Forest Lakes Elementary School

leadership

analysis

Florida

college and career

students

mission

school improvement

family and community involvement

striving

achievement

ambitious

teaching

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learning

areas of focus

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collaboration

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supportive environment

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growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Forest Lakes Elementary School

301 PINE AVE N, Oldsmar, FL 34677

http://www.forestlks-es.pinellas.k12.fl.us

Demographics

Principal: Mike Mchugh   Start Date for this Principal: 10/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (69%) 2020-21: (61%) 2018-19: B (59%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Pinellas 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.

100% Student Success

Provide the school's vision statement.

Forest Lakes Elementary School—A Community in Pursuit of Highest Student Achievement

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Huey, Holly	Principal	Develop and monitor areas of focus for school improvement plan. Work with staff to determine strategies and action step to achieve goals set in school improvement plan. Schedule agenda items for faculty meetings, SIP meetings, priority meetings, and PLCs as well as determine needs for professional development.
McClister, Nicole	Assistant Principal	Assists principal in implementing all strategies and action steps laid out in school improvement plan.

Demographic Information

Principal start date
Wednesday 10/27/2021, Mike Mchugh

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
475

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	63	70	71	90	78	59	0	0	0	0	0	0	0	431
Attendance below 90 percent	1	16	18	19	18	18	0	0	0	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	3	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	1	1	5	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	3	6	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	4	7	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	7	10	4	1	4	0	0	0	0	0	0	0	26
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	4	1	0	0	0	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 6/20/2022

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	81	91	77	70	79	81	0	0	0	0	0	0	0	479
Attendance below 90 percent	15	20	10	9	10	14	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	2	6	5	10	0	0	0	0	0	0	0	30
Course failure in Math	0	7	2	6	5	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	81	91	77	70	79	81	0	0	0	0	0	0	0	479
Attendance below 90 percent	15	20	10	9	10	14	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	2	6	5	10	0	0	0	0	0	0	0	30
Course failure in Math	0	7	2	6	5	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%			72%			69%	54%	57%
ELA Learning Gains	69%			64%			60%	59%	58%
ELA Lowest 25th Percentile	58%			28%			39%	54%	53%
Math Achievement	70%			72%			74%	61%	63%
Math Learning Gains	81%			75%			63%	61%	62%
Math Lowest 25th Percentile	70%			47%			41%	48%	51%
Science Achievement	65%			70%			66%	53%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	56%	12%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	74%	56%	18%	58%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-68%				
05	2022					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	62%	14%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	76%	64%	12%	64%	12%
Cohort Comparison		-76%				
05	2022					
	2019	64%	60%	4%	60%	4%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	54%	7%	53%	8%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	63		43	67		33				
ELL	64	73		50	93						
BLK	56	36		47	67		18				
HSP	61	71		54	88		55				
WHT	73	70	65	77	81	67	78				
FRL	61	60	50	63	76	67	47				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	35	33		44	50		36				
ELL	35			55							
BLK	68			63							
HSP	53	47	27	62	74		50				
MUL	92			67							
WHT	78	70		78	80		78				
FRL	61	44	17	65	67		50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	33	29	35	33	33	42				
ELL	50	71		56	40						
BLK	57			71							
HSP	66	66		67	58	38	50				
MUL	88	82		88	67						
WHT	70	58	35	76	65	48	65				
FRL	60	63	52	65	55	43	64				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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 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	73
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Proficiency across grades maintained an average at 70% for both the areas of mathematics and ELA. 4th and 5th grade proficiency were above 70% in both areas. 3rd grade average around 60% in both ELA and Math. 5th grade science scores dropped 3 percentage points from the previous year.

Although overall student proficiency across grade levels maintained or increased proficiency levels when comparing the start of the year to the end of the year proficiency rates, there were significant gaps in the proficiency rates of students with disabilities when compared to the proficiency rates of students overall. This trend was noted across all grade levels and in both the areas of mathematics and ELA.

Learning gains increased in both the areas of reading and math. ELA learning gains raised 4 points and Math learning gains 7 points. Learning gains for the lowest 25 increased about 20 percentage points in math and about 30 percentage points in ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data components that demonstrate the greatest need for improvement are the ESE proficiency rates. This is true within the content areas of math, ELA, and 5th-grade science.

Additionally, 3rd grade proficiency scores across both ELA and mathematics fall approximately 10 percentage points below 4th and 5th grade.

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

Some contributing factors for 3rd grade proficiency include inconsistent progress monitoring of standards based instruction and lack of targeted ELA intervention for all students. Changes to master schedule were made to allow for additional supports during third grade intervention time in ELA. Clustering of gifted and ESE students to allow us to maximize the intervention periods for math and ELA will be in place along with administration supporting the planning of these blocks.

Some contributing factors for ESE proficiency rates include communication between ESE teachers and general education teachers. Changes to meeting schedules were made to allow more collaboration for planning and data analysis. Inconsistent progress monitoring of standards based instruction and IEP goals also contributed to lack of targeted interventions based on student needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The greatest improvement was in the area of learning gains, especially with our L25 students. Overall learning gains in ELA increased by 4 points, and 7 points in Math. Learning gains for the lowest 25 increased 20 percentage points in math and 30 percentage points in ELA.

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

Data chats with 4th and 5th grade teachers around student data and increased progress monitoring using district standard based assessments. In math, grouping students based on skill for targeted intervention increased learning gains of our L25.

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

Collaborative unit planning within teams to assure continuity of instruction for ELA and Math due to new curriculum module guides, new adopted math curriculum, and new standards. Use of standard based formative assessments in every grade level to drive whole group and small group instruction. Use of PLC to analyze data to make informed decisions about intervention/skills remediation. Increased focus on selecting a targeted intervention based on data for students who are reading below grade level. Increased focus on utilizing a portion of the math block for reteaching and enrichment.

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

PLCs will focus on providing professional development on using the data tools (reports) to analyze formative assessments. PD for primary will focus on Equipped for Reading and using ELFAC data to plan small group reading instruction. PD for intermediate ELA teachers will focus on writing small group instruction. PD for intermediate Math teachers will focus on planning for the intervention period.

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

Use of regularly scheduled curriculum meetings for PD. Use of PLC protocols for data analysis will be used after formative cycles.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA, unit assessments, etc.) collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to the complexity of the standards. Students need to be provided with standards-aligned tasks that match the rigor of the standard and instruction that utilizes effective teaching methods to support learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Proficiency in English Language Arts will increase 5% (from 70% to 75%) as measured by end of year FAST. Proficiency in Mathematics will increase 5% (from 70% to 75%) as measured by end of year FAST. Proficiency in Science will increase 5% (from 65% to 70%) as measured by SSA. Black student proficiency in reading will increase 12% (from 53% to 65%) as measured by by end of year FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Formative assessment data will be used after instructional unit/modules to assess progress. Walkthrough data will be utilized to determine progress in task alignment and use of effective teaching methods.
Person responsible for monitoring outcome:	Holly Huey (hueyh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Gain a deep understanding of the B.E.S.T. Standards/NGSSS and utilize curricular materials to create a common foundation of standards-aligned, rigorous instruction for all students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Strong core instruction aligned to state standards using curricular materials that provide rigorous tasks will provide all students with the instruction needed to be successful on standard based assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Responsible Holly Huey (hueyh@pcsb.org)

Teachers and administrators will engage in professional development on B.E.S.T. standards/NGSSS in order to understand what students are expected to master.

Person Responsible   Holly Huey (hueyh@pcsb.org)

Utilize collaborative unit planning session to make strategic decisions about implementation of the curriculum to maximize impact on student learning.

Person Responsible   Holly Huey (hueyh@pcsb.org)

Create structure for collaborative unit planning. Teachers will review unit formative assessments, calendar/map the unit, and do a deep dive into understanding the standard/benchmarks. Teams will utilize the effective planning protocols and district modules to map out instructional units.

Person Responsible   Holly Huey (hueyh@pcsb.org)

Utilize PLC data protocols to review formative assessment data. Data will be used to drive instructional planning and determine next steps.

Person Responsible   Holly Huey (hueyh@pcsb.org)

Utilize administrator walk through data to provide weekly feedback to individual teachers/teams as well as communicate and highlight effective evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible   Holly Huey (hueyh@pcsb.org)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (FSA, unit assessments, etc.) collected from the 2021-2022 school year showed students performing below grade level in ELA and Math with a lack of consistency in instructional supports provided during small group instruction. Additionally, there is a lack of consistency in providing targeted small group intervention based on individual student data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in English Language Arts will increase 5% (from 70% to 75%) as measured by end of year FAST. Proficiency in Mathematics will increase 5% (from 70% to 75%) as measured by end of year FAST. Black student proficiency in reading will increase 12% (from 53% to 65%) as measured by by end of year FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Formative assessment data will be used after instructional unit/modules to assess progress. Small group Interventions will be tracked and monitored by administrators. Data on all ESE/L25 students will be tracked by teams, including administration.
Person responsible for monitoring outcome:	Holly Huey (hueyh@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Monitor small group instruction to ensure instruction is designed and implemented according to research-based principles and aligns to student data/needs. Develop a professional learning plan that results in improved practice.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students need interventions based on their academic needs. Using assessment data to determines gaps in learning will allow us to identify a research based intervention aligned to close those gaps. Tracking data will allow us to make instructional decisions. Professional learning will be provided to allow teachers to identify new ways to reach students instructional needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize data sources (PAST, ELFAC, Word Lists) to determine instructional needs and develop small group reading plans based on data. Utilize pre and post unit assessments to determine instructional needs and develop small group math plans based on data.

Person Responsible	Holly Huey (hueyh@pcsb.org)

Provide regular structures for planning/PLCs/MTSS where teachers regularly engage in data analysis as well as develop a plan to provide needed interventions. Administration and district supports will work with teachers to align interventions to students needs/data.

Person Responsible	Holly Huey (hueyh@pcsb.org)

Utilize administrator walk through data to provide weekly feedback to individual teachers as well as communicate and highlight effective evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible   Holly Huey (hueyh@pcsb.org)

Ensure professional development is content-focused, relevant, and actionable. Utilize monthly curriculum meetings to provide professional learning in reading and math that can be directly implemented during small group instruction.

Person Responsible   Holly Huey (hueyh@pcsb.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (FSA, unit assessments, etc.) collected from the 2021-2022 school year showed students performing below grade level in English Language Arts with a lack of consistency in data-based targeted instruction. 32% of students were proficient in ELA according to 2022 FSA scores.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in English Language Arts will increase 18% (from 32% to 50%) as measured by end of the year F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ESE students growth toward proficiency will be monitored through district formative assessments and state progress monitoring. Administration will check the progress of IEP goal data through data chats with ESE and Gen Ed teachers.
Person responsible for monitoring outcome:	Nicole McClister (mcclistern@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure instructional supports are in place for all ESE students during core and intervention instruction. Ensure specially designed instruction is based on student needs/data. Enhance staff capacity through PLC/ professional development in providing interventions a strong focus on foundational skills.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using the foundational skill diagnostic tools, targeted interventions can be provided based on student's individual gaps in learning. Focus on professional learning in the development of phonemic awareness and fluent word recognition through studying the work of David Kilpatrick.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify needs through use of diagnostic tools (ELFAC, PAST) and track students needs through a data tracking tool used for all ESE and L25 students. Use data to determine instructional needs/intervention.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

PLCs/Unit planning meetings will be used to collaborate between ESE teachers and Gen Ed. Admin. Focus will be on progress in general education classroom, use of accommodations, and IEP goal progress.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

MTSS/ESE team meetings will be held once a month to look at student formative data as well as students receiving tier 2 and tier 3 interventions.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Professional development using "Equipped for Reading" will be provided for general education and ESE teachers will be provided to support providing interventions in phonemic awareness and fluent word reading.

Person Responsible	Holly Huey (hueyh@pcsb.org)

Administration and ESE Staff Developers will facilitate PLC meetings to support teachers with resources, data tracking (progress monitoring), scheduling, social skills planning, and IEP Development.

Person Responsible	Holly Huey (hueyh@pcsb.org)

#4. Positive Culture and Environment specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data collected through parent conferences, parent surveys, and PBIS Walkthrough show a lack of student recognition and communication is lacking around our school's positive behavior system.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Staff will increase the number of ways students can be recognized for following the guidelines for success and will increase positive communication home to families.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data on the recognition of students through our tier 1 plan (earned time, student of the month, positive referrals) will be tracked to determine areas of focus and/or needs for tier 2 planning. Positive communication between school and home will be tracked and celebrated amongst the staff.
Person responsible for monitoring outcome:	Nicole McClister (mcclistern@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Support the development/implementation of school-wide ownership of equitable practices within our Positive Behavior Intervention Support System that engage students and families in acknowledging and adhering to our guidelines for success. Having a strong tier 1 school wide system, students will be recognized at various levels for following the guidelines which in turn will increase motivation and reduce the need for tier 2 and 3 level supports. Positive communication will be provided to students and families to promote our tier 1 plan.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	The adapted tier 1 plan will enhance positive relationships and build and maintain a positive school culture. Emphasis being placed on our guidelines for success and what they look like around campus supports communicating high expectations for all students. A focus on using equitable practices within out tier 1 plan will allow us to provide a safe environment for all students.

used for selecting this strategy.

During preschool, PBIS overview will be provided to all staff by Administration, Behavior Specialist, and school counselor.

Person Responsible	Holly Huey (hueyh@pcsb.org)

During first month of school, School Psychologist and School Counselor will train staff in MTSS processes. Administration and Behavior Specialist will share process for behavior calls/supports.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Staff will write a classroom management plan that aligns to the school wide PBIS plan, with support from the Behavior Specialist.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Guidelines for Success will be taught for all school areas using the matrix and presentation provided during the first two weeks of school and reviewed throughout the year as needed.

Person Responsible	Holly Huey (hueyh@pcsb.org)

PBIS team will track and share referral and behavior call data each grading cycle.

Person Responsible	Holly Huey (hueyh@pcsb.org)

Increase the positive communication with families through positive referrals and direct communication (agenda, notes, emails, phone calls) from teacher. Will track data using log sheet and celebrate staff for making authentic positive communication with families.

Person Responsible	Holly Huey (hueyh@pcsb.org)

#5. Positive Culture and Environment specifically relating to Parent/Community Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school will build and sustain relationships for families and the community to be involved and support student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	increase the number of family and community engagement events throughout the school year which are focused on improving students outcomes.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Calendar of events will be shared with staff and families. Feedback on events will be tracked through surveys.
Person responsible for monitoring outcome:	Holly Huey (hueyh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Effectively communicate with families and community members about school practices. Actively involve community/business partners and families in planning school wide events. Seek input from community partners and families in school related initiatives.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	When families, school, and communities work effectively together, engagement becomes a powerful tool to improve student achievement. Through communication before, during, and after school events we can gain better insight into how to engage our students and raise academic achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Communicate with families using multiple forms (weekly updates, website, social media, flyers, agendas).

Person Responsible	Holly Huey (hueyh@pcsb.org)

Communicate with community partners (SAC, PTO, weekly messages, marquee, Family and Community Liaison) to increase their engagement in school wide events.

Person Responsible	Holly Huey (hueyh@pcsb.org)

Provide academic tools/resources for families to support student achievement through conferences and school wide events.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Utilize student services to provide families and students with resources (tools, triage supports, referrals, etc).

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Encourage parents and community partners to participate in volunteer opportunities and mentoring programs.

Person Responsible   Nicole McClister (mcclistern@pcsb.org)

Host three academic focused family nights throughout the school to engage parents and students in increasing student achievement.

Person Responsible   Holly Huey (hueyh@pcsb.org)

Host an Arts Night for every grade level throughout the year by combining music concerts with art shows to highlight the Arts and engage families in music and art standard instruction.

Person Responsible   Nicole McClister (mcclistern@pcsb.org)

#6. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Absences negatively impact student achievement in all academic areas. Chronic absences can also effect students social interactions with staff and peers. Efforts and focus on regular attendance for students will lead to improved academic and social outcomes for all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Currently 90 students have attendance below 90%. Our attendance rate was 85% for the 2021-2022 school year. We expect our attendance rate to be 90% for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Child study team (made of social worker, administration, school counselor) will meet regularly to review attendance data.
Person responsible for monitoring outcome:	Holly Huey (hueyh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strengthen the attendance problem solving process to address and support the needs of students across all tiers regularly throughout the year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The attendance problem-solving process will increase student attendance. Academic and social needs are met when students are regularly in attendance.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review attendance processes with staff and share school-wide strategies for positive attendance with staff.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Asset map attendance resources, interventions, incentives at school to support increased attendance.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Ensure attendance is taken on time and accurately daily. Implement a process for noting reasons for absences and tardies (appropriate codes).

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Develop and implement attendance incentive programs and competitions. Recognize perfect attendance each quarter on announcements.

Person Responsible	[no one identified]

Engage families and students in attendance related activities to ensure they are aware of the data and the importance of attendance. Send home flyers with information on when to stay home vs when to go to school, flyers on what is missed when absent, and individual reports on attendance when percentage is below 90%

Person Responsible	[no one identified]

Implement an attendance ambassador program for tier 2.

Person Responsible	Holly Huey (hueyh@pcsb.org)

#7. Positive Culture and Environment specifically relating to Healthy Schools

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Develop and sustain a healthy, respectful, caring, and safe learning environment for students, staff, and community members.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase the number of areas eligible for recognition throughout the year and complete action plans for the Healthy School Program.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Growth toward this goal will be measured using Healthy Schools assessment data.
Person responsible for monitoring outcome:	Nicole McClister (mcclistern@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Healthy schools promote healthy teachers, students, and staff which in turn increases student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Healthy School Action Plan will identify for areas of improvement and allow us to work toward earning additional areas of recognition in the Healthy School Program.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator & Cafeteria Manager.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Attend district-supported professional development Healthy School Team

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Complete Healthy Schools Program Assessment Healthy School Team.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Complete eligible assessment modules throughout the year. Make improvements as needed through the modules.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Apply for additional areas of recognition.

Person Responsible	Nicole McClister (mcclistern@pcsb.org)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Forest Lakes continuously strives to foster a positive school culture and environment, placing great value on the input of all stakeholders. One key factor in ensuring that all stakeholders are involved in building a positive school culture and environment is growing our parent teacher organization, student advisory committee, and developing strong community partnerships. These committees are open to all that have a desire to be involved with the school and have influence on creating a positive school culture. Open communication is another key factor in ensuring a positive school culture and environment. We encourage all stakeholders to engage in open communication with the school. We utilize email, school website, social media, marque, and school messenger to engage and distribute information, thus providing various avenues for stakeholders to communicate with the school.

We have increased our community involvement through various academic events such as, math night, literacy night, stem fairs, student concerts, and various community engagement events. We have an extensive network of community-based volunteers who work with a variety of students depending on the student need. Our guidance department has developed a peer advocate program which pairs staff members with students, so that each student has an adult advocate. We also have peer pals, a program which pairs students with autism with a typical student to create a positive school culture for all.

The Forest Lakes Elementary staff creates emotionally supportive classrooms where students feel safe to engage in academic tasks. The teachers design authentic and meaningful lessons where students are engaged and deeply invested in their learning while developing a positive attitude toward school. FLE staff members utilize affective statements that honor student's feelings, promote supportive relationships, and empower them to solve problems. Our Guidelines for Success 1. Be Safe 2. Be Respectful 3. Be Responsible guide our work on campus. Our Positive Behavior Support System aligns to the GFS and correlates with student conduct grades. Various strategies are used to recognize students who follow the Guidelines for Success. Students can participate weekly in earned time and can receive a positive office referral for regularly standing out as a model for those guidelines. Students who model the Commitment to the Character trait of the month are eligible to be honored as the monthly Character Kid. We also celebrate student excellence at the end of each grading period. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during SAC meetings. They are also evident in the affective language utilized throughout the campus.

These supports help create a safe, secure, healthy culture that encourages student success. Teachers utilize restorative practices in their class meetings, student discussions, and classroom learning to develop and maintain positive community. Students who are new to FLE are met by our School Counselor to connect with other grade level peers and to start off feeling connected from day one.

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

School Counselors and Behavior specialists are responsible for the design of the plan and communicating and training teachers to implement the plan.

The plan is communicated to families and students at the beginning of the school year by administrators, school counselor, behavior specialist and teachers.