading, complex text, higher level questioning, and other Common Core specific strategies designed to increase the literacy of each and every student on campus.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian		0%		
Asian		0%		
Black/African American	58%	54%	No	63%
Hispanic	63%	66%	Yes	66%
White	78%	74%	No	80%
English language learners	47%	56%	Yes	52%
Students with disabilities	34%	30%	No	41%
Economically disadvantaged	66%	65%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	26%	30%
Students scoring at or above Achievement Level 4	159	43%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	161	67%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	32	51%	53%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	61	58%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	41%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	38%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	65%	No	70%
American Indian		0%		
Asian		0%		
Black/African American	56%	49%	No	60%
Hispanic	63%	57%	No	66%
White	68%	74%	Yes	72%
English language learners	47%	56%	Yes	52%
Students with disabilities	28%	28%	Yes	36%
Economically disadvantaged	60%	57%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	30%	33%
Students scoring at or above Achievement Level 4	128	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	148	61%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	52%	54%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	26%	27%
Students scoring at or above Achievement Level 4	62	48%	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	344	20%	25%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	32	5%	4%
Students who are not proficient in reading by third grade	49	39%	37%
Students who receive two or more behavior referrals	84	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	87	8%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
STEM Night	344	20%	25%
Annual Meet the Teacher	590	82%	85%

Goals Summary

G1. Forest Lake Elementary has set a goal to increase student achievement on the mathematics portion of the FCAT.

G2. Forest Lake Elementary plans to target student attendance as a goal to increasing student achievement in all areas.

Goals Detail

G1. Forest Lake Elementary has set a goal to increase student achievement on the mathematics portion of the FCAT.

Targets Supported

Resources Available to Support the Goal

- The resources available to support this goal include mathematics curriculum materials, professional development opportunities, technology to support student learning and intervention, increased classroom time for mathematics and intervention, math coach supporting mathematics instruction, and planned parental involvement strategies targeting mathematics.

Targeted Barriers to Achieving the Goal

- Limited technology

Plan to Monitor Progress Toward the Goal

Monitor learning gains for student exposed to additional mathematics resources available via classroom use of iPads.

Person or Persons Responsible

Apple Program Facilitator, Math Coach, Title I technology office, Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Student scores on VCS District Assessments

G2. Forest Lake Elementary plans to target student attendance as a goal to increasing student achievement in all areas.

Targets Supported

- Writing

- Science - Elementary School

- STEM - All Levels

- Parental Involvement

- EWS - Elementary School

Resources Available to Support the Goal

- The resources available to increase student attendance include the Pinnacle grade book, ConnectEd automated contact system, district social workers, classroom teachers, guidance, front office personnel, and incentives.

Targeted Barriers to Achieving the Goal

- Students new to school culture

Plan to Monitor Progress Toward the Goal

Positive reinforcement based student attendance program

Person or Persons Responsible

Administration, Classroom teachers, front office personnel

Target Dates or Schedule:

On-going

Evidence of Completion:

Data analysis from Pinnacle

Action Plan for Improvement

Problem Solving Key

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

G1. Forest Lake Elementary has set a goal to increase student achievement on the mathematics portion of the FCAT.

G1.B4 Limited technology

G1.B4.S1 In order to increase the technology available to students at Forest Lake Elementary, the school has used Title I funds to acquire iPads. These iPads will be used to support student learning, intervention through small group and one-on-one instruction, and skill mastery.

Action Step 1

Make iPads available to instructional personnel on campus in an effort to support student learning gains.

Person or Persons Responsible

Apple Program Faciliator

Target Dates or Schedule

October

Evidence of Completion

This will be completed when iPads have been issued.

Facilitator:

Apple Program Facilitator

Participants:

Apple Program Facilitator, Math Coach, and select instructional personnel who require instruction on the use of iPads, apps, or instructional strategies involving technology and classroom management of technology.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Support instructional personnel's classroom use and implementation of iPads.

Person or Persons Responsible

Apple Program Facilitator, Math Coach, Title I technology office, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom visitations, specifically observing the use of iPads with students.

Plan to Monitor Effectiveness of G1.B4.S1

Monitor learning gains for student exposed to additional mathematics resources available via classroom use of iPads.

Person or Persons Responsible

Apple Program Facilitator, Academic Coaches, Title I technology office, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student scores on VCS District Assessments

G2. Forest Lake Elementary plans to target student attendance as a goal to increasing student achievement in all areas.

G2.B4 Students new to school culture

G2.B4.S1 In order to increase student awareness of the importance of regular attendance, Forest Lake plans to implement a positive reinforcement incentive program highlighting students with perfect attendance.

Action Step 1

Implement a positive reinforcement attendance program recognizing students with perfect attendance.

Person or Persons Responsible

Administration, classroom teachers, front office personnel

Target Dates or Schedule

October, then on-going

Evidence of Completion

Successful implementation

Facilitator:

Administration

Participants:

New teachers who require support in the use of the Pinnacle attendance system

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Positive reinforcement based student attendance program

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Successful implementation of the program

Plan to Monitor Effectiveness of G2.B4.S1

Positive reinforcement based student attendance program

Person or Persons Responsible

Administration, classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Data analysis from Pinnacle

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Forest Lake Elementary include:
• One Math Coach and one Math Intervention Teacher for the purpose of comprehensive staff development and mathematics support for students
• One part-time Instruction Support Teacher on Assignment for the purpose of comprehensive staff development
• One part-time Writing Intervention Teacher for the purpose of comprehensive staff development and writing support for students
• Materials and supplies to enhance the current curriculum
• Substitute funds and registration fees for teachers to attend staff development workshops
• Substitute funds for teachers to have data review and planning days (one day per grade level)
• Parent-to-Kids Workshop materials, instruction, and childcare
• Childcare for Student Advisory Council meetings

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Forest Lake Elementary has set a goal to increase student achievement on the mathematics portion of the FCAT.

G1.B4 Limited technology

G1.B4.S1 In order to increase the technology available to students at Forest Lake Elementary, the school has used Title I funds to acquire iPads. These iPads will be used to support student learning, intervention through small group and one-on-one instruction, and skill mastery.

PD Opportunity 1

Make iPads available to instructional personnel on campus in an effort to support student learning gains.

Facilitator

Apple Program Facilitator

Participants

Apple Program Facilitator, Math Coach, and select instructional personnel who require instruction on the use of iPads, apps, or instructional strategies involving technology and classroom management of technology.

Target Dates or Schedule

October

Evidence of Completion

This will be completed when iPads have been issued.

G2. Forest Lake Elementary plans to target student attendance as a goal to increasing student achievement in all areas.

G2.B4 Students new to school culture

G2.B4.S1 In order to increase student awareness of the importance of regular attendance, Forest Lake plans to implement a positive reinforcement incentive program highlighting students with perfect attendance.

PD Opportunity 1

Implement a positive reinforcement attendance program recognizing students with perfect attendance.

Facilitator

Administration

Participants

New teachers who require support in the use of the Pinnacle attendance system

Target Dates or Schedule

October, then on-going

Evidence of Completion

Successful implementation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Materials	Total
Title I Funds	$0	$0	$0
Extended Day Funds	$0	$0	$0
Total	$0	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Forest Lake Elementary has set a goal to increase student achievement on the mathematics portion of the FCAT.

G1.B4 Limited technology

G1.B4.S1 In order to increase the technology available to students at Forest Lake Elementary, the school has used Title I funds to acquire iPads. These iPads will be used to support student learning, intervention through small group and one-on-one instruction, and skill mastery.

Action Step 1

Make iPads available to instructional personnel on campus in an effort to support student learning gains.

Resource Type

Technology

Resource

iPads

Funding Source

Title I Funds

Amount Needed

G2. Forest Lake Elementary plans to target student attendance as a goal to increasing student achievement in all areas.

G2.B4 Students new to school culture

G2.B4.S1 In order to increase student awareness of the importance of regular attendance, Forest Lake plans to implement a positive reinforcement incentive program highlighting students with perfect attendance.

Action Step 1

Implement a positive reinforcement attendance program recognizing students with perfect attendance.

Resource Type

Evidence-Based Materials

Resource

Student Incentives

Funding Source

Extended Day Funds

Amount Needed