Lake Forest Elementary School

2014-15 School Improvement Plan

Lake Forest Elementary School

4401 SE 4TH AVE, Gainesville, FL 32641

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	96%

Alternative/ESE Center	Charter School	Minority
No	No	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	F	D

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Forest's commitment to students and their families is to provide the highest quality education possible in a warm and inviting atmosphere.

Provide the school's vision statement

Priorities for its students and their families include the following:
1. To provide a safe and orderly learning environment
2. To ensure maximum learning for ALL students
3. To facilitate the development of habits and attitudes, which promote responsibility, caring, and life-long learning and achievement.
4. Develop leadership potential in students and teachers

School Environment

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

The annual school climate survey gains information from parents and staff on the climate of the school and allows for input from all stakeholders. When students register at Lake Forest, the office staff and administration welcome families, the family biographical information is reviewed and considered with student placement. The full time Social worker works with families to ensure assistance is given for any family needs. Teachers though out the year formally and informally gain information from students backgrounds in order to better meet their needs. Lake Forest has a leadership program where all students are given leadership roles within the school. Our planners this year are designed around the Leader in Me theme.

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

Safety is a priority at Lake Forest. We have many procedures in place to ensure a safe campus for all. Drop off and dismissal areas are designated. Visitor check in Raptor system is used to monitor all visitors. Name tags are worn by all visitors. School is securely gated with only one entrance that comes directly into the front office. Respect is taught through our PBIS Model. Discussed as an expectation for all and modeled by teaching staff and administration. Positive rewards through our "Dolphin Dollars" are given to reinforce positive behaviors throughout the school campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lake Forest has implemented School-wide Positive Behavior Support (SWPBS) model. This is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. Our PBS Committee made up of administration and teachers, have developed a plan that includes school wide rules, a school store and token system "dolphin dollars", and events throughout the year to celebrate positive behavior.

Direct instruction in problem behaviors will be done and high levels of positive reinforcement will be used school wide. Discipline data is studied from past history as well as each nine weeks. Our goal is to reduce our suspension rate by 10%.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Lake Forest has a full time counselor that provides both whole group as well as small group counseling. We also have a full time Social Worker that focuses on assisting families who are in need. We have partnered with several groups from the University of Florida to provide mentors to students struggling with behavior and emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance - The Attendance intervention team, lead by the full time Social Worker, schedules monthly Attendance Educational Planning Team Meetings to invite parents in to form a plan to address attendance issues, check out early and tardy problems.
Discipline - The full time Behavioral Resource Teacher and Administrative Team meets monthly to review discipline data and schedules EPTs in order to look at students exhibiting the most significant behaviors. The MTSS team for each grade level meet monthly to plan behavior interventions and monitor progress. Each student with out of school suspensions have been assigned in school mentors as an intervention.
Course Failure/Level 1 - The Assistant Principal for Curriculum meets with instructional staff to review high incidence of failure grades. Students data is reviewed and interventions planned to assist failing students. Our after school program offers tutoring in Mathematics, lead by our Math coach, in partnership with the University of Florida. Students are tutored 4 days a week for one hour.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	10	11	8	12	8	69
One or more suspensions	5	7	6	6	9	8	41
Course failure in ELA or Math	8	8	3	7	0	3	29
Level 1 on statewide assessment	0	0	0	24	24	23	71

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	3	5	5	9	5	35

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

We provide the following services:

EDEP Tutoring, Title 1 Push In and Pull out services, Mentors from the University of Florida, UFLI intervention students from UF that support Reading, Attendance Intervention meetings, Services of the school social worker, Services of an additional Psychologist focusing on behavior, Full Time Behavior Resource Teacher, Instructional Coaches in Reading/Writing and Math/Science, Leadership theme motivational program, PBIS School wide behavior model, Grandmother Volunteer Program, Ongoing parent training, MTSS team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/159519.

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Business partners are actively used to help support the schools goals. They are met with each fall, and their assistance is appreciated as it helps us meet our school goals. Many businesses are supporting our PBS Implementation this year through monetary donations and good and services. Several local churches also help with school supplies, the holidays and end of year field trips.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Redd, Lacy	Principal
Zeller, Ashlea	Assistant Principal
Eubank, Alicia	Instructional Coach
Jones, Marlon	Dean
Woods, Kutura	Teacher, K-12

Duties

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

*Asst Principal: Provides curricular support and training for teachers;serves as MTSS Team Leader, in charge of master schedule, testing coordinator
*Behavioral Resource Teacher: Provides behavioral support and training for teachers; helps to develop and implement behavioral interventions; provides ongoing support and helps with data collection.
*Principal: Instructional leader of the school ,communicates a common vision for the instructional improvement, oversees all staff development, observes teaching practices, develops all improvement plans, manages all community resources, works with the district on support initiatives and resources needed..
*Instructional Coaches: Observe classroom practices, plan staff development with Principal, ensures all curriculum materials are provided and staff trained on use.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Needs Assessment completed. Target areas identified. The 8 step problem solving enabled the leadership team to identify the needs of the students, develop a plan of action including resources and barriers to high performance.
Title 1 Part A - Teacher tutors for pullout tutorial services.
Title II Part - Reading, Math, mentor and technology Coaches.
Title X - Homeless - Book bags, school supplies, clothing, and social services referrals.
Violence Prevention Programs - Second Step Violence Prevention, Too Good for Drugs & Violence,
Nutrition Programs - Fresh Fruits and Vegetables, Weekend Back pack program and summer meal program.
Housing Programs - referred through Homeless services.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kutura \Woods	Teacher
Brooke Adkins	Teacher
Heather Dacey	Teacher
Tameka Davis	Parent
Erika Harden	Parent
Sabrina Cook	Education Support Employee
Charles Hunt	Business/Community
Margaret Dennison	Business/Community
Suzanne Colvin	Business/Community
Bernard Oliver	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

Public input was given at the September SAC Meeting on the 2014-15 school improvement plan. The
2013-14 Parent and staff climate survey results were reviewed and shared with SAC.

Preparation of the school's annual budget and plan

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

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

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Barner, Scott	Teacher, K-12
Chappell, Pam	Teacher, K-12
Gottesman, Cecilia	Teacher, ESE
Krind, Sade	Teacher, K-12
Mayberry, Kate	Teacher, K-12
Perry, Delores	Teacher, K-12
Young, Karen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team ensures that all resources in school are focused on improving Reading
performance. Their responsibilities include: review of reading instructional material, providing
professional development, progress monitoring of literacy instruction, progress monitoring of student
achievement in reading and writing, ensuring fidelity of implementation of the Florida ELA standards,
ensuring data collection and data analysis in team meetings,monitoring instructional pacing,
participating in collaborative planning, and providing support for formal and informal assessments.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Collaborative planning time embedded in the master schedule along with training using a collaborative protocol. Expectations regarding positive working relationship given in the staff handbook. The Leadership team helps to promote collaborative planning with the teams.

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

Principal worked with local university to review graduate intern evaluations, in order to recruit high performing candidates. The district holds recruitment fairs. Teacher support groups are formed at the school along with mentor coaching.

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

District established teacher mentoring program. Each beginning teacher will be paired with a district mentor coach, which they will participate in the Alachua County Public School Beginning Teacher Program. They will participate in a variety of activities and staff development. Activities such as: Orientation, School based information sessions of policies and procedures, support team component, professional development, cohort training, workshops and site visitations. School based mentoring is done on each team, including working with the Assistant Principal new employee program that provides local support and pairing of effective teachers with new employees.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

District adopted core instructional programs were purchased new in 2013-14 school year that more aligns with Florida standards. A district comprehensive pacing guide is used by all teachers to ensure progression through instructional materials that are aligned with standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data collection system established for each team based on core areas. Progress monitoring is also done in each grade level to determine performance, reviewed and interventions planned. Small group instruction occurs in classrooms with data collected to determine progress. Title 1 push in and pull out groups for lower quartile determined based on performance data and monitored over time. Co Teach model used with Special Eduction services and Title 1 staff in order to meet individual student needs and provide instructional supports.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

One additional hour for Reading instruction embedded within the school day. All students will participate in the Fast Forward Program that focuses on language acquisition and cognitive development.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyze from the following assessments: FAIR, On Track, and on going progress monitoring of students who are participating in the Title 1 After school program.

Strategy: After School Program

Minutes added to school year:

Mathematics tutoring

Strategy Rationale

One on one assistance in mathematics provided in order to reteach and provide more individualized assistance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Zeller, Ashlea, grahamae@gm.sbac.edu
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance on formal and informal assessments will be used to determine student progress.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Based on the needs of the school community, school leadership was able to add two Head Start Pre K classes for the 2014-15 school year. The focus of these classes is readiness for kindergarten, behavior intervention, and wellness. We have a district wide Kindergarten Round Up. During the Kindergarten Round Up the school will provide materials for those students that are preparing to enter Kindergarten. These materials will support and prepare students during the summer months to assure readiness upon entering kindergarten.

College and Career Readiness

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

Partnership with the University of Florida provides resources for the school community, as well as mentors for students. Business partnerships have been established that includes support of our PBS model as well as our leadership theme. Faith Based partners provide mentors, incentives and promotion of the schools goals in the community.

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

School guidance counselor includes magnet middle school options to parents and students during the school year. Our leadership theme supports the discussion and highlight of careers and opportunities in students future.

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If a co-teaching instructional delivery model is implemented school-wide, then student academic achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If a co-teaching instructional delivery model is implemented school-wide, then student academic achievement will improve. [1a]

G048791

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Gains	48.0

Resources Available to Support the Goal [2]

- Title I teachers are pulling out/ pushing in; doing small group instruction. Teachers are trying to implement the model. Teachers know how to collect data. Effective SBLT Facility improvements have been made. Materials rich Technology rich Staff care about children. Staff is very flexible. (A lot of change has happened.) Teachers have some knowledge about many topics (needs more fine tuning) Lots of district support in implementing changes More "intimate contact" with students—small school Lots of partnerships with UF New schedule Leadership theme Positive and supportive energy Focus on what's important and keeping the focus on students Trying to get students to take ownership of their learning (setting high expectations) Expectation of growth Have an extra hour for instruction Ability to do job-embedded training (coaches & SBLT) Teachers open to coaching & improving instruction Teachers provided quality observations & feedback Title I funding Instructional coaches (full time reading/4 day math coach) Foster grandparents in k, 1, 2, and 3 Lots of community interest in partnering 2 Headstart classes

Targeted Barriers to Achieving the Goal [3]

- Staff Development

Plan to Monitor Progress Toward G1. [8]

Analysis of FSA Data

Person Responsible
Lacy Redd

Schedule
Annually, from 10/15/2014 to 6/15/2015

Evidence of Completion
Progress monitoring will be evidenced by an analysis of FAIR and Discovery Ed data at regular intervals throughout the school year. An analysis of summative data will be reported at the end of the school year and will determine progress towards meeting the goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If a co-teaching instructional delivery model is implemented school-wide, then student academic achievement will improve. 1

🔑 G048791

G1.B1 Staff Development 2

🔑 B121837

G1.B1.S5 Develop PLC Time and Structure 4

🔑 S133772

Strategy Rationale

The previous school schedule did not provide opportunities for school based staff development and collaboration.

Action Step 1 5

Define "Co Teaching " at Lake Forest.

Person Responsible

Lacy Redd

Schedule

On 10/15/2014

Evidence of Completion

Definition of Co-Teaching to share with staff.

Action Step 2 5

Share definition of Co-Teaching at Lake Forest with staff.

Person Responsible

Lacy Redd

Schedule

On 10/21/2014

Evidence of Completion

Agenda for the Faculty Meeting

Action Step 3 5

Plan Professional Learning Community meetings

Person Responsible

Ashlea Zeller

Schedule

On 10/31/2014

Evidence of Completion

A written PLC on the calendar

Action Step 4 5

Professional Learning Community meetings held and strategies are evident in classroom
instruction

Person Responsible

Lacy Redd

Schedule

Monthly, from 11/5/2014 to 5/29/2015

Evidence of Completion

PLC Agendas, follow-up plan of action, walk through data

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Reminder to SBLT for definition of Co-Teaching

Person Responsible

Lacy Redd

Schedule

On 10/13/2014

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Check with Ms. Redd to make sure faculty meeting is set (materials, space, invite to faculty)

Person Responsible

Ashlea Zeller

Schedule

On 10/17/2014

Evidence of Completion

Email regarding status of the meeting

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Meeting to check status of PLC Planning

Person Responsible

Lacy Redd

Schedule

On 10/28/2014

Evidence of Completion

Meeting notes and agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Checking that PLC's are held and monitoring classroom evidence.

> **Person Responsible**
>
> Lacy Redd
>
> **Schedule**
>
> Weekly, from 11/3/2014 to 5/29/2015
>
> *Evidence of Completion*
>
> Meetings are checked on calendar prior to being held and classroom walk through evidence

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Classroom Walk Throughs

> **Person Responsible**
>
> Lacy Redd
>
> **Schedule**
>
> Weekly, from 11/12/2014 to 5/1/2015
>
> *Evidence of Completion*
>
> Classroom walk through data will indicate that 50% of classrooms are showing evidence of PLC's by January; 70% of classrooms by March and 100% of classrooms by May.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Staff Development PLC Post Survey

> **Person Responsible**
>
> Ashlea Zeller
>
> **Schedule**
>
> On 5/15/2015
>
> *Evidence of Completion*
>
> Completed surveys and data to indicate effectiveness of PLC Process

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S5.A1	Define "Co Teaching " at Lake Forest.	Redd, Lacy	10/15/2014	Definition of Co-Teaching to share with staff.	10/15/2014 one-time
G1.B1.S5.A2	Share definition of Co-Teaching at Lake Forest with staff.	Redd, Lacy	10/21/2014	Agenda for the Faculty Meeting	10/21/2014 one-time
G1.B1.S5.A3	Plan Professional Learning Community meetings	Zeller, Ashlea	10/31/2014	A written PLC on the calendar	10/31/2014 one-time
G1.B1.S5.A4	Professional Learning Community meetings held and strategies are evident in classroom instruction	Redd, Lacy	11/5/2014	PLC Agendas, follow-up plan of action, walk through data	5/29/2015 monthly
G1.MA1	Analysis of FSA Data	Redd, Lacy	10/15/2014	Progress monitoring will be evidenced by an analysis of FAIR and Discovery Ed data at regular intervals throughout the school year. An analysis of summative data will be reported at the end of the school year and will determine progress towards meeting the goal.	6/15/2015 annually
G1.B1.S5.MA1	Classroom Walk Throughs	Redd, Lacy	11/12/2014	Classroom walk through data will indicate that 50% of classrooms are showing evidence of PLC's by January; 70% of classrooms by March and 100% of classrooms by May.	5/1/2015 weekly
G1.B1.S5.MA6	Staff Development PLC Post Survey	Zeller, Ashlea	5/15/2015	Completed surveys and data to indicate effectiveness of PLC Process	5/15/2015 one-time
G1.B1.S5.MA1	Reminder to SBLT for definition of Co-Teaching	Redd, Lacy	10/13/2014	Email	10/13/2014 one-time
G1.B1.S5.MA2	Check with Ms. Redd to make sure faculty meeting is set (materials, space, invite to faculty)	Zeller, Ashlea	10/17/2014	Email regarding status of the meeting	10/17/2014 one-time
G1.B1.S5.MA3	Meeting to check status of PLC Planning	Redd, Lacy	10/28/2014	Meeting notes and agenda	10/28/2014 one-time
G1.B1.S5.MA4	Checking that PLC's are held and monitoring classroom evidence.	Redd, Lacy	11/3/2014	Meetings are checked on calendar prior to being held and classroom walk through evidence	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If a co-teaching instructional delivery model is implemented school-wide, then student academic achievement will improve.

G1.B1 Staff Development

G1.B1.S5 Develop PLC Time and Structure

PD Opportunity 1

Define "Co Teaching " at Lake Forest.

Facilitator

School Based Leadership Team

Participants

School Based Leadership Team

Schedule

On 10/15/2014

PD Opportunity 2

Share definition of Co-Teaching at Lake Forest with staff.

Facilitator

Lacy Redd

Participants

Whole staff

Schedule

On 10/21/2014

PD Opportunity 3

Plan Professional Learning Community meetings

Facilitator

Ashlea Zeller

Participants

School Based Leadership Team

Schedule

On 10/31/2014

PD Opportunity 4

Professional Learning Community meetings held and strategies are evident in classroom instruction

Facilitator

Ashlea Zeller

Participants

Whole staff

Schedule

Monthly, from 11/5/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: If a co-teaching instructional delivery model is implemented school-wide, then student academic achievement will improve.	10,000
Grand Total	**10,000**

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Description	**Source**	**Total**
B1.S5.A1		0
B1.S5.A2		0
B1.S5.A4 - Stipends for teachers	Title I Part A	10,000
Total Goal 1		**10,000**