Forest Lake Elementary School

2014-15 School Improvement Plan

Forest Lake Elementary School

1600 DOYLE RD, Deltona, FL 32725

http://myvolusiaschools.org/school/forestlake/pages/default.aspx

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	71%

Alternative/ESE Center	Charter School	Minority
No	No	45%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan is pending approval by the Volusia 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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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
Not In DA	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

The mission of our Forest Lake Elementary Community is to provide a learning environment where all students can achieve academic success.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

Open House
PTO Family
Kagan activities-Collaborative activities
Parent conferences
Student/teacher conferences
Vertical articulation
Walk to intervention
clubs
climate survey
Meet the Teacher

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

Faculty and staff make every effort to stand outside their classroom doors to increase visibility and provide access to students. Teachers are assigned observation posts to monitor student safety. The cafeteria and office have boxes where students can report bullying or other issues. These boxes are checked regularly.
Our media center and Parent center are open before school and after school, in addition to regular school hours. The mission of our media is to ensure that parents and students have opportunities to achieve literacy.
Discipline assembly
Anti bulling program (a morning message is on the school news program)
Safety patrol
Teacher duties assignments
Kagan activities to promote social skills
Rules are posted and include behavioral expectations

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

The processes and procedures of the school-based Behavior Leader Team/Positive Behavior Support Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is inclusive of all areas (I.e. core instruction, school-way cafe, electives, administration) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruptions to instruction.

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

The school offers the following non-violence and anti-drug programs:
Crisis Training Program
Suicide Prevention Program
Bullying Program
Deveraux Mentoring Program
Red Ribbon Week
All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis aggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e. school psychologists, school counselors and school social workers) provide direct and indirect evidence-based supports to students identified through the screening measure.

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

The school regularly (i.e. at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows.
* Unwieghted GPA (at risk if below 2.0)
* Over age for grade
* Office Discipline Referrals (at risk if 2 or more)
* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
* Year to date suspensions (at risk if 1 or more)
* Number of prior retentions (at risk if 1 or more)
* Level 1 score on the statewide standardized assessments in English Language Arts, or Mathematics
Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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	15	9	7	6	12	10	59
One or more suspensions	3	4	10	9	19	10	55
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	30	30	32	92

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

Indicator	Grade Level				Total
	1	**3**	**4**	**5**	
Students exhibiting two or more indicators	1	2	6	6	15

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e. g. attendance below 90%, patterns of office discipline referrals, and suspensions) become the focus of school-wide intervention efforts. These areas are addressed though school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.
For indicators sensitive to behavioral issues (e. g. office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.
Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e. if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school though the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed.

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 available at the school site.

Description

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

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

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

The Forest Lake PTO sponsors a math night at our Local Publix Store.
Several restaurants such as Chili's, Mike Jersey Subs, and Subway sponsor school nights.
Publix supplies reward coupons for student achievement.
A Family Science night is sponsored by PTO and community members which gives students and parents an opportunity to experience the process of science.

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
Pagan, Ramonita	Principal
Robinson, Jamie	Assistant Principal
Wisherd, Eleanore	Guidance Counselor
Wagenhauser, Vikki	Instructional Media
Ferrara, Robin	Instructional Coach
Ingram, JoElly	Instructional Coach
Beeghly, Elaine	SAC Member

Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and students performance data are considered in order to determine priorities and functions of other existing teams (e.g. Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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

Personnel. The school has a leadership team consisting of the prinicpal, assistant principals and academic coaches. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instruction resources include staff development developed and provided by our district and our school's leadership team. Departments meet with teachers bi-weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Grade levels meet weekly during common planning time to analyze student data and collaboratively plan lessons to meet the needs of all students. Our district and our school are both committed to meeting the needs of our students and maximizing our students achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teacher have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams works together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly, and SAC meets monthly.

Problem Solving Activities: The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/school.

School Improvement funds will be used for professional development opportunities and procuring technology for classroom use.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ramonita Pagan	Principal
Elaine Beeghly	Teacher
Marci Hair	Parent
Melissa Talton	Parent
Helen Gonzales	Parent
Leslie LaRue	Parent
Tricia Cole	Parent
Kelly Burrow	Parent
Donald Barshak	Parent
Denise Hulette	Business/Community
Vikki Wagenhauser	Teacher
Jennifer Buchanan	Parent
Loris Schuring	Parent
Karina Delerme	Parent
Windy Ramsey	Parent
Kathy Anselmo	Teacher
Jennifer Grill	Parent
Maria Fitzgerald	Parent

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council to receive input.

Development of this school improvement plan

The Forest Lake Elementary School Advisory Council is involved in the development of the school improvement plan through input at SAC meetings. The SAC, comprised of parents and school employees, works with available data to offer suggestions on focus areas and make suggestions for implementation of on-campus improvement programs aimed at increasing student achievement.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on request submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval include a bulleted list of how the school used last year's SIP funds.

School Improvement Funds may be used to support Professional Development and to purchase incentives to encourage and reward student achievement.

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
Pagan, Ramonita	Principal
Beeghly, Elaine	Teacher, K-12
Ferrara, Robin	Instructional Coach
Robinson, Jamie	Assistant Principal
Wisherd, Eleanore	Guidance Counselor
Wagenhauser, Vikki	Instructional Media
Ingram, JoElly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT for this year will be: to increase student achievement in reading and language arts, to address strengths and weaknesses of all student populations, to provide material and technical support to address student literacy needs, and to assist instructional personnel with implementation the new Florida Standards Assessments.
The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets twice a month on Tuesdays during lunch for 30 minutes. The LLT Co-chairs provide an agenda and facilitate the meeting LLT member responsibilities include attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementations strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.
The School-wide Literacy initiative's main focus is to support ELA benchmarks in every classroom. This year's focus will be support for teachers as we continue to our school-wide ELA initiative. The academic coaches are responsible for provide PD in their respective core areas. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC. Training for staff in Write From the Beginning is being provided.
The LLT has always been dedicated to providing a variety of Literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor three Scholastic book fairs, September, December, and May. During the month of January, the LLT, community members, and staff participate in a school wide literacy fair.

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

Common planning: Professional Learning Communities (PLC). Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common planning allows teachers to participate in bi-weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assessed by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meeting are submitted bi-weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.
The use of academic coaches to assist with teacher collaboration and professional development plays a significant part is designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk throughs provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify, exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to enhance instruction.

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

Forest Lake Elementary participates in the annual Volusia Schools job fair and instructional transfer fair in an effort to recruit highly certified teachers. All applicants are pre-screened for appropriate credentials before scheduling interviews and highly qualified teachers are consider above other applications. New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel. Professional Development opportunities are offered for all staff throughout the year, including supporting position related off-campus workshops through the availability of substitute funding. Additionally, Professional Learning Community activities are encouraged throughout the year and staff are offered the opportunity to participate in these growth opportunities. Administration has recognition programs in place that highlights professionalism in the work place, student support, and school improvement.

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers with each PLC provide mentoring as needed for any new/ beginning teachers.
Forest Lake Elementary offers three types of teacher mentoring at this time. A) First year teachers participate in the E3 program, which is a district new teacher training program. They are assigned a district PAR teacher who meets with them throughout the year to discuss instructional techniques, classroom management, and lesson plan development. New teachers are also assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. B) Teachers new to FLE are assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. C) Teachers who have been teaching at FLE, but new to a grade level as assigned and on-campus mentor to assist with grade level specific lesson planning and classroom management.
A) First Year Teachers:

Karen Davis ESE Teacher - Resource /Mentor- Kelly Boulwere
Jeremy Calvano E-B/D Teacher /Mentor-Francine Romeo
Rebecca Pitzen Intermediate Teacher – Grade 5/Mentor Denise Alexander
Priscilla Ruiz Primary Teacher – Grade 2/ Kathy Anselmo
B) Teachers new to FLE:
Jeremy Calvano E-B/D Teacher/Mentor Francine Romeo
Rebecca Junk Intermediate Teacher – Grade 5/ Mentor Denise Alexander
Rebecca Pitzen Intermediate Teacher – Grade 5/Mentor Amy Haines
Vilma Otero PreK ESE Teacher / Mentor Pamela Simmons
Lisa Rice Primary Teacher - Kdg/ Mentor Susie LeFils
Priscilla Ruiz Primary Teacher – Grade 2/ Kathy Anselmo
C) Teachers new to the grade level:
Pamela Simmons From Gifted to VPK/ Mentor Susie Lefils
Francesca Moll From 4th to 2nd / Mentor Kathy Anselmo
Amy Adkins From Media Specialist to 4th / Mentor Windy Ramsey
Adrienne Dembkowski From 2nd to 4th / Mentor Windy Ramsey
Johanna Cosentino From 5th to Writing Coach / Mentor Robin Ferrarra
Elaine Beeghly From Gifted to Academic Intervention Teacher / Mentor Vikki Wagenhauser

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

All Volusia County public schools programs meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grace levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments. Professional Learning Communities (PLCs) and coaching help to ensure that instruction is aligned to Florida Standards, appropriately paced, engaging and rigorous.

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

Common planning allows teacher to participate in bi-weekly PLC to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLC. Students requiring intensive remediation receive additional support from academic intervention teachers. When necessary PLC make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.
The use of instructional reviews, academic coaches, and academic intervention teachers to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with

data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping allowing class visits. Instructional coaches work along side of teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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: 1,800

STAR tutoring is a district based program targeting students that scored a level one on the 2013/ 14 FCAT. This program is designed to support the learning of these lower achieving students and provide them with one-on-one tutoring and computer based practice in order to improve their performance on the 2014/2015 State Assessment. Participation is not mandatory. Forest Lake Elementary has 29 students enrolled.

Strategy Rationale

Providing additional small group instruction to struggling students provide them the opportunity to make academic gain in core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Ryan, rdsmith@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 0

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, as well as professional development bi-weekly.

Strategy Rationale

PLC's encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ferrara, Robin, rferrara@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Weekend Program

Minutes added to school year: 480

Math Boot Camp-Students were identified based on district assessments and then were invited to participate in 4 weeks Saturday class. Lessons were based on students' academic needs.

Strategy Rationale

Providing tutoring based on targeted student needs will increase their learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ferrara, Robin, rferrara@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

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

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.   All Forest Lake teachers will work collaboratively to establish expectations for high quality instruction in all content area.

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. All Forest Lake teachers will work collaboratively to establish expectations for high quality instruction in all content area. 1a

Targets Supported 1b

🔑 G040204

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	58.0
ELA/Reading Lowest 25% Gains	82.0
ELA/Reading Gains	48.0
Math Gains	49.0
FSA - Mathematics - Proficiency Rate	72.0
Math Lowest 25% Gains	30.0
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal 2

- The resources available to support this goal include mathematics curriculum materials, professional development opportunities, technology to support student learning and intervention, academic coaches, academic intervention teacher, writing intervention teacher, and planned parent involvement activities.

Targeted Barriers to Achieving the Goal 3

- Limited technology/Classroom resources

- Time/resources available for effective data analysis

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Jamie Robinson

Schedule
Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Student scores on VCS District Assessments

Plan to Monitor Progress Toward G1. 8

Monitor student progress using the VCS District Assessments

Person Responsible
Ramonita Pagan

Schedule
Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion
Student scores on the VCS District Assessments

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. All Forest Lake teachers will work collaboratively to establish expectations for high quality instruction in all content area. 1

🔍 G040204

G1.B4 Limited technology/Classroom resources 2

🔍 B097171

G1.B4.S1 In order to increase the technology available to students at Forest Lake Elementary, the school has used Title I funds to acquire iPads. These iPads will be used to support student learning, intervention through small group and one-on-one instruction, and skill mastery. Summer school iPads are housed at Forest Lake and available to teachers and students. 4

🔍 S108397

Strategy Rationale

Using technology will encourage students to be engaged when communicating concepts learned, as well as providing a tool for students to demonstrate project based learning.

Action Step 1 5

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

Person Responsible

Vikki Wagenhauser

Schedule

On 5/22/2015

Evidence of Completion

Ipad assignment sheets.

Action Step 2 `5`

Provide after school training to implement iPad into daily instruction.

Person Responsible

Vikki Wagenhauser

Schedule

Quarterly, from 10/2/2014 to 5/8/2015

Evidence of Completion

Teacher lesson plans/Observation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

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

Person Responsible

Ramonita Pagan

Schedule

Annually, from 10/6/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Support instructional personnel's classroom use of laptops

Person Responsible

Jamie Robinson

Schedule

On 5/15/2015

Evidence of Completion

Classroom visitations and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

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

Person Responsible

Eleanore Wisherd

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student scores on VCS District Assessments

G1.B8 Time/resources available for effective data analysis `2`

🔧 B097176

G1.B8.S1 Provide instructors with PLC schedule and support. `4`

🔧 S135548

Strategy Rationale

With a PLC scheduled bi-weekly, and the benefit of the academic coach available during that time, teachers will have access to information and support during PLC which will allow the best use of time.

Action Step 1 `5`

Survey of grade level concerns

Person Responsible

JoElly Ingram

Schedule

On 9/5/2014

Evidence of Completion

Agenda and meeting notes

Action Step 2 5

Create a calender of PLC meeting dates

Person Responsible

JoElly Ingram

Schedule

On 9/12/2014

Evidence of Completion

Agenda and Meeting notes

Action Step 3 5

Monitor bi-weekly meetings of all departments

Person Responsible

Ramonita Pagan

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Agenda and meeting notes

Action Step 4 5

Implementation of walk to intervention for ELA

Person Responsible

JoElly Ingram

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson plans and student assessments

Action Step 5 `5`

Monitoring and data analysis

Person Responsible

JoElly Ingram

Schedule

Biweekly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Documentation of reports

Action Step 6 `5`

Academic Coach and Academic Intervention teacher

Person Responsible

Ramonita Pagan

Schedule

Quarterly, from 8/12/2014 to 6/12/2015

Evidence of Completion

Agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Monitor learning gains with implementation of Walk to intervention

Person Responsible

Ramonita Pagan

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student scores on VCS District Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Monitor learning gains in the Walk to Intervention schedule

Person Responsible

Robin Ferrara

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Observations, lesson plans, PLC meetings data analysis charts, and student scores

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.B4.S1.A1	Make iPads available to instructional personnel on campus in an effort to support student learning gains.	Wagenhauser, Vikki	9/29/2014	Ipad assignment sheets.	5/22/2015 one-time
G1.B8.S1.A1	Survey of grade level concerns	Ingram, JoElly	8/29/2014	Agenda and meeting notes	9/5/2014 one-time
G1.B4.S1.A2	Provide after school training to implement iPad into daily instruction.	Wagenhauser, Vikki	10/2/2014	Teacher lesson plans/Observation	5/8/2015 quarterly
G1.B8.S1.A2	Create a calender of PLC meeting dates	Ingram, JoElly	9/8/2014	Agenda and Meeting notes	9/12/2014 one-time
G1.B8.S1.A3	Monitor bi-weekly meetings of all departments	Pagan, Ramonita	8/25/2014	Agenda and meeting notes	5/29/2015 biweekly
G1.B8.S1.A4	Implementation of walk to intervention for ELA	Ingram, JoElly	10/6/2014	Lesson plans and student assessments	5/29/2015 quarterly
G1.B8.S1.A5	Monitoring and data analysis	Ingram, JoElly	10/2/2014	Documentation of reports	5/29/2015 biweekly
G1.B8.S1.A6	Academic Coach and Academic Intervention teacher	Pagan, Ramonita	8/12/2014	Agendas and lesson plans	6/12/2015 quarterly
G1.MA1	Monitor learning gains for student exposed to additional mathematics resources available via classroom use of iPads.	Robinson, Jamie	8/25/2014	Student scores on VCS District Assessments	5/29/2015 quarterly
G1.MA2	Monitor student progress using the VCS District Assessments	Pagan, Ramonita	9/29/2014	Student scores on the VCS District Assessments	5/29/2015 quarterly
G1.B4.S1.MA1	Monitor learning gains for student exposed to additional mathematics resources available via classroom use of iPads.	Wisherd, Eleanore	10/6/2014	Student scores on VCS District Assessments	5/29/2015 quarterly
G1.B4.S1.MA1	Support instructional personnel's classroom use and implementation of iPads.	Pagan, Ramonita	10/6/2014	Classroom visitations, specifically observing the use of iPads with students.	5/22/2015 annually
G1.B4.S1.MA4	Support instructional personnel's classroom use of laptops	Robinson, Jamie	9/1/2014	Classroom visitations and lesson plans	5/15/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.MA1	Monitor learning gains in the Walk to Intervention schedule	Ferrara, Robin	10/6/2014	Observations, lesson plans, PLC meetings data analysis charts, and student scores	5/29/2015 quarterly
G1.B8.S1.MA1	Monitor learning gains with implementation of Walk to intervention	Pagan, Ramonita	10/6/2014	Student scores on VCS District Assessments.	5/29/2015 quarterly

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. All Forest Lake teachers will work collaboratively to establish expectations for high quality instruction in all content area.

G1.B4 Limited technology/Classroom resources

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

PD Opportunity 1

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

Facilitator

Apple Program Facilitator

Participants

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

Schedule

On 5/22/2015

PD Opportunity 2

Provide after school training to implement iPad into daily instruction.

Facilitator

Media Specialist

Participants

Media Specialist/Instructional personnel

Schedule

Quarterly, from 10/2/2014 to 5/8/2015

G1.B8 Time/resources available for effective data analysis

G1.B8.S1 Provide instructors with PLC schedule and support.

PD Opportunity 1

Monitor bi-weekly meetings of all departments

Facilitator

JoElly Ingram/ Robin Ferrarra

Participants

Teachers

Schedule

Biweekly, from 8/25/2014 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: All Forest Lake teachers will work collaboratively to establish expectations for high quality instruction in all content area.	163,688
Grand Total	**163,688**

Goal 1: All Forest Lake teachers will work collaboratively to establish expectations for high quality instruction in all content area.		
Description	**Source**	**Total**
B4.S1.A1	School Improvement Funds	0
B4.S1.A2 - Instructional training	School Improvement Funds	200
B4.S1.A2 - Technology	Title I Part A	9,220
B4.S1.A2 - Materials	Title I Part A	5,000
B8.S1.A2 - Substitutes	Title I Part A	18,440
B8.S1.A4	School Improvement Funds	0
B8.S1.A5 - Substitutes and training materials	School Improvement Funds	500
B8.S1.A6 - Academic Coach and 1 Academic Intervention teacher	Title I Part A	130,328
Total Goal 1		**163,688**