Lake Forest Elementary School

2021-22 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: 7/29/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Alachua County School Board.

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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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SIP Authority

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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. 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	Position 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.
Mosley, Eliscia	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
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
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.
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.
Ellis, Carolyn	Instructional Coach	Facilitates and supports data collection and analysis in math and 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

Demographic Information

Principal start date
Thursday 7/29/2021, 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.*

2

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.*

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

343

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	49	56	47	70	42	46	0	0	0	0	0	0	0	310
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	15	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	27	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	12	3	20	10	5	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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	4	14	0	15	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	1	0	0	3	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				23%	59%	57%	30%	58%	56%
ELA Learning Gains				31%	57%	58%	43%	53%	55%
ELA Lowest 25th Percentile				56%	49%	53%	55%	40%	48%
Math Achievement				26%	60%	63%	35%	64%	62%
Math Learning Gains				32%	61%	62%	40%	58%	59%
Math Lowest 25th Percentile				37%	49%	51%	41%	45%	47%
Science Achievement				18%	57%	53%	19%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	30%	57%	-27%	58%	-28%
Cohort Comparison						
04	2021					
	2019	14%	55%	-41%	58%	-44%
Cohort Comparison		-30%				
05	2021					
	2019	18%	55%	-37%	56%	-38%
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	58%	-31%	62%	-35%
Cohort Comparison						
04	2021					
	2019	15%	60%	-45%	64%	-49%
Cohort Comparison		-27%				
05	2021					
	2019	27%	57%	-30%	60%	-33%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	55%	-35%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

1st grade AIMS
2nd Grade AIMS
3rd Grade AIMS
4th grade AIMS
5th AIMS

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	75	69
	Economically Disadvantaged	88	76	72
	Students With Disabilities	63	57	71
	English Language Learners	100	100	100

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	49	52
	Economically Disadvantaged	45	48	51
	Students With Disabilities	33	50	25
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	33	47
	Economically Disadvantaged	68	32	46
	Students With Disabilities	25	25	50
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24		
	Economically Disadvantaged	26		
	Students With Disabilities	25		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41		
	Economically Disadvantaged	43		
	Students With Disabilities	38		
	English Language Learners	0		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18		
	Economically Disadvantaged	13		
	Students With Disabilities	0		
	English Language Learners	50		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36		
	Economically Disadvantaged	36		
	Students With Disabilities	27		
	English Language Learners	50		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16		
	Economically Disadvantaged	15		
	Students With Disabilities	6		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38		
	Economically Disadvantaged	36		
	Students With Disabilities	15		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	33		
	Economically Disadvantaged	34		
	Students With Disabilities	25		
	English Language Learners	0		

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	35		24	58		24				
BLK	21	35	50	24	33	64	17				
WHT	23			40							
FRL	19	27	33	22	38	67	16				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
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	258
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
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%	
White Students	
Federal Index - White Students	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA proficiency remained 23%, ELA learning gains increasing by 3% to 34%, ELA lowest quartile decreased by 13% to 44%. Science increased by 4% to 22%. Math proficiency decreased 1% to 25%, Math learning gains increasing by 8% to 40%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA proficiency 23%, ELA learning gains 34%, math proficiency 25% and math learning gains 40%. Science proficiency 22%

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA intervention groups starting in November, phonological awareness and decoding skills need improvement across all grade levels,intervention groups start by 3rd week of school, intervention teachers hired and K-3 best standards PD provided to K-3 and all grades writing Core Connections. Science, less inquiry, across grade levels lack of science knowledge and fidelity of teaching the standards. Hired a consultant that will work directly with students on the standards. Math hired a math coach to work with teaches on the use of manipulatives to meet the requirements of the standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Learning gains math in 5th grade 34% increase to 71%

What were the contributing factors to this improvement? What new actions did your school take in this area?

Small group intervention with bubble students. Hired a math coach to work with teachers on the use of manipulatives and the standards.

What strategies will need to be implemented in order to accelerate learning?

Math coach hired and providing monthly PD on use of manipulatives and teaching the standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD in using math manipulatives and math knowledge. Writing PD Core Connections across all grade levels, ELA best standards, experienced intervention teachers pulling out within the first two weeks of school., Interventions across grade levels beginning 3rd week of school, ongoing PD for intervention which includes UFLI, SIPPs and IRLA.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will become AVID school, continued PD on i-Ready, UFLI, Core Connections, best standards during the school year and summer.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase proficiency, learning gains and learning gains of the lowest quartile in ELA. The 2020/21 scores showed little idempotent or a decrease.. Rationale .
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 10%.
Monitoring:	Quarterly I ready scores, SIPPS weekly progress monitoring DIBELS
Person responsible for monitoring outcome:	Nicole Foland (folandnl@gm.sbac.edu)
Evidence-based Strategy:	Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. using i-Ready, ISIP, DIBELS, then provide intensive, systematic instruction on foundational reading skills in differentiated small groups to students who score below the benchmark score, using SIPPS, IRLA, UFLI. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing and using the writing process. Teach students to decode words, analyze word parts, and write and recognize words then ensure that they read connected text daily.
Rationale for Evidence-based Strategy:	IES practice guides recommends these strategies based on strong and moderate levels of evidence to support the efficacy of these strategies. 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. Teacher surveys concluded a need for systematic writing instruction and professional development to support their efforts.

Action Steps to Implement

Best Standards PD for K-2.
School wide universal screening
Core Connections PD
UFLI PD and support
Monitor intervention through student data and fidelity checks.
2 paraprofessionals to serve in ELA in grades K-5

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase proficiency and gains in Math. Rationale Based on 2021 FSA data in Math, proficiency was below 40%. All subgroups demonstrated proficiency less than 40%. Base on 2021 learning gains in Math was below 60%. The following subgroups demonstrated less than 40% in learning gains in math: black and economically disadvantaged students.
Measurable Outcome:	Proficiency in Math will increase by at least 10% on the FSA. Math learning gains will demonstrate an increase of 10% as measured by FSA.
Monitoring:	I Ready quarterly assessments, Acaletics, AIMS, Reflex Math
Person responsible for monitoring outcome:	Nicole Foland (folandnl@gm.sbac.edu)
Evidence-based Strategy:	Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas by small group differentiation, Acaletics, Reflex Math and i-Ready Math Connections. Assist students in monitoring and reflecting on the problem-solving process by extending the math block to include Acaletics, data chats using i-Ready Connect, Reflex Math, and Quarterly AIMS. Teach students how to use visual representations by first training the faculty through math coach-driven PD and then implementing by collaborative lesson study.
Rationale for Evidence-based Strategy:	Data indicates a lack of grade level student understanding of mathematical benchmark.The Programs, i-Ready , Reflex Math and Acaletics were chosen because they are researched based data driven to support systematic instruction. Through walk throughs,and formal assessments 8% of the faculty demonstrated consistent focus aiding students in monitoring their individual data.. Through walk throughs, formal assessments and state input visual representations and the use of manipulatives were identified as an area for improvement to support systematic instruction.

Action Steps to Implement

Math PD on use of manipulatives and standards teaching.
Monitor progress through student data and fidelity checks.
Math Coach

Person Responsible	Carolyn Ellis (ellisce@gm.sbac.edu)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Increase Science Proficiency Rationale Based on 2021 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.
Monitoring:	AIMS, Dr. Syperca assessments
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Connect and integrate abstract and concrete representations of concepts and ask explanatory questions. Use quizzing to promote learning by re-exposing students to key content.
Rationale for Evidence-based Strategy:	Lake Forest School data suggests students lack of foundational skills at the 5th grade level 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. Science instruction integrate at all grade levels.

Action Steps to Implement

Science PD, science is built into all grade levels daily schedule, Cade museum field trips, district support for PD and modeling.

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

Consultant for PD and support.
Monitor instructional across grade levels for science instruction.
District assistance to support all grade levels in teaching the standards.
Cade field trips

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

#4. 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 with her continued leadership.
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.
Monitoring:	Bimonthly meetings for teachers interested in leadership. AVID meetings
Person responsible for monitoring outcome:	Elizabeth Le Clear (lecleaea@gm.sbac.edu)
Evidence-based Strategy:	Maintain a consistent focus on improving instruction. Build a committed staff through participation in AVID Leadership.
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.

Action Steps to Implement

PD AVID training to become an AVID school.
AP summer hours to participate in AVID, summer school and teacher GEAR UP.

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

#5. 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% 2018-2020 FSA Data 23% Proficiency in ELA 25% Proficiency in Math 22% 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.
Monitoring:	Monitoring Caring School Community daily with fidelity PBIS participation Referrals Attendance which includes tardies
Person responsible for monitoring outcome:	Elizabeth Le Clear (lecleaea@gm.sbac.edu)
Evidence-based Strategy:	Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. .Modify the classroom learning environment to decrease problem behavior.
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).

Action Steps to Implement

PD Caring School Community
Teacher incentives for PBIS participation
Home Liaison monitoring absences and tardies

Person Responsible	LaShandra Jenkins (jenkinin@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lake Forest Elementary is not listed on the SafeSchoolsforAlex website. However, the most common incidences in Alachua County Elementary Schools as a whole are physical attack and fighting. Caring School Community and structured social-emotional learning will provide students with conflict resolution strategies and will decrease these incidents.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Elizabeth Le Clear, Principal. Dr. LeCear works with SAC, reaching out to parents to provide a welcoming school culture.
Nicole Foland, Instructional Intervention Coach and Title 1 lead teacher. Ms. Foland reaches out to parents

with title 1 initiatives, math night, science night and parent information nights.

Dr. Filippe, Instructional Coach. Dr. Filippe provides instruction and monitoring in reading and writing and participates in teacher data chats and parent data chats.

Lashandra Jenkins BRT. Ms. Jenkins runs PBIS program, Citizen of the month, reaches out to teachers to work with classroom management, reaches out to parents to encourage positive behavior.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$545,231.34
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0071 - Lake Forest Elementary School	UniSIG	0.75	$18,000.00
			Notes: 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (M. Gorden) to serve grades K-5 for ELA interventions.			
	5100	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$1,947.60
			Notes: Retirement Benefits @ 10.82% for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (M. Gorden) to serve grades K-5 for ELA interventions. Retirement Benefits @ 10.82% for 1 50% Intervention Teacher Retirement Benefits @ 10.82% for 1 Instructional Paraprofessional at .75 FTE			
	5100	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$1,377.00
			Notes: SSI Benefits @ 7.65% for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (M. Gorden) to serve grades K-5 for ELA interventions.			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School	UniSIG		$7,735.00
			Notes: Group Insurance for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (M. Gorden) to serve grades K-5 for ELA interventions.			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$91.80
			Notes: Early Retirement Benefits @ .51% for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (M. Gorden) to serve grades K-5 for ELA interventions.			
	6300	510-Supplies	0071 - Lake Forest Elementary School	UniSIG		$577.34
			Notes: General supplies including post-it notes pads, sharpie markers, and easel pads to support Quarterly Planning Days for 42 Teachers to meet to review data, discuss instructional delivery and interventions.			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	UniSIG	0.5	$28,022.93
			Notes: 50% Intervention Teacher to provide Tier 2 and Tier 3 intervention in ELA for students in grades 3-5. Students will be selected for interventions based on previous FSA data and ongoing progress monitoring at the school level.			
	5100	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$3,025.06
			Notes: Retirement Benefits @ 10.82% for 50% Intervention Teacher to provide Tier 2 and Tier 3 intervention in ELA for students in grades 3-5.			

	5100	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$2,138.79
			Notes: SSI Benefits @ 7.65% for 50% Intervention Teacher to provide Tier 2 and Tier 3 intervention in ELA for students in grades 3-5.			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School	UniSIG		$3,949.20
			Notes: Group Insurance for 50% Intervention Teacher to provide Tier 2 and Tier 3 intervention in ELA for students in grades 3-5.			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$142.59
			Notes: Early Retirement Benefits @ .51% for 50% Intervention Teacher to provide Tier 2 and Tier 3 intervention in ELA for students in grades 3-5.			
	6300	120-Classroom Teachers	0071 - Lake Forest Elementary School	UniSIG		$14,880.00
			Notes: Teacher Stipends for 30 teachers for 24 hours each at $20/hour for a Professional Learning Community: Gear Up Planning Week in July 2022 for 30 teachers and 1 instructional coach review data from Acaletics, IReady, IRLA, and Core Connection and plan for instruction. The participating teachers will be a combination of grade level/department team leaders, teachers new to Lake Forest, and school-based instructional coaches.			
	6300	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$1,138.32
			Notes: SSI Benefits @ 7.65% for Teacher Stipends for 30 teachers for 24 hours each at $20/hour for a Professional Learning Community: Gear Up Planning Week in July 2022 for 30 teachers and 1 instructional coach review data from Acaletics, IReady, IRLA, and Core Connection and plan for instruction.			
	6400	310-Professional and Technical Services	0071 - Lake Forest Elementary School	UniSIG		$8,400.00
			Notes: Professional Development Training Consultant for the Core Connections Writing Program. This training will be for all teachers in grade for 2nd-5th. Consultant fee of $1400/day for 6 days. 2 days for primary teachers and 4 days for intermediate teachers.			
	6400	390-Other Purchased Services	0071 - Lake Forest Elementary School	UniSIG		$3,500.00
			Notes: 28 Substitutes @ $125/day to provide release time for teachers to participate in the Core Connections Writing Training. 2nd-5th grade teachers will receive subs for 2 days (1 per semester)			
	6400	390-Other Purchased Services	0071 - Lake Forest Elementary School	UniSIG		$267.75
			Notes: SSI Benefits @ 7.65% for 28 Substitutes @ $125/day to provide release time for teachers to participate in the Core Connections Writing Training.			
	6400	510-Supplies	0071 - Lake Forest Elementary School	UniSIG		$246.82
			Notes: 7 cases of paper to print Core Connection resources for all students in grades 2-5 as part of the Core Connections training. The resources are web-based and must be printed at the school level.			
	6400	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	UniSIG		$450.00
			Notes: Flocabulary Online Training. 2-hour Webinar with a Nearpod Trainer for up to 50 participants.			
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	UniSIG		$168.00
			Notes: Write Score Writing program flat fee for Roster Sync and Access			

	5100	520-Textbooks	0071 - Lake Forest Elementary School	UniSIG		$2,499.84
			Notes: Write Score Materials - Purchase program and assessment materials for 80 fourth and 80 fifth grade students at $4.96 for each for a cost of $2,499.84. The program is supplemental to the core in that it includes three writing prompts that are scored by Write Score and returned to the school with feedback that teachers can use to modify and improve instructional practices. Scores from writing prompts reflect positive student achievement during the 2020-2021 school year. This activity has been previous funded through Title I, Part A.			
	5100	150-Aides	0071 - Lake Forest Elementary School	UniSIG	0.75	$18,000.00
			Notes: 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (TBD) to serve grades K-5 for ELA interventions.			
	5100	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$1,947.60
			Notes: Retirement Benefits @ 10.82% for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00(TBD) to serve grades K-5 for ELA interventions.			
	5100	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$1,377.00
			Notes: SSI Benefits @ 7.65% for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (TBD) to serve grades K-5 for ELA interventions.			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School	UniSIG		$7,735.00
			Notes: Group Insurance for 1 Instructional Paraprofessional at .75 FTE with a base pay of $17,450.00 (TBD) to serve grades K-5 for ELA interventions.			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$91.80
			Notes: Early Retirement Benefits @ .51% for 1 Instructional Paraprofessional at .75 FTE with a base pay of $18,000.00 (TBD) to serve grades K-5 for ELA interventions.			
	5900	510-Supplies	0071 - Lake Forest Elementary School	UniSIG		$522.21
			Notes: General supplies and materials including markers, crayons, science experiment models, weather kits, volcano kits, and chemistry kits needed to facilitate STEM Camp in June 2022 for 48, K-5 students to use during a 1-week STEM Camp schedule for June 6 - 9, 2022.			
	5100	510-Supplies	0071 - Lake Forest Elementary School	Title, I Part A		$395.64
			Notes: Composition Notebooks			
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	Title, I Part A		$2,600.00
			Notes: Flocabulary web-based resource			
	5100	520-Textbooks	0071 - Lake Forest Elementary School	Title, I Part A		$12,318.36
			Notes: Ready Florida student workbooks			
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	Title, I Part A		$5,610.00
			Notes: Florida Ready Teacher Toolbox on-line			
	6400	310-Professional and Technical Services	0071 - Lake Forest Elementary School	Title, I Part A		$3,000.00

			Notes: Staff Training: iReady consultant			
	5100	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	Title, I Part A		$17,750.00
			Notes: iReady web-based program licenses			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	Title, I Part A	2.0	$93,835.00
			Notes: Instructional Coaches			
	5100	210-Retirement	0071 - Lake Forest Elementary School			$10,152.95
			Notes: Retirement Benefits for Instructional Coaches			
	5100	220-Social Security	0071 - Lake Forest Elementary School			$7,178.40
			Notes: SSI Benefits for Instructional Coaches			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School			$15,470.00
			Notes: Group Insurance for Instructional Coaches			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School			$478.56
			Notes: Early Retirement Benefits for Instructional Coaches			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	Title, I Part A	2.0	$90,000.00
			Notes: Class-size Reduction Units			
	5100	210-Retirement	0071 - Lake Forest Elementary School			$9,738.00
			Notes: Retirement Benefits for Class-size Reduction Units			
	5100	220-Social Security	0071 - Lake Forest Elementary School			$6,885.00
			Notes: SSI Benefits for Class-size Reduction Units			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School			$15,470.00
			Notes: Group Insurance for Class-size Reduction Units			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School			$459.00
			Notes: Early Retirement Benefits for Class-size Reduction Units			
	5100	390-Other Purchased Services	0071 - Lake Forest Elementary School	Title, I Part A		$1,345.63
			Notes: Substitute for Class-size Reduction Units (10 days total)			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	Title, I Part A	2.0	$90,000.00
			Notes: Intervention Teachers			
	5100	210-Retirement	0071 - Lake Forest Elementary School	Title, I Part A		$9,738.00

			Notes: Retirement Benefits for Intervention Teachers			
	5100	220-Social Security	0071 - Lake Forest Elementary School	Title, I Part A		$6,885.00
			Notes: SSI Benefits for Intervention Teachers			
	5100	230-Group Insurance	0071 - Lake Forest Elementary School	Title, I Part A		$15,470.00
			Notes: Group Insurance for Intervention Teachers			
	5100	290-Other Employee Benefits	0071 - Lake Forest Elementary School	Title, I Part A		$459.00
			Notes: Early Retirement Benefits for Intervention Teachers			
	5100	120-Classroom Teachers	0071 - Lake Forest Elementary School	Title, I Part A		$1,636.00
			Notes: Title I Lead Teacher Supplement			
	5100	220-Social Security	0071 - Lake Forest Elementary School	Title, I Part A		$125.15
			Notes: SSI Benefits for Title I Lead Teacher Supplement			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$14,970.22**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0071 - Lake Forest Elementary School	UniSIG		$2,499.00
			Notes: Purchase 1 Laptop Cart from EarthWalk to charge and store laptops for student use to support instruction using web-based programs.			
	6400	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	UniSIG		$400.00
			Notes: Virtual training webinar and access to on-line resources for the Everyday Counts Calendar Math supplemental program. Teachers will participate in an initial webinar and have access to the teaching resources from August - December 2021.			
	6400	520-Textbooks	0071 - Lake Forest Elementary School	Title, I Part A		$9,071.22
			Notes: Acaletics Math supplemental student workbooks to be supported by a staff training through a professional services agreement with the vendor			
	6400	310-Professional and Technical Services	0071 - Lake Forest Elementary School	Title, I Part A		$3,000.00
			Notes: Consultant to provide staff training for the Acaletics supplemental math resources			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$1,883.88**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	390-Other Purchased Services	0071 - Lake Forest Elementary School	UniSIG		$1,750.00
			Notes: 14 Substitutes @ $125/day to provide release time for 7 in grades 4 and 5 to participate in Science Training and Coaching provided by Dr. Szpyrka (funded by TSSSA). Each teacher will work with Dr. Szpyrka for one, 1/2 day (3.75 hours), quarterly.			
	6400	390-Other Purchased Services	0071 - Lake Forest Elementary School	UniSIG		$133.88

			Notes: SSI Benefits @ 7.65% for 14 Substitutes @ $125/day to provide release time for 7 in grades 4 and 5 to participate in Science Training.			
4	**III.A.**	**Areas of Focus: Leadership: Leadership Development**				**$4,351.10**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	0071 - Lake Forest Elementary School	UniSIG		$3,657.00
			Notes: Salary for Assistant Principal for the month of July (not paid under District Contract) for 92 work hours @ $39.75/hour to plan for and facilitate 6 days of Professional Development for teachers in July as well as preparations for the teacher pre-planning week and School Improvement Initiatives such as AVID, IRLA, SIPPS, iReady, Acaletics, and iStation.			
	7300	210-Retirement	0071 - Lake Forest Elementary School	UniSIG		$395.69
			Notes: Retirement Benefits @ 10.82% for Salary for Assistant Principal for the month of July (not paid under District Contract).			
	7300	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$279.76
			Notes: SSI Benefits @ 7.65% for Salary for Assistant Principal for the month of July (not paid under District Contract).			
	7300	290-Other Employee Benefits	0071 - Lake Forest Elementary School	UniSIG		$18.65
			Notes: Early Retirement Benefits @ .51% for Salary for Assistant Principal for the month of July (not paid under District Contract).			
5	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$17,424.31**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	369-Technology-Related Rentals	0071 - Lake Forest Elementary School	UniSIG		$3,125.00
			Notes: AVID Fee for Elementary Planning Year. The fee grants access to all AVID digital resources and support as the school begins planning for the implementation of AVID.			
	6400	730-Dues and Fees	0071 - Lake Forest Elementary School	UniSIG		$4,375.00
			Notes: AVID Summer Institute 2022 Registration for 5 Teachers who serve as grade level team leaders @ $875 each in June 20-22, 2022. The team leaders are selected by their teammates per the Collective Bargaining Agreement.			
	6400	330-Travel	0071 - Lake Forest Elementary School	UniSIG		$4,062.00
			Notes: Travel Cost for AVID Summer Institute 2022 for 5 teachers (Per Diem @ $700, Mileage @ $550, Hotel $2612, Tolls @ $50, Parking @ $150)			
	6400	120-Classroom Teachers	0071 - Lake Forest Elementary School	UniSIG		$1,800.00
			Notes: Teacher stipends for AVID Summer Institute 2022 for 5 teacher, 18 hour each @ $20/hour			
	6400	220-Social Security	0071 - Lake Forest Elementary School	UniSIG		$137.70
			Notes: SSI Benefits @ 7.65% for Teacher stipends for AVID Summer Institute 2022 for 5 teacher, 18 hour each @ $20/hour			
	7730	730-Dues and Fees	0071 - Lake Forest Elementary School	UniSIG		$1,750.00
			Notes: AVID Summer Institute 2022 Registration for 2 Admin @ $875 each.			

	7730	330-Travel	0071 - Lake Forest Elementary School	UniSIG		$1,624.61
			Notes: Travel Cost for AVID Summer Institute 2022 for 2 Admin (Per Diem @ $280, Mileage @ $220, Hotel @ $1044.61, Tolls @ $20, Parking @ $60)			
	6110	330-Travel	0071 - Lake Forest Elementary School	UniSIG		$550.00
			Notes: Monthly travel for Family Liaison $50/month for 11 months to support families with educational resources, increase attendance, and home visits to help facilitate educational communication and meet basic needs.			
					Total:	**$591,069.66**