Alachua County Public Schools

Lake Forest Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Lake Forest Elementary School

4401 SE 4TH AVE, Gainesville, FL 32641

https://www.sbac.edu/lakeforest

Demographics

Principal: Elizabeth Leclear

Start Date for this Principal: 6/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: D (38%) 2016-17: C (48%) 2015-16: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	YEAR 2
Support Tier	IMPLEMENTING
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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4401 SE 4TH AVE, Gainesville, FL 32641

https://www.sbac.edu/lakeforest

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	90%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Lake Forest Elementary School is a place where 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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Le Clear, Elizabeth	Principal	Principal: Provide opportunities for teacher collaboration; Facilitate implementation of RTI; communicate and reinforce expectation for data based decision making; 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.
Francois, Marjory	Assistant Principal	Assistant Principal: Provides instructional support and coordinate professional development/coaching support for instructors; Coordinate school wide assessments, conduct walkthroughs 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
Pierre, Angie	School Counselor	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 for RTI; conducts small group and individual counseling sessions; conducts classroom lessons implementing "Speak Up and Be Safe" and "Student Success Skills"
Filippi, Betsy	Instructional Coach	Instructional Coach: Provides instructional support and professional development for instructors. Assist instructors with differentiated instruction to meet the needs of all students. Work with instructors through the coaching cycle. Supports instructors with instructional planning. Supports implementation of tiered intervention plans.
Foland, Nicole	Instructional Coach	Facilitates and supports data collection and analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; provides instructional support and professional development for instructors. Work with instructors through the coaching cycle. Supports instructors with instructional planning
Jenkins, LaShandra	Dean	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.

Demographic Information

Principal start date

Tuesday 6/23/2020, Elizabeth Leclear

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

33

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: D (38%) 2016-17: C (48%) 2015-16: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	YEAR 2

Support Tier	IMPLEMENTING
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	22	91	77	76	101	92	0	0	0	0	0	0	0	459
Attendance below 90 percent	0	29	26	18	25	29	0	0	0	0	0	0	0	127
One or more suspensions	0	2	2	2	7	12	0	0	0	0	0	0	0	25
Course failure in ELA	0	9	5	5	5	7	0	0	0	0	0	0	0	31
Course failure in Math	0	7	3	6	7	5	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	15	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	27	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	6	4	19	28	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	1	0	0	3	0	0	0	0	0	0	0	4

Date this data was collected or last updated
Wednesday 6/24/2020

Prior Year - As Reported

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	
Number of students enrolled	63	57	63	64	70	63	0	0	0	0	0	0	0	380
Attendance below 90 percent	4	16	22	24	26	18	0	0	0	0	0	0	0	110
One or more suspensions	1	2	4	9	3	1	0	0	0	0	0	0	0	20
Course failure in ELA or Math	1	4	10	21	6	9	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	6	27	38	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	7	15	17	21	0	0	0	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	0	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	4	3	0	0	0	0	0	0	0	7

Prior Year - Updated

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	
Number of students enrolled	63	57	63	64	70	63	0	0	0	0	0	0	0	380
Attendance below 90 percent	4	16	22	24	26	18	0	0	0	0	0	0	0	110
One or more suspensions	1	2	4	9	3	1	0	0	0	0	0	0	0	20
Course failure in ELA or Math	1	4	10	21	6	9	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	6	27	38	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	7	15	17	21	0	0	0	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	0	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	4	3	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	23%	59%	57%	30%	59%	55%
ELA Learning Gains	31%	57%	58%	57%	61%	57%
ELA Lowest 25th Percentile	56%	49%	53%	55%	48%	52%
Math Achievement	26%	60%	63%	36%	63%	61%
Math Learning Gains	32%	61%	62%	63%	65%	61%
Math Lowest 25th Percentile	37%	49%	51%	60%	50%	51%
Science Achievement	18%	57%	53%	32%	55%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	57%	-27%	58%	-28%
	2018	35%	56%	-21%	57%	-22%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	14%	55%	-41%	58%	-44%
	2018	28%	54%	-26%	56%	-28%
Same Grade Comparison		-14%				
Cohort Comparison		-21%				
05	2019	18%	55%	-37%	56%	-38%
	2018	28%	55%	-27%	55%	-27%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	58%	-31%	62%	-35%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	30%	60%	-30%	62%	-32%
Same Grade Comparison	-3%					
Cohort Comparison						
04	2019	15%	60%	-45%	64%	-49%
	2018	41%	60%	-19%	62%	-21%
Same Grade Comparison	-26%					
Cohort Comparison	-15%					
05	2019	27%	57%	-30%	60%	-33%
	2018	38%	61%	-23%	61%	-23%
Same Grade Comparison	-11%					
Cohort Comparison	-14%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	20%	55%	-35%	53%	-33%
	2018	17%	55%	-38%	55%	-38%
Same Grade Comparison	3%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	30	27	17	34	42					
BLK	23	31	52	26	32	39	19				
WHT	29			21	30						
FRL	23	33	56	24	33	38	18				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	27		21	36						
BLK	28	44	58	34	41	41	18				
WHT	36			36							
FRL	30	42	55	34	40	41	19				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	33		14	33						
BLK	26	55	60	35	61	53	27				
WHT	47	73		41	73						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	30	58	53	35	61	58	29				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Achievement showed the lowest performance. Departmentalization and large class size resulted in one teacher responsible for instruction of all fifth grade science students. (Teacher shortage hindered hiring of a third 5th grade teacher.) 23% of intermediate students demonstrated

attendance concerns (10 or more absences); teacher understanding of standards, test item specifications and alignment of tasks and student work to standards. These concerns speak to the 18-19 data. The 19-20 year saw experienced teachers at 5th grade, self contained classrooms, and utilization of a consultant for Teacher PD and coaching in science. Midyear AIMS data (62% achieved proficient score) suggested upward movement.The 19-20 fourth grade team included two first year teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Learning Gains demonstrated the greatest decline from the prior year. Factors that contributed to this decline were: 5th grade ELA teaching position was vacant the entire school year (4 substitutes throughout the school year for 5th grade ELA); 23% of intermediate students demonstrated attendance concerns (10 or more absences); Teacher experience - 44% of 3rd - 5th grade teachers less than 2 years teaching experience; teacher absences led to loss of instructional time; teacher understanding of standards, test item specifications and alignment of tasks and student work to standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement had the greatest gap when compared to the state average.Factors that contributed to this decline were: 23% of intermediate students demonstrated attendance concerns (10 or more absences); Departmentalization and large class size resulted in one teacher responsible for instruction of all fifth grade math students; Teacher experience - 44% of 3rd - 5th grade teachers less than 2 years teaching experience; teacher absences led to loss of instructional time; teacher understanding of standards, test item specifications and alignment of tasks and student work to standards.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Lowest quartile demonstrated the most improvement 56%. Actions taken in this area were students in the ELA lowest quartile were identified early in the school year and were targeted for support and progress monitoring and received supplemental small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area of concern based on Early Warning System is student attendance. School wide 28% of students demonstrated attendance below 90%, with intermediate grades at 27%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase learning gains in ELA and Math
2. Increase student achievement in ELA, Math and Science
3. Improve student attendance
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase proficiency in ELA . Increase learning gains of the lowest quartile in ELA. Rationale Based on 2019 FSA data in ELA, proficiency was below 40%. All subgroups demonstrated proficiency less than 40%. Lowest quartile learning gains in ELA was below 60%, at 56%. The following subgroup demonstrated less than 40% in lowest quartile learning gains in ELA: students with disabilities.
Measurable Outcome:	Proficiency in ELA will increase by at least 10% on the FSA. Lowest quartile learning gains in ELA will demonstrate an increase of 4%.
Person responsible for monitoring outcome:	Nicole Foland (folandnl@gm.sbac.edu)
Evidence-based Strategy:	Progress monitoring of lowest quartile students in ELA Implementation of iReady, IRLA (Independent Reading Level Assessment), SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words), Differentiation of instruction based on student data Facilitated collaborative instructional planning 120 minute ELA block Extended Day Reading Instruction Standards-based Instruction Educational field trips to build background knowledge Extended day learning opportunities Professional development opportunities for instructional staff and administration Hire additional intermediate teacher unit for class size reduction Instructional Paraprofessionals Assigned para professionals to support both teachers and students with break out rooms for small class instruction for digital classrooms Utilized district technology coach with CANVAS and on line curricula CANVAS management system and online curricula have digital progress monitoring tools.
Rationale for Evidence-based Strategy:	Lake Forest reading data falls within the lowest 300 schools in Florida; Differentiated instruction is needed based on individual student data; School data suggests student lack of foundational skills needed to build comprehension; data indicates that students are not meeting grade level expectations: need for experiences that build student background knowledge;

Action Steps to Implement

Collaborative instructional planning focused on analysis of tasks and
student work aligned to FL Standards
Educational experiences to build student background knowledge
Differentiated instruction (small groups, work stations)
Extended learning opportunities
Hire additional intermediate teacher unit for class size reduction
Instructional Paraprofessionals

Two extra weeks of CANVAS training and follow up with district technology coaches and professional development coaches.

Person Responsible   Marjory Francois (francoismm@gm.sbac.edu)

Progress monitoring of subgroups using data from biweekly, monthly, and quarterly curriculum based assessments (Ready Florida, iReady, Achieve 3000, istation) and district AIMS assessment

Person Responsible   Nicole Foland (folandnl@gm.sbac.edu)

Instructional coaching
Professional development
PLC's

Person Responsible   Betsy Filippi (filippea@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase proficiency in Math and the increase the learning gains of the lowest quartile in Math. Rationale Based on 2019 FSA data in Math, proficiency was below 40%. All subgroups demonstrated proficiency less than 40%. Math lowest quartile learning gains in Math was below 60%. Math lowest quartile learning gains were 37%. The following subgroups demonstrated less than 40% in lowest quartile learning gains in math: black and economically disadvantaged students
Measurable Outcome:	Proficiency in Math will increase by at least 10% on the FSA. Math lowest quartile learning gains will demonstrate an increase of 23% as measured by FSA.
Person responsible for monitoring outcome:	Nicole Foland (folandnl@gm.sbac.edu)
Evidence-based Strategy:	Progress monitoring of student progress (with special attention to the lowest quartile students and subgroups) in Math Implementation of Acaletics, iReady, Reflex Math, Differentiation of instruction based on student data Facilitated collaborative instructional planning Extended Math block to include Acaletics Standards-based Instruction Educational field trips to build background knowledge Extended day learning opportunities Professional development opportunities for instructional staff and administration Assigned para professionals to support both teachers and students with break out rooms for small class instruction for digital classrooms Utilized district technology coach with CANVAS and on line curricula CANVAS management system and online curricula have digital progress monitoring tools.
Rationale for Evidence-based Strategy:	Differentiated instruction is needed based on individual student data; School data suggests student lack of foundational skills needed to build mathematical problem solving; data indicates that students are not meeting grade level expectations: need for experiences that build student background knowledge and mathematics vocabulary; develop teacher problem analysis of math problem solving

Action Steps to Implement

Collaborative instructional planning focused on analysis of tasks and
student work aligned to FL Standards
Educational experiences to build student background knowledge
Differentiated instruction (small groups, work stations)
Extended learning opportunities
Instructional paraprofessionals
Additional intermediate teacher unit for class size reduction
Two extra weeks of CANVAS training and follow up with district technology coaches and professional development coaches.

Person Responsible	Marjory Francois (francoismm@gm.sbac.edu)

Progress monitoring of student progress (with special attention to lowest quartile students and subgroups) using data from biweekly, monthly, and quarterly curriculum based assessments, and District AIMS assessments.
Parent Engagement Activities

Person Responsible   Nicole Foland (folandnl@gm.sbac.edu)

Instructional coaching
Professional development
PLC's

Person Responsible   Betsy Filippi (filippea@gm.sbac.edu)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Based on the schools demographic information and academic performance, a need exists to increase the achievement of our culturally diverse student population. Rationale 100% Economically Disadvantaged Rate (FRL) 28% Attendance Rate below 90% 2018-2019 FSA Data 23% Proficiency in ELA 26% Proficiency in Math 18% Proficiency in Science ESSA federal indices: Students with Disabilities 29% Students who are Black/African American 32% Students who are White 27% Students who are Economically Disadvantaged 32%
Measurable Outcome:	Increase the academic performance of the four ESSA Subgroups (Students with Disabilities, Students who are Black/African American, Students who are White, Students who are Economically Disadvantaged) to 41% on their federal index.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Progress monitoring of lowest quartile students in ELA, using biweekly and monthly curriculum based assessments (Ready Florida, Reading Street, istation, iready, Acaletics, Achieve 3000, Reflex Math), as well as quarterly district assessments Targeted data chats with goal setting between leadership team members and students in lowest quartile and subgroups Implementation of evidence based supplemental and intervention curricula Differentiation of instruction based on student data Facilitated collaborative instructional planning 120 minute ELA block Extended Day Reading Instruction and learning opportunities Standards-based Instruction Educational field trips to build background knowledge Extended day learning opportunities Professional development opportunities for instructional staff and administration Consultant to provide Professional and Technical Services/Professional Development in the area of Culturally Responsive Teaching Additional intermediate teacher unit for class size reduction Instructional Paraprofessionals Parent/Family Engagement Activities Utilize Home-School Liaison
Rationale for Evidence-based Strategy:	Lake Forest School data suggests a need for increased student engagement. Performance of subgroups is below expectations (below 41% on Federal Index). 100% Economically Disadvantaged Rate (FRL). 28% Attendance Rate below 90%

Action Steps to Implement

Facilitated collaborative instructional planning
Targeted data chats with goal setting between leadership team members and students

120 minute ELA block
Extended Day Reading Instruction
Standards-based Instruction
Educational field trips to build background knowledge
Extended day learning opportunities

Person Responsible   Marjory Francois (francoismm@gm.sbac.edu)

Progress monitoring of lowest quartile students in ELA, using biweekly and monthly curriculum based assessments (Ready Florida, Reading Street, istation, iready, Acaletics, Achieve 3000, Reflex Math), as well as quarterly district assessments
Consultant to provide Professional and Technical Services/Professional Development in the area of Culturally Responsive Teaching
Purchase 12 month software licences for online professional development modules for Culturally Responsive Teaching
Parent/Family Engagement Activities

Person Responsible   Nicole Foland (folandnl@gm.sbac.edu)

Professional development opportunities for instructional staff and administration
Implementation of evidence based supplemental and intervention curricula
Differentiation of instruction based on student data

Person Responsible   Betsy Filippi (filippea@gm.sbac.edu)

Allocate time for teachers to participate in PD.
Hire additional intermediate teacher unit for class size reduction
Instructional Paraprofessionals
Utilize Home-School Liaison

Person Responsible   Elizabeth Le Clear (lecleaea@gm.sbac.edu)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Increase Science Proficiency Rationale Based on 2019 FSA data in Science, proficiency was below 40%. All subgroups demonstrated proficiency less than 40% in Science.
Measurable Outcome:	Proficiency in Science will increase by at least 10% on the FSA.
Person responsible for monitoring outcome:	Nicole Foland (folandnl@gm.sbac.edu)
Evidence-based Strategy:	Progress monitoring of student progress in science Consultant to provide Professional and Technical Services/training and coaching supports to grades 4-5 Differentiation of instruction based on student data Facilitated collaborative instructional planning 5th grade - 60 minute science instruction Common planning time in master schedule Standards-based Instruction Educational field trips to build background knowledge Extended day learning opportunities Professional development opportunities for instructional staff and administration
Rationale for Evidence-based Strategy:	Lake Forest School data suggests student lack of foundational skills and background knowledge needed to build science comprehension; data indicates that students are not meeting grade level expectations: need for experiences that build student background knowledge and vocabulary ; develop science inquiry skills

Action Steps to Implement

Collaborative instructional planning focused on analysis of tasks and
student work aligned to FL Standards
Educational experiences to build student background knowledge and vocabulary
Differentiated instruction (small groups, work stations)
Extended learning opportunities
Science coach supporting digital classrooms
Supporting digital students with learning boxes containing science supplies

Person Responsible	Marjory Francois (francoismm@gm.sbac.edu)

Progress monitoring of student progress in all subgroups using data from
various sources towards mastery of standards
Parent Engagement Activities
Consultant to provide Professional and Technical Services/training and coaching supports to grades 4-5

Person Responsible	Nicole Foland (folandnl@gm.sbac.edu)

Instructional coaching
Professional development
PLC's

Person Responsible	Betsy Filippi (filippea@gm.sbac.edu)

Instructional paraprofessionals
Additional teacher for class size reduction

Person Responsible	[no one identified]

#5. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	The school required a turn around principal because of the DD status. This designation was given to Dr. LeClear when she turned Rawlings Elementary from an F to a C. Dr. LeClear's appointment was approved by the state. Lake Forest has experienced three leadership changes in the past two years. Dr. LeClear brings renewed stability to the school.
Measurable Outcome:	Lake Forest's lowest quartile in 5th grade ELA will increase by 4%. Lowest quartile in 5th grade math will increase by 23%. There will be an increase of 41% in 4 ESSE subgroups. These subgroups include students with disabilities, student who are black/African American, students who are white, students who are economically disadvantaged. Increase in science proficiency of 10% on the FSA.
Person responsible for monitoring outcome:	Elizabeth Le Clear (lecleaea@gm.sbac.edu)
Evidence-based Strategy:	Students will be using a daily curriculum of Iready, Acaletics, Achieve 3000 and Reflex Math. Collaborative planning for teachers. An extended 120 minute ELA block. Additional teacher to reduce class size. Utilize a home-school Liaison. Consultant to provide professional and technical services. Introduce AVID strategies to teachers and administrative staff to promote instructional leadership. Teachers within the district administration pool will shadow experienced administrators from other schools.
Rationale for Evidence-based Strategy:	Lake Forest data suggests a need for an increase in student engagement and differentiation. Lake forest students data also suggests a lack of foundational skills and background knowledge needed to build ELA, math and science comprehension. The daily curriculum materials offer a weekly, monthly progress monitoring feature as well as current data for teachers to focus on areas of weakness. AVID strategies (Advancement via Individual determination) promote student independent thinking and instructional leadership.

Action Steps to Implement

Collaborative instructional planning focused on analysis of task and student work aligned to the FL standards at a minimum of twice a week.
AVID conference
Dr. LeClear will support teachers to understand and better utilize data for guiding instruction and student progress.
Dr. LeClear will meet with each teacher seperately to map out plans for professional growth.
The teachers interested in leadership will be provided by Dr. LeClear to become instructional leaders with committees, shodowing, one on one data chats.

Person Responsible	Elizabeth Le Clear (lecleaea@gm.sbac.edu)

Differentiated instruction using work stations and small groups. The work stations will include iready, , achieve 3000, Acaletics, math reflex.

Person Responsible	Elizabeth Le Clear (lecleaea@gm.sbac.edu)

Extended learning opportunities which will focus on ELA, math and science. The teacher schedule will include 120 minute ELA block, an extended math and science block.

Person Responsible   Elizabeth Le Clear (lecleaea@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

An area of concern based on Early Warning System is student attendance. School wide 28% of students demonstrated attendance below 90%, with intermediate grades at 27%. In the second semester of 2019-2020 school year a Home-School Liasion was hired who is tasked, in part, with communicating with families of students with excessive absences. This postioin will continue into the 2020-2021 school year.

The following steps will also be taken to address lowering this percentage of students demonstrating attendance lower than 90%.
1.Daily social-emotional curriculum - Caring School Community
2. Progress monitoring of student attendance/tardies
3. Implementation of incentives for student attendance
4. Professional development
5. Culturally responsive instruction

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Through interactions, such as Open House, Parent Conferences, parent involvement activities, we are provided opportunities to learn about students' cultures thus building relationships between teachers and students.The school has business and faith based partnerships that are supportive of the needs of students, staff and families.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 and parents involvement in the School Advisory Council (SAC). Several businesses support our PBS implementation through donations and goods and services. Local churches and organizations provide supplies for teachers and students,support our weekend backpack program (food for the weekend) and mentor and volunteer at the school.

Lake Forest has a full time guidance 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. A Home-

School Liaison assists faculty and staff in contacting families and supports families. 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.In addition, Caring School Community, a social-emotional curriculum is implemented daily at all grade levels by instructors.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$405,883.34**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	UniSIG	1.0	$53,020.63
			Notes: Hire 1 Intervention Teacher to provide Tier 2 and Tier 3 intervention to targeted students during the regular school day including the extra hour of Intensive Reading Instruction (IRI)			
	5100	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$5,301.69
			Notes: Retirement Benefits @ 10% for 1 Intervention Teacher to provide Tier 2 and Tier 3 intervention to targeted students during the regular school day including the extra hour of Intensive Reading Instruction (IRI)			
	5100	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$4,055.79
			Notes: SSI Benefits @ 7.65% for 1 Intervention Teacher to provide Tier 2 and Tier 3 intervention to targeted students during the regular school day.			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$270.39
			Notes: Early Retirement Benefits @ .51% for 1 Intervention Teacher to provide Tier 2 and Tier 3 intervention to targeted students during the regular school day.			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School	UniSIG		$7,328.00
			Notes: Group Insurance for 1 Intervention Teacher to provide Tier 2 and Tier 3 intervention to targeted students during the regular school day.			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	Title, I Part A	3.5	$273,857.81
			Notes: 1 Instructional Coach, 1 Instructional Intervention Coach, 1 Intervention Teacher for Class Size Reducation , and 1 Intervention Teacher at 50%			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	Title, I Part A		$1,960.00
			Notes: Lead Teacher Supplement			
	5100	390-Other Purchased Services	0071 - Lake Forest Elementary School	Title, I Part A		$1,216.45
			Notes: 10 day of Substitutes for Class Size Reduction unit			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	110-Administrators	0071 - Lake Forest Elementary School	Title, I Part A		$14,210.00
		Notes: A portion of the salary and benefits for a Principal Specialist to provide support to the school leadership in school improvement initiatives.				
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	Title, I Part A		$24,000.00
		Notes: iReady web-based program to supplement core instruction and intervention				
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	Title, I Part A		$5,806.00
		Notes: Achieve 3000 web-based program to supplement core instruction and intervention				
	5100	520-Textbooks	0071 - Lake Forest Elementary School	Title, I Part A		$4,000.00
		Notes: SIPPS intervention program to be used for targeted students				
	5100	520-Textbooks	0071 - Lake Forest Elementary School	Title, I Part A		$2,618.86
		Notes: IRLA intervention program to be used for targeted students				
	5900	120-Classroom Teachers	0071 - Lake Forest Elementary School	UniSIG		$6,971.66
		Notes: Teacher salary to support 1 supplemental Intervention Teacher to continue intervention services during the extra hour of Intensive Reading Instruction				
	5900	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$697.17
		Notes: Retirement benefits at 10% for the supplemental Intervention Teacher to continue intervention services during the extra hour of Intensive Reading Instruction				
	5900	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$533.33
		Notes: SSI Benefits at 7.65% for the supplemental Intervention Teacher to continue intervention services during the extra hour of Intensive Reading Instruction				
	5900	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$35.56
		Notes: Early Retirement Benefits at .51% for the supplemental Intervention Teacher to continue intervention services during the extra hour of Intensive Reading Instruction				
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$80,372.73**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0071 - Lake Forest Elementary School	UniSIG	1.75	$31,756.18
		Notes: Hire 2 Paraprofessionals at .875 FTE each to provide Tier 2 intervention supports.				
	5100	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$3,175.62
		Notes: Retirement Benefits @ 10% for 2 Paraprofessionals at .875 FTE each to provide Tier 2 intervention supports.				
	5100	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$2,429.35
		Notes: SSI Benefits @ 7.65% for 2 Paraprofessionals at .875 FTE each to provide Tier 2 intervention supports.				

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	230-Group Insurance	0071 - Lake Forest Elementary School	UniSIG		$14,656.00
			Notes: Group Insurance for 2 Paraprofessionals at .875 FTE each to provide Tier 2 intervention supports.			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$161.96
			Notes: Early Retirement Benefits for 2 Paraprofessionals at .875 FTE each to provide Tier 2 intervention supports.			
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	Title, I Part A		$2,636.00
			Notes: Reflex Math we-based program to supplement core math instruction and intervention			
	5100	520-Textbooks	0071 - Lake Forest Elementary School	Title, I Part A		$25,557.62
			Notes: Acaletics program workbooks to supplement core math instruction and intervention plus shipping.			
3	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$5,575.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0071 - Lake Forest Elementary School	UniSIG		$2,750.00
			Notes: Professional and Technical Services provided by Dr. Shaun Woodly to train and coach the staff of Culturally Responsive Classroom Management @ $2750,00/day.			
	6400	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	UniSIG		$2,700.00
			Notes: Purchase 12-month Software License - How to Master Classroom Management in Urban Schools from Ideal Education Consulting, LLC.			
	6400	510-Supplies	0071 - Lake Forest Elementary School	UniSIG		$125.00
			Notes: Consumable supplies sch as pens, pencils, copy paper, chart paper, and marker to support Culturally Responsive Classroom Management training.			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$27,128.93**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0071 - Lake Forest Elementary School	UniSIG		$25,000.00
			Notes: Professional and Technical Services provided by Dr. Szpyrka for training and coaching supports for 20 days @ $1250.00/day for science instruction to the 5th grade teachers.			
	6400	390-Other Purchased Services	0071 - Lake Forest Elementary School	UniSIG		$1,808.00
			Notes: Other Purchased Services from Kelley Services to provide 16 substitutes @ $113 each to provide release time for teachers to participate in the Science Professional Learning Community.			
	6400	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$138.31
			Notes: SSI Benefits @ 7.65% for Other Purchased Services from Kelley Services to provide 16 substitutes @ $113 each to provide release time for teachers to participate in the Science Professional Learning Community.			
	6400	510-Supplies	0071 - Lake Forest Elementary School	UniSIG		$182.62

			Notes: Consumable supplies sch as pens, pencils, copy paper, chart paper, and marker to support science training days plus shipping.			
5	**III.A.**	**Areas of Focus: Leadership: Leadership Development**				**$5,908.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	0071 - Lake Forest Elementary School	UniSIG		$5,000.00
			Notes: Salary bonus for recruitment of turn around Principal.			
	7300	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$500.00
			Notes: Retirement benefits at 10% for salary bonus for recruitment of turn around Principal.			
	7300	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$382.50
			Notes: SSI benefits at 7.65% for salary bonus for recruitment of turn around Principal.			
	7300	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$25.50
			Notes: Early benefits at .51% for salary bonus for recruitment of turn around Principal.			
					Total:	**$532,752.74**