School Improvement Plan
2015-2016

Forest Lakes Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
Forest Lakes Elementary	Karen	Aspen

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Tracy	Trenck

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Forest Lakes Elementary - A Community in Pursuit of Highest Student Achievement

SCHOOL ENVIRONMENT

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

The processes we use are lass meetings, getting to know you activities (Me Bag, Bingo, All about me posters/presentations, Back to School nights, community building activities, PEER PALS (since they act as our PMAC group).

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

The school creates an environment where students feel safe through: Schoolwide expectations Respect, Responsibility and Safety taught in classrooms to every student. Expectations are universal for all students and are the same in all common areas. SAC and PTA/PTO surveyed every year. Students are provided universal breakfast in the cafeteria each morning. Students are supervised on the court (or kindy hallway) before school. Safety patrols throughout the school to ensure student safety. Adult supervision of common areas (duty posts) before and after school.

Describe the school wide 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.

We have school-wide expectations of Respect, Responsibility, and Safety. The school-wide behavior matrix includes behavior expectations for all students in all common areas. We have a flowchart for behavior concerns.

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.

We ensure the social-emotional needs of all students through: PALS which is also our PMAC, Check in/check out, classroom guidance lessons, crisis intervention for students in need, referrals to community based services, parent/teacher conferences, coordination with student services team, Tier 2 and Tier 3 supports; PBIP and FBA.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

> We have not received data results for English/Language Arts or Math. In science, we had a 9% loss in proficiency in comparison to the previous year.

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

> $1483.24 was used to provide substitute teachers for TDEs, which enabled teachers to plan collaboratively for ELA
> $1969.20 was used to provide FSA practice tests for students.
> $775.26 was used to provide books for teacher professional development.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

> Input from SAC is taken and once the SIP is completed, SAC approves the final draft.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

> SAC meets and discusses school based topics and needs. SAC is brought up to date on new activities that happen at the school.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

> To be determined by leadership team.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ○ Yes ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

>

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Karen	Aspen	aspenk@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	15	15
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Michael	McHugh	mchughm@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	7	2
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**
INSTRUCTIONAL EMPLOYEES	

# of instructional employees: ___53___

% receiving effective rating or higher: ___100___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___100___

% certified infield, pursuant to Section 1012.2315(2), F.S.: ___100___

% ESOL endorsed: ___49.1___

% reading endorsed: ___5.7___

% with advanced degrees: ___39.6___

% National Board Certified: ___24.5___

% first-year teachers: ___3.8___

% with 1-5 years of experience: 5.7

% with 6-14 years of experience: 17

% with 15 or more years of experience: 73.6

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

We will continue to provide professional development which will keep our school high performing. This professional development provides opportunities for growth and challenge for all staff which will help retain highly qualified teachers.

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

Grade level professional learning communities (PLCs) meet once a week to collaborate, plan, and evaluate student progress. The leadership team gathers input from PLCs for important school decisions, in the form of team consensus. Teachers are recognized in faculty meetings for collaborative efforts.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The school based leadership team is responsible for managing and coordinating these efforts between all school teams as well as implementing, reviewing, and revising the School Improvement Plan and MTSS structures. Data driven processes are used to analyze behavior data and student achievement data, in order to determine needs for revision and for professional development needs.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Karen	Aspen	Principal

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Michael	McHugh	Assistant Principal
Karen	Gums	SIP Goal Manager
Janelle	Willett	School Psychologist
Therese	Christopher	School Social Worker
Stacey	Rutledge	Guidance Counselor
Suzanne	Bradford	Behavior Specialist
Kay	D'Azzo	Kindergarten Teacher
Donna	Kabot	First Grade Teacher
Amanda	Jackson	Second Grade Teacher
Colette	Alex	Third Grade Teacher
Barbara	Miller	Grade TeacherFourth
Susan	Kypriotakis	Fifth Grade Teacher
Kelly	Hendrickson	ESE Teacher

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Leadership Meetings, PLCs, Data Meetings, MTSS Support Team

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

FOCUS, EDS, FLDOE Website, Performance Matters, Data Warehouse

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

We have built capacity so PLC's are fully responsible for these processes. Professional development will continue to be presented to new staff members.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers collaborate during PLC's to ensure all teachers understand and implement Florida Common Core Standards.   Administrators monitor processes through review of minutes, meeting participation and classroom observations and feedback.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Through data chats and PLC's, it is determined what the needs are of our struggling students as well as on grade level and above grade level students. Once the needs are identified, teacher's meet in PLC's to determine what instruction is needed, if curriculum should be modified. Then instructions is provided within the intervention/enrichment times and throughout the day during instructional blocks, as needed. Students are progress monitored to make sure the correct instruction is being provided.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Intervention/Enrichment Time

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To provide specific interventions or enrichment to all students in reading and math, based on needs identified through assessment data.

Provide a description of the strategy below.

Every grade level has a specific 25 minute time for math and a specific 25 minute time for reading. During that time, all students receive specific interventions or enrichment, based on needs identified through assessment data.

How is data collected and analyzed to determine the effectiveness of this strategy?

On-going progress monitoring

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The leadership team and PLCs

INSTRUCTIONAL STRATEGY #2

Strategy Type

After School Intervention/Enrichment Groups

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To extend the school day in order to address student needs identified through assessment data.

Provide a description of the strategy below.

After school intervention and enrichment groups opportunities will be provided for students in reading, writing, math and science, based on needs identified through assessment data.

How is data collected and analyzed to determine the effectiveness of this strategy?

On-going progress monitoring

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The leadership team and PLCs

INSTRUCTIONAL STRATEGY #3

Strategy Type

Marzano Framework

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To expand and deepen teacher knowledge and practice of the Marzano Framework elements to increase student learning.

Provide a description of the strategy below.

A professional development plan will be developed, implemented and monitored by the leadership team, with continuous input and feedback from PLCs.

How is data collected and analyzed to determine the effectiveness of this strategy?

Assessments, surveys

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The leadership team.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choice for academic and social characteristics will be presented. Materials will be available, as well as pamphlets on a variety of subjects ranging from parenting skills, help with homework, students with disabilities and what to expect at a parent conference.   In fifth grade we teach the children how to:
* advocate for themselves since they will have many teachers that may not know them like elementary teachers do
* open combination locks
* organizational skills (binders, table of contents, colored folder system)
* how to self report bullying using pcs website

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

	Add Member	Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
see Part I, section E			

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT is the same membership as the MTSS school-based leadership team. Members garner input from the staff to ensure that any available monies are tied to the literacy initiatives of the school. Teachers will attend trainings that afford them the abilities to differentiate curriculum for each student based on their individual needs determined by data, teacher observation, conferring logs, and small group instruction. Teachers will have training provided by the Reading Coach if one is assigned to our school.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The LLT will develop and monitor the action steps that support our reading goal in our SIP.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
70	25	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
108	38.6	45

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	70	75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	63	70

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	45.5	50

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	23.8	25

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
9	40.9	45

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	126	70.4	75
Black/African American	10	45.5	50
Hispanic	21	42.9	45
Asian	11	64.7	70
American Indian	0	0	0
English Language Learners (ELLs)	0	0	25
Students with Disabilities (SWDs)	19	38.8	45
Economically Disadvantaged	43	47.8	55

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

To meet or exceed the state average for reading proficiency, as measured by Florida Standards Assessment.

Provide possible data sources to measure your reading goal.

Results from the Florida Standards Assessment, ELA common assessments, running records, SAT 10

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Improve instruction through collaborative planning.	Teachers will collaborate during PLC's and possibly TDE's
Action 2	**Plan to Implement Action 2**
Extend school day with after school enrichment/intervention.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 3	**Plan to Implement Action 3**
Increase comprehension skills with Lindamood Bell for ESE (VE) students.	Second VE teacher trained in Lindamood Bell. Will continue to expand use of Lindamood Bell to help VE students with visualizing and student engagement.
Action 4	**Plan to Implement Action 4**
Expand and deepen teacher knowledge and practice of the Marzano Framework elements to increase student learning.	Plan will be developed and monitored by the school leadership team with input from PLC's.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	37.1	57

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

To meet or exceed the state average for writing proficiency, as measured by Florida Standards Assessment.

Provide possible data sources to measure your writing goal.

Results from the Florida Standards Assessment, Pinellas County common assessment.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Extend school day with after school enrichment/intervention.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 2	**Plan to Implement Action 2**
Expand and deepen teacher knowledge and practice of the Marzano Framework elements to increase student learning.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85	30.5	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
95	34.1	40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	74	80

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	82	86

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	128	71.9	80
Black/African American	7	31.8	40
Hispanic	23	46.9	50
Asian	12	70.6	75
American Indian	0	0	0
English Language Learners (ELLs)	2	28.6	35
Students with Disabilities (SWDs)	18	37.5	45
Economically Disadvantaged	45	50	55

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

To meet or exceed the state average for math proficiency, as measured by Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

Results from the Florida Standards Assessment, Pinellas County common assessment.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Extend school day with after school enrichment/intervention.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 2	**Plan to Implement Action 2**
Expand and deepen teacher knowledge and practice of the Marzano Framework elements to increase student learning.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	31.5	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	32.6	38

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

To meet or exceed the state average for science proficiency, as measured by Florida Standards Assessment.

Provide possible data sources to measure your science goal.

Results from the Florida Standards Assessment, Pinellas County common assessment.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Improve instruction with science lab teacher training.	Teachers will attend and implement science lab training in grades three through five.
Action 2	Plan to Implement Action 2
Extend school day with after school enrichment/intervention.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 3	Plan to Implement Action 3
Expand and deepen teacher knowledge and practice of the Marzano Framework elements to increase student learning.	Plan will be developed and monitored by the school leadership team with input from PLC's.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.09		
Grade 1	.06		
Grade 2	.04		
Grade 3	.03		
Grade 4	.02		
Grade 5	.01		

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.06	.08	.05
Grade 1	.02	.10	.04
Grade 2	.008	.03	.05
Grade 3	.008	.04	.02
Grade 4	.006	.01	.01
Grade 5	.006	.05	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.06	.01	0
Grade 1	0	.04	.02
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.01	.01	0
Grade 1	.02	.02	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	.01	.01	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.02	.01	0
Grade 1	.02	.06	0
Grade 2	0	0	0
Grade 3	.03	.01	0
Grade 4	0	.01	0
Grade 5	0	.02	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		.01	0
Grade 1		.01	0
Grade 2		0	0
Grade 3		.01	0
Grade 4		.01	0
Grade 5		0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1	.06	.04	.02
Grade 2		.06	.02
Grade 3		no FSA scores	.03
Grade 4		no FSA scores	.05
Grade 5		no FSA scores	

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.04	.02	.01
Grade 1	.01	.02	.01
Grade 2	.01	.01	0
Grade 3	.04	0	0
Grade 4	.06	.05	.03
Grade 5	.04	.02	.01

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.12	.08	.04
Grade 1	.05	.14	.07
Grade 2	.03	.13	.06
Grade 3	.02	.11	.07
Grade 4	0	.11	.07
Grade 5	0	.02	.01

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Continue monitoring students via RTI (tier II and tier III) process and extended learning.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
To increase reading proficiency for black students to meet or exceed the state average for reading proficiency, as measured by Florida Standards Assessment. Use data to identify individual needs and provide differentiated instruction.	45.5	no FSA data	
To increase math proficiency for black students to meet or exceed the state average for math proficiency, as measured by Florida Standards Assessment. Use data to identify individual needs and provide differentiated instruction.	32	no FSA data	

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

We will continue to promote parental involvement at our school through our Family and Community Liaison and through our PTO and SAC meetings. We will hold several after school family outreach activities with an academic focus.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Important school information is shared through the School Messenger automated phone system, e-mails and our school website. Teachers communicate on a daily basis in student planners. They communicate data/testing information after each testing cycle. Teachers also hold parent conferences and communicate regularly by email and/or phone. The school partners with the Forest Lakes PTO to provide fun events for families for the purpose of increasing family involvement and student achievement.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The community involvement liaison actively establishes relationships with businesses in our community. Our guidance counselor has maintained relationships with various community agencies. fire department, oldsmar cares, pinellas support team.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation. Bronze level in 4 out of 6 of the HSP Assessment Modules		66	83

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	To expand and deepen teacher knowledge and practice of the Marzano Framework elements to increase student learning.
Topic, Focus, and Content	A professional development plan will be developed, implemented and monitored by the leadership team, with continuous input and feedback from PLCs.
Facilitator or Leader	Leadership team
Participants (e.g., Professional Learning Community, grade level, school wide)	All instructional staff
Target Dates or Schedule (e.g., professional development day, once a month)	A professional development plan will be developed, implemented and monitored by the leadership team, with continuous input and feedback from PLCs.
Strategies for Follow-Up and Monitoring	A professional development plan will be developed, implemented and monitored by the leadership team, with continuous input and feedback from PLCs.
Person Responsible for Monitoring	Principal with leadership team

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

NA

MEETING STUDENT NEEDS - 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's mission summarizes the methodology for coordinating services and programs. The mission (Forest Lakes Elementary - A Community in Pursuit of Highest Student Achievement) drives all school processes. The leadership team meets at least once a month to address needs identified through data analysis and to match those needs to all available resources. The leadership team communicates regularly with PLCs, whose members meet weekly. These small and large communities, along with our parent and business communities, continually collaborate and problem-solve with the sole purpose of ensuring highest student achievement.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	All goals
Actions/Plans	As listed under each individual goal
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	to be determined
Description of Resources	to be determined
Funding Source	SIP funds
Amount Needed	

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

<table>
<tr><td></td><td>Add Goal</td><td>Delete Goal</td></tr>
</table>

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

Repeat 3-7 for each barrier

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation