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Forest Lake Elementary School

1600 DOYLE RD, Deltona, FL 32725

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

Demographics

Principal: Virginia Freeman A

Start Date for this Principal: 8/26/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: B
School Grades History	<p>2017-18: C</p> <p>2016-17: C</p> <p>2015-16: C</p> <p>2014-15: B</p> <p>2013-14: C</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* 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 Volusia 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.

Part I: School Information

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

Ensuring all students receive a superior 21st century education.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Freeman, Virginia	Principal	Provide feedback protocol to teachers from administration on instruction. Provide and lead with Academic Coaches Curriculum Review/Standards-alignment day's. Continue to provide times for SLT to meet monthly to monitoring implementation, peer coaching, and feedback on student data. Provide additional standards aligned professional learning. Schedule and lead professional Learning on student engagement. Dave Weber training with implementation of a Leadership Redefined book study. Continue working with PLC rubric, outline the norms and roles of each team member, encouraging collaboration.
Sanford, David	Assistant Principal	Provide feedback protocol to teachers from administration on instruction. Provide and lead with Academic Coaches Curriculum Review/Standards-alignment day's. Continue to provide times for SLT to meet monthly to monitoring implementation, peer coaching, and feedback on student data. Provide additional standards aligned professional learning. Schedule and lead professional Learning on student engagement. Dave Weber training with implementation of a Leadership Redefined book study. Continue working with PLC rubric, outline the norms and roles of each team member, encouraging collaboration.
Goodenough, Shari	Instructional Coach	Provide training to teachers on new curriculum resources, online and paper based. Coaches will observe teachers implementing instruction and assessment strategies learned into classroom assignments and assessments using Visible Learning principles. Teachers implement lessons at appropriate levels of rigor and use of manipulative where appropriate. Coaches will then provide feedback and support on instruction to teachers. Coaches will use on-going progress monitoring data to drive future instruction with a focus on ESSA subgroups (Black/African American & Students with disabilities), intervention, enrichment, small groups, and student data chats. Coaches will work with Administration to provide PLC time for standards-aligned lesson planning/pacing/identifying focus standards. Coaches will show and help teachers use Standards aligned technology subscriptions (BrainPOP, IXL, Waterford, Success Maker, and other standards aligned programs). Coaches will support and assist teachers in the creation in and implementation in using anchor charts. Coaches will lead vertical learning walks with the purpose of addressing teacher personal growth (at Forest Lake and other schools).

Name	Title	Job Duties and Responsibilities
Baldoni, Vicky	Instructional Coach	<p>Provide training to teachers on new curriculum resources, online and paper based. Coaches will observe teachers implementing instruction and assessment strategies learned into classroom assignments and assessments using Visible Learning principles. Teachers implement lessons at appropriate levels of rigor and use of manipulative where appropriate. Coaches will then provide feedback and support on instruction to teachers. Coaches will use on-going progress monitoring data to drive future instruction with a focus on ESSA subgroups (Black/African American & Students with disabilities), intervention, enrichment, small groups, and student data chats. Coaches will work with Administration to provide PLC time for standards-aligned lesson planning/pacing/identifying focus standards. Coaches will show and help teachers use Standards aligned technology subscriptions (BrainPOP, IXL, Waterford, Success Maker, and other standards aligned programs). Coaches will support and assist teachers in the creation in and implementation in using anchor charts. Coaches will lead vertical learning walks with the purpose of addressing teacher personal growth (at Forest Lake and other schools).</p>
Wagenhauser, Vikki	Instructional Media	<p>Media Specialist and teacher will assist with the implementation of standards aligned technology subscriptions (BrainPOP, IXL, Waterford, Success Maker, and other standards aligned programs).</p>
Jeria, Erica	Guidance Counselor	<p>The guidance counselor with provide mentoring for LQ students (in house).</p>
Blum, Hilarie	Dean	<p>Provide and lead with Academic Coaches Curriculum Review/Standards-alignment day's. Continue to provide times for SLT to meet monthly to monitoring implementation, peer coaching, and feedback on student data. Provide additional standards aligned professional learning. Schedule and lead professional Learning on student engagement. Dave Weber training with implementation of a Leadership Redefined book study. Continue working with PLC rubric, outline the norms and roles of each team member, encouraging collaboration.</p>
Freed, Dora	Instructional Coach	<p>Provide training to teachers on new curriculum resources, online and paper based. Coaches will observe teachers implementing instruction and assessment strategies learned into classroom assignments and assessments using Visible Learning principles. Teachers implement lessons at appropriate levels of rigor and use of manipulative where appropriate. Coaches will then provide feedback and support</p>

Name	Title	Job Duties and Responsibilities
		<p>on instruction to teachers. Coaches will use on-going progress monitoring data to drive future instruction with a focus on ESSA subgroups (Black/African American & Students with disabilities), intervention, enrichment, small groups, and student data chats. Coaches will work with Administration to provide PLC time for standards-aligned lesson planning/pacing/identifying focus standards. Coaches will show and help teachers use Standards aligned technology subscriptions (BrainPOP, IXL, Waterford, Success Maker, and other standards aligned programs).</p> <p>Coaches will support and assist teachers in the creation in and implementation in using anchor charts.</p> <p>Coaches will lead vertical learning walks with the purpose of addressing teacher personal growth (at Forest Lake and other schools).</p>

Anselmo, Kathy	Teacher, Adult	Academic Intervention Teacher will assist with the monitoring and tutoring for LQ students.
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	1	1	2	5	13	0	0	0	0	0	0	0	0	22
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	3	9	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	6	10	0	0	0	0	0	0	0	0	16

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	1	1	3	8	18	0	0	0	0	0	0	0	0	31

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	3	5	4	5	17	1	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

56

Date this data was collected or last updated

Tuesday 9/10/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	5	4	4	3	4	9	0	0	0	0	0	0	0	29
One or more suspensions	33	30	40	20	21	39	0	0	0	0	0	0	0	183
Course failure in ELA or Math	0	0	0	36	31	36	0	0	0	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	9	52	50	0	0	0	0	0	0	0	111

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	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	56%	57%	53%	55%	56%
ELA Learning Gains	61%	56%	58%	41%	51%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	55%	46%	53%	22%	39%	48%
Math Achievement	53%	59%	63%	50%	60%	62%
Math Learning Gains	61%	56%	62%	43%	54%	59%
Math Lowest 25th Percentile	45%	43%	51%	31%	40%	47%
Science Achievement	55%	57%	53%	64%	58%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ()	1 ()	1 ()	2 ()	5 ()	13 ()	22 (0)
One or more suspensions	0 ()	1 ()	1 ()	1 ()	0 ()	0 ()	3 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	1 ()	3 ()	9 ()	13 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	0 ()	6 ()	10 ()	16 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	58%	-9%	58%	-9%
	2018	57%	56%	1%	57%	0%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	45%	54%	-9%	58%	-13%
	2018	48%	54%	-6%	56%	-8%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				
05	2019	51%	54%	-3%	56%	-5%
	2018	50%	51%	-1%	55%	-5%
Same Grade Comparison		1%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	60%	-2%	62%	-4%
	2018	43%	58%	-15%	62%	-19%
Same Grade Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019	46%	59%	-13%	64%	-18%
	2018	46%	60%	-14%	62%	-16%
Same Grade Comparison		0%				
Cohort Comparison		3%				
05	2019	49%	54%	-5%	60%	-11%
	2018	55%	57%	-2%	61%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	56%	-4%	53%	-1%
	2018	62%	56%	6%	55%	7%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	43	46	27	54	48	21				
ELL	32	59	57	49	66	52	40				
BLK	24	22		26	59						
HSP	44	65	57	50	54	46	43				
WHT	56	62	68	56	64	40	59				
FRL	48	58	51	52	63	45	53				

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 2015-16	C & C Accel 2015-16
SWD	16	23	20	22	44	30	19				
ELL	31	29	15	29	38	39	38				
BLK	35	25		32	33		38				
HSP	48	40	21	46	44	40	50				
WHT	60	46	24	55	43	29	79				
FRL	51	37	21	48	44	34	58				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Students with disabilities and Black/African American students did not meet the ESSA threshold, being below the 41% mark. Students with disabilities made learning gains in both math and ELA, however, have low achievement in both ELA and Math. Black/African American students made significant learning gains in math but 22% learning gains in ELA. In addition, both subgroups did not make achievement gains to support grade level expectations. The contributing factor to these subgroups performance in learning gains would be their participation in ESE, intervention, and tutoring throughout the year. This also had a reverse affect when it came to students leaving the classrooms for this instruction, affecting their grade level achievement.

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

The greatest decline was in science with a -9% change in achievement. Each subgroup showed decline in science achievement. Our district and teachers were issued and used new curriculum resources last school year. More support to align instruction with standards and time to become an expert on the new resources was needed. Also, our ELA and Math achievement score need to be mentioned. The data shows our focus was on helping make student learning gains but not raising all students to grade level expectations shown in our achievement levels. By focusing on learning gains, we missed the opportunity to raise achievement levels in ELA and Math.

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

Looking at the data our greatest gap compared to averages is in ELA and Math. At a glance with the district of Volusia, we fall close to the district achievement averages in ELA and Math, but we dropped in Science achievement. Our focus on learning gains, limited our opportunity to raise our achievement levels to grade level expectations.

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

Students made learning gains in both Math and ELA. There was also a small push in math achievement by subgroups compared to the previous year. ELL, Free and Reduced Lunch, Hispanic, and white students made 1-17%. ELL students making the largest jump from 32% to 49% in math achievement. Our school used ESE services, intervention and support, and additional tutoring opportunities to help students make these learning gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Student attendance and discipline data show as areas of concern.

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

1. Standards Aligned Instruction,,
2. Dedication to Small Group Instruction/Intervention
3. Collaborative Practices
4. Social-Emotional Learning
5. PBIS

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	ESSA subgroups Black/African American with a 24% in achievement and Students with Disabilities with a 15% in achievement, show need for standards-aligned instruction for ELA.
State the measureable outcome the school plans to achieve	Student achievement will increase by 3-5%.
Person responsible for monitoring outcome	Shari Goodenough (slgooden@volusia.k12.fl.us)
Evidence-based Strategy	Technology to Enhance Learning, Standards-based Instruction, IPG's, Student Engagement
Rationale for Evidence-based Strategy	Evidence shows that focusing on aligning instruction with standards will raise student achievement. Using technology and student engagement properly paired with standards aligned instruction students will increase student achievement in ELA. Using technology software gives staff the tools necessary to align instruction with the standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide training to teachers on new curriculum resources- online and paper based. 2. Teachers implement instruction and assessment strategies learned into classroom assignments and assessments using Visible Learning principles. 3. Coaches will provide feedback and support on instruction to teachers. 4. Use on-going progress monitoring data to drive future instruction. Focus on ESSA subgroups (Black/African American & Students with disabilities), intervention, enrichment, small groups, and student data chats. 5. Provide PLC time for standards-aligned lesson planning/pacing/identifying focus standards. 6. Teachers implement lessons at appropriate levels of rigor and use of manipulatives where appropriate while coaches observe and provide feedback. 7. Feedback protocol to teachers from administration on instruction. 8. Curriculum Review/Standards-alignment day. 9. Standards aligned technology subscriptions (BrainPOP, IXL, Waterford, Success Maker, and other standards aligned programs). 10. Provide times for SLT meetings to monitoring implementation, peer coaching, and feedback on student data. 11. Additional standards aligned professional learning. 12. Coaches will support and assist teachers in the creation in and implementation in using anchor charts.
Person Responsible	Shari Goodenough (slgooden@volusia.k12.fl.us)

#2	
Title	Math Lowest Quartile
Rationale	Math Lowest Quartile by subgroups showed a significant need for additional support to reach grade level expectations being at a 45%.
State the measureable outcome the school plans to achieve	Increased learning gains and proficiency on district and state assessments. Move each subgroup 5% percentage points.
Person responsible for monitoring outcome	Virginia Freeman (vafreema@volusia.k12.fl.us)
Evidence-based Strategy	Small group instruction, Managing Instructional time, student engagement, administrative walk through tools & Learning walks, IPG's
Rationale for Evidence-based Strategy	Our data indicates a need for stronger correlation between standards and instruction. Evidence shows managing instructional time, small group instruction and student engagement directly allows teachers to reach the individual needs of all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Vertical learning walks with the purpose of addressing teacher personal growth (at Forest Lake and other schools) 2. Manipulatives training and implementation. 2. Provide times at monthly SLT meetings for monitoring implementation, peer coaching, and feedback 3. Professional Learning in student engagement 4. Dave Weber training. 5. Leadership Redefined book study. 6. Continue working with PLC rubric- outline the norms and roles of each team member, encouraging collaboration. 4. Monitoring student data to create and revise tiered intervention plans 5. Mentoring for LQ students (in house) 6. Tutoring for LQ students.
Person Responsible	Virginia Freeman (vafreema@volusia.k12.fl.us)

#3

Title Science
Rationale Science dropped by 9% overall. All subgroups dropping in science.

State the measureable outcome the school plans to achieve Increased overall science achievement by 5%.

Person responsible for monitoring outcome Vicky Baldoni (vpbaldon@volusia.k12.fl.us)

Evidence-based Strategy Standards-based instruction, Student Engagement, Technology

Rationale for Evidence-based Strategy Implementing strategies to increase student engagement paired with the use of technology will increase student achievement. In addition, planning and utilizing standards-based instruction will further support positive growth in student achievement. The focus on standards-based instruction will put focus on student needs while learning the standards.

Action Step

Description ACTION STEPS:
 1. Continue to provide training on curriculum resources- online and paper based for teachers.
 2. Teachers implement instruction and assessment strategies learned into classroom assignments and assessments using Visible Learning principles.
 3. Coaches will provide feedback and support on instruction to teachers.
 4. Use on-going progress monitoring data to drive future instruction. Focus on ESSA subgroups (Black/African American & Students with disabilities), intervention, enrichment, small groups, and student data chats.
 5. Provide PLC time for standards-aligned lesson planning/pacing/identifying focus standards.
 6. Feedback protocol to teachers from administration on instruction.
 7. Curriculum Review/Standards-alignment day.
 8. Provide times for SLT meetings to monitoring implementation, peer coaching, and feedback on student data.
 9. Additional standards aligned professional learning.

Person Responsible Vicky Baldoni (vpbaldon@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Forest Lake Elementary plans to build positive relationships with stakeholders to fulfill our school's mission and support the needs of students in several ways. We plan to host PFEP – Parent Parties, summer media hours, parent liaison, professional development on family engagement, training for parents to use communication systems, and increase communication of PBIS to stakeholders. Forest Lake Elementary also plans to continue partnerships with the community to build positive relationships. One of our staff members is our Business Partner Coordinator and they are responsible for recruiting local businesses and community organizations to form partnerships with our school. These partnerships in turn provide needed support for school programs and enhance the educational program at Forest Lake. For example, student recognition programs are almost entirely funded through partnering with local business and community groups. Throughout the year, business partners are invited to participate in various school events to show support, raise awareness, and provide resources to help raise student achievement. Forest Lake Elementary also has a strong and active Parent Teacher Organization (PTO) which brings together parents, teachers, and members of the community to support our students.

PFEP Link

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

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

Forest Lake Elementary School meets students' needs through multiple strategies. The Certified School Counselor serves as the main point of contact and coordinates a wide variety of student services. In addition to providing training and assistance to faculty and staff members, the counselor directly and indirectly supports students in several ways. The counselor serves as PST co-chair, and can connect many students in need with the resources they require. Students can self-refer, or teachers may refer a student to meet with the counselor. The counselor uses the Second Step curriculum for guidance lessons. The counselor is available to meet with parents and students as needed. Additionally, anti-bullying and suicide prevention lessons are conducted at grade levels as appropriate. The classroom teacher will provide daily 15-minute SEL lessons with the support and guidance from our school counselor. The school nurse assists with services such as vision and dental care for students in need. Community partnerships provide school supplies, shoes, clothing, meals, etc. to families identified with a need.

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.

Our school supports incoming students through Kindergarten round-up, Meet the Teacher, and Staggered start. For outgoing students, we host Middle School Articulations and assemblies to help prepare students for transition into middle school. We also partner with the feeder middle and high schools throughout the school year for events and volunteer opportunities on our campus. This supports our outgoing students through mentoring and exposes them to programs/academies in other school levels.

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

The school has a leadership team consisting of the principal, assistant principal, teacher on assignment, academic coaches, academic intervention and guidance department. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success.

Curriculum and Instructional Resources include professional learning opportunities provided by our district and our school's leadership team. The District has purchased new curriculum resources and textbooks for ELA and Math. The new resources are aligned with the Florida Standards and include a wide variety of resources, student activities, and assessments. Grade-level PLCs meet weekly with Academic Coaches and administration to collaborate on analyzing student progress data, planning instruction, and developing intervention strategies. Our school are both committed to meeting the needs of our students and maximizing student achievement.

Our methodology for coordinating and supplementing funds starts with the Federal and state funds we are allocated to 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 grant process whereby staff submit funding applications which are reviewed/ approved by the SAC.

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. School Improvement funds are distributed according to state requirements for appropriate use, based on need and alignment with school improvement objectives.

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

Forest Lake Elementary also plans to continue partnerships with the community to build college and career awareness. One of our staff members is our Business Partner Coordinator and they are responsible for recruiting local businesses and community organizations to form partnerships with our school. Throughout the year, business partners are invited to participate in various school events to show support, raise awareness, and provide resources to help raise student achievement. We also partner with local middle and high schools our students will attend to advance awareness of college and careers students may be interested in for their future. For example, many of our local middle and high schools have Career Academies.

Part V: Budget

1	III.A	Areas of Focus: ELA Achievement	\$0.00
2	III.A	Areas of Focus: Math Lowest Quartile	\$0.00
3	III.A	Areas of Focus: Science	\$0.00
Total:			\$0.00