

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: LAKE FOREST ELEMENTARY
SCHOOL**

District Name: Alachua

Principal: Diane Hill

SAC Chair: Bridgette Watts

Superintendent: Dr. Dan Boyd

Date of School Board Approval:



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

At Lake Forest Elementary School, we see education as a cooperative enterprise of the school, home, and community. We strive to educate the whole child through academic, social and emotional experiences which challenge the intellectual abilities of each child in order for them to become prosperous and successful citizens for society. We must equip our children with the life skills necessary to meet the challenges of a diverse society.

It is our belief that, through effective on-going staff development, parent education, community involvement, and student engagement, we can achieve our goal of academic excellence and strength of character for the next generation.

SCHOOL PROFILE DEMOGRAPHICS

Built in 1958 and renovated in 1993, Lake Forest Elementary school has witnessed many changes in our community.

Redistricting of school attendance zones has had a major impact on the Lake Forest student population. At the beginning of the 2005-2006 school year, over half of the students at Lake Forest had not attended Lake Forest the previous year. The current student population also more mobile, with a high level of student mobility.

Lake Forest Elementary School currently serves students in pre-kindergarten through grade 5.

Approximately ninety-eight percent (98.5%) of Lake Forest students qualify for free or reduced lunch.

Eighty-two percent (82%) of Lake Forest students are African American.

Forty-eight percent (48%) of our students are served in programs for students with disabilities.

Programs for students with disabilities are provided on a continuum of services, ranging from self-contained programs to consulting services. The majority of students with disabilities are served in regular grade level classes with support from teachers certified in Exceptional Student Education.

Lake Forest serves as a multi-district center for deaf and hard of hearing students in grades pre-kindergarten through five.

Lake Forest serves pre-kindergarten students with a wide variety of disabilities.

Additionally, students identified as having an Emotional Handicap, Specific Learning Disability, and varying levels of mentally and physically handicapping conditions are served at Lake Forest in grades kindergarten through five, through both resource and self-contained settings.

Lake Forest students this year range in age from under three years of age to thirteen years of age.

Lake Forest was assigned a "B" grade by the State of Florida, earning 501 points. 495 points

are required for a "B" ranking.

Lake Forest Elementary School did not meet Adequate Yearly Progress (AYP) criteria for No Child Left Behind (NCLB) for the following sub sub-groups and all core curriculum areas:

% Meeting High Standards in Reading - 56%

% Meeting High Standards in Math – 67%

% Meeting High Standards in Writing - 84%

% Meeting High Standards in Science – 54%

% Making Learning Gains in Reading – 64%

% Making Learning Gains in Math – 56%

% of Lowest 25% Making Learning Gains in Reading – 67%

% of Lowest 25% Making Learning Gains in Math – 63%

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Not Applicable

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

The school's principal, Diane Hill, holds a B.A. degree in Physical Education, M.A. in Athletic Administration and a Specialist degree in Educational Leadership. With a total of 26 years experience in public education. 13 years as a classroom instructor, 7 years as dean of students and 7 years as an assistant principal.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

All Lake Forest teachers currently meet the "Highly Qualified" criteria of "No Child Left Behind" (NCLB).

District staff and school administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified.

Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Teachers are encouraged to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.

Mrs. Ripple, 4th grade teacher and Team Leader, has been recognized as "National Board Certified" in Elementary Education.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Lake Forest Elementary School coordinates and integrate the Title 1, Reading First, and ESE Idea Programs so that the school can meet state and NCLB requirements. Title 1 Funds are used for push-in/push-out model to provide support services for students in the lower quartile. (Reading First funds are utilized to provide a .5 reading coach in grades K-3, with district funds providing a .5 reading coach for grades 4 and 5. ESE IDEA funds are utilized to provide support for (Response to Intervention (RIT) model and to provide services for full inclusion, K-5. The Reading Leadership Team and School Inclusion Team meet monthly to coordinate services.

School Wide Improvement Model

Note: Required for Title I

A continuous improvement model (FCIM) is being utilized at Lake Forest. FCIM is an evidence-based and performance driven school-wide improvement model that encompasses the following components:

*Data disaggregation and analysis-FCIM team will lead trainings in disaggregating FCAT

data, diagnostic test data, and student work samples in order to identify instructional strategies in areas. Training will occur during pre-planning, with on-going follow-up during the year.

*Instructional Focus Calendar are being developed.

*Instructional lessons and assessments are being developed and posted on web for all teacher in the district to utilize.

*Tutorials and enrichment models are in place.

*Maintenance activities will be placed in the instructional focus calendars.

*Monitoring will occur through walk-throughs, bi-weekly leadership meeting, and coaches meeting.

*Technical assistance and support for the implementation of the FCIM model is provided by the district staff.

NCLB Public School Choice

Note: Required for Title I

Lake Forest employs a home-school liaison to facilitate communication with parents. A monthly newsletter and special bulletins keep parents informed about school events and opportunities. Conference evenings and parent workshops are held throughout the school year. Lake Forest has notified all parents of Public School Choice options available to them as required by NCLB and SINI status. All parents notifications were sent by the district thorough US Mail. In addition, two automated telephone messages were sent to families in July telling them of their choices and SES tutoring options and when to expect the mailing. The letters are attached.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Programs are provided to assist preschool children in transition from early childhood programs to local elementary school programs. Each student is assessed to determine student readiness for kindergarten within the first few weeks of the school year. The Curriculum Resource Teacher (CRT), Reading Coach, and kindergarten teachers implement the assessment, disaggregate data, and implement strategies to provide necessary readiness skills and knowledge.

Students entering Lake Forest are typically eligible for, and participate in, Head Start, Even Start, or Early Reading First programs.

Prior to the beginning of the school year, and regularly throughout the year, kindergarten parents participate in on-going parent education/ involvement activities at Lake Forest.

Transition Individual Educational Planning meetings are held for all students enrolled in the Pre-kindergarten program at Lake Forest.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Beginning teachers participate in the district's induction / professional orientation program and consult with a mentor teacher throughout the year. Experienced teachers new to our school are assigned to experienced and effective Lake Forest teachers as mentors. All teachers at Lake Forest are involved in professional mentoring groups designed to foster the exchange of ideas and opportunities for improving instruction.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Students of Lake Forest Elementary School are provided with extended learning opportunities through a variety of means, including after-school tutoring and extended school year programs. Such programs are provided each year, based on available funding.

The 21st Century is a grant program through NCLB, that is monitored by the University of Florida staff. 21st Century was moved to Lake Forest after the closing of Prairie View

Academy. 21st Century will provide tutoring, homework completion, enrichment activities, computer skills and field trips to name a few for students at Lake Forest who need extra academic services.

The Extended Day Education Program (EDEP) has time set aside for homework each day. America Reads, and Title I tutors are provided for students before, during, and/or after the school day. FCAT Explorer, school owned software programs, and other internet based programs are available in the school computer labs. We schedule parent workshops in the evening and on Saturdays to help parents learn ways to assist students in reading at home. Mentors are provided through the University of Florida and a number of community groups; Take Stock in Children program, foster grandparent program, Rockin' Readers volunteers, and other school volunteers.

The Lake Forest faculty and School Advisory Council (SAC) have approved for submission a request for waiver of SBAC policy and ACEA contract language regarding length of school/work day to extend the student day and the teacher work day by 30 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays for the 2007-2008 school year. Wednesday school and work hours would continue to follow the district wide schedule for elementary schools in order to continue to provide opportunities for program planning and staff development.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

The school's support staff meet at least quarterly with each teacher to review the progress of each student in the school. At these meetings, participants determine effectiveness of basic instruction and interventions. Recommendations are made for intervention as needed for individual students.

Informal and Formal Assessments

School staff and faculty assess students formally and informally on a continuous basis. Areas of on-going assessment focus on math, reading, & writing.

Instruments include Dibels, STAR Assessment, Reading Running Records, fluency timings, Roots Assessments, Harcourt basal assessments in math & reading, structured writing prompts, etc.

Alternative Instructional Delivery Methods

In addition to the standard curriculum classes, specialized services are provided for students with disabilities. A continuum of services ranges from self-contained classes to full inclusion with consultation services.

Trained intervention teachers are provided at the primary and intermediate grade levels for intensive intervention.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	<p>Needs are identified through the use of screening, diagnostics, progress monitoring, and outcome assessments.</p> <p>Comprehensive Needs Assessment is an on-going process at Lake Forest. These assessments include both formal and informal measures of students' reading skills.</p> <p>Administration, faculty, and the SAC regularly collect and review aggregate and disaggregated data from a variety of sources, including FCAT, Scholastic Reading Inventory (SRI), Dibels, Roots Assessment (an SFA assessment tool), writing samples, and the Harcourt Assessment Systems.</p> <p>In addition, fluency and informal reading running record data are collected and analyzed.</p> <p>The CRT, Reading Coach, Guidance Counselor, Assistant Principal, and Principal meet at least quarterly with each teacher to analyze and review student achievement data.</p>
*Objective:	Students with disabilities and 65% of the students in the lowest quartile (concurrent groups) will meet AYP goals on the spring 2008 FCAT Reading assessment.
*Strategies:	<p>Specific activities designed to meet the needs of Lake Forest students include:</p> <ul style="list-style-type: none">- Schoolwide Smart Boards for all grade level teachers to enhance reading.- Expand the implementation of the Targeted Treasure Hunts lesson planning model for all Wings reading classes- Provide intensive training for all teachers for Macmillan/McGraw Hill basal for reading instruction. (Summer 08)- Principal, Reading Coach, and Curriculum Resource Teacher participate in the Reading First Summer Reading Conference. (Summer 08)

- School Administration and faculty monitor student achievement and make placement / instructional decisions based on current data, focusing interventions on identified sub-groups and providing inclusion of handicapped students with non-handicapped peers as appropriate.

- Provide intensive intervention in reading for retained 3rd grade students using the school's research based model.

- Provide additional support for struggling learners throughout the school day, outside of the dedicated reading block. Interventions will be provided by highly qualified teachers.

- Provide extended learning opportunities (Extended School Year / After School Tutoring) for struggling learners.

- Utilize Title 1 Instructors and ESE staff to pull out 90 minute reading blocks to provide more individualize and small group reading instruction.

- Implement the Florida Continuous Improvement model (FCIM)

_Implementation of the Macmillan/McGraw Hill basal for reading instruction.

- Utilize Kagan and criss strategies to increase engagement levels.

- 65% of subgroups will show one years gain on the state assessment.

Grade level teams meet weekly to discuss curriculum and student achievement. Each quarter, these teams meet with the CRT, reading coach, guidance counselor, and principal to review the major assessment data collected to that point. Test results are collected by the CRT and plotted by class on a matrix. These matrices are shared with the principal, the reading coach, and the teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills.

The Principal meets weekly with the administrative team, including the CRT, the reading coach and the guidance counselor. The administrative team uses student achievement data to make placement decisions for each student. Principals also have regular faculty meetings during which they share school-wide student achievement data with the entire faculty.

Team leaders meet once or twice a month to discuss test scores and student progress. Curriculum portfolios are maintained for each elementary student and are passed along from one year to the next. These curriculum portfolios provide a record of student progress from one year to the next. The curriculum portfolios provide vertical teams with information needed to better align reading instruction from one grade to the next. End-of-year grade level meetings are held during which teachers discuss concerns about programs and curriculum alignment."

All student records and achievement data are reviewed. At risk

	<p>students are further assessed in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students are screened for specific strengths and weaknesses. Student placement in instructional groups is based on assessment.</p> <p>Students that score a level 1 on FCAT may be eligible for extended summer school through Title 1 funds or 21st Century Learning Community grant. Lake Forest use an inclusion model for ESE students. In self-contained or pull -out classes, ESE teachers are encouraged to use (and generally do use) the district-adopted core programs for reading.</p> <p>Programs such as Book It and Million Minutes of Reading encourage students to read independently and rewards them for their achievements.</p> <p>Lake Forest Elementary school provides at least a 90-minute uninterrupted block of time for reading instruction. School schedules are reviewed to assure compliance.</p> <p>Lake Forest includes ESE students into the regular classroom. All curriculum area teachers teach or assist in the instruction of a reading group, so all elementary teachers are familiar with strategies for teaching reading. Teachers have been and continue to be trained in CRISS strategies. CRISS training provides teachers with strategies to use for literacy in all content areas. Content area teachers emphasize vocabulary from the content area as well.</p>
<p>*Evaluation:</p>	<p>Students will be evaluated using a variety of diagnostic and summative assessment instruments, including: DIBELS, Harcourt/Trophies assessments, Fluency screenings, Scholastic Reading Inventory (SRI), and CIMS.</p>
<p>*Evidence-based Program(s):</p>	<p>The core reading program forms the base for reading instruction in all elementary schools in the district.</p> <p>Lake Forest uses the McMillan/McGraw Hill "Treasures" reading program as an instructional framework for use of the district adopted basal program..</p> <p>Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area (s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help students master skills in which they are deficient.</p> <p>Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill (s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for reading instruction, smaller group size, and/or individual tutoring.</p> <p>Educational software programs used in Alachua County Public Schools include Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are</p>

used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program.

Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.

***Professional Development:** Lake Forest provides a variety of professional development activities for teachers and staff throughout the year. Our plan includes a process for evaluating the quality of the training, monitoring the integrity of the implementation, supporting the implementation through follow-up and resources and evaluating the impact on student achievement.

Activities specific to Lake Forest include:

- monthly staff development / "component meetings" designed to support effective instructional strategies
- training in the use of classroom and individual Dibels report data
- Kagan Strategies training
- Calendar Math training
- McMillan/McGraw Hill "Treasures"
- Professional Book Study Groups

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scott Foresman Science	district provided	\$0.00
MacMillan/McGraw Hill "Treasurers"	district provided	\$0.00
		Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
Orchard	Lottery	\$200.00	
Smart Boards	Title 1	\$44,500.00	
			Total: \$44,700.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Kagan Materials	Lottery	\$1,000.00	
			Total: \$1,000.00

Other

Description of Resources	Funding Source	Available Amount	
Tutors	Title 1	\$125,000.00	
			Total: \$125,000.00

Final Total: \$170,700.00***Non-Highly**

All Lake Forest teachers currently meet the "Highly Qualified"

Qualified Instructors:	criteria of "No Child Left Behind" (NCLB). All teachers participate in on-going staff development provide by the school, district and state related to the needs of our school. Student achievement data for each teacher data is reviewed regularly and prior to annual evaluation.
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End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	<p>Needs are identified through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills. FCAT and Stanford 10 assessments, along with Harcourt basal assessments, including chapter, unit, end of book, and inventory assessments provide useful data for analysis of individual student, group, and school-wide trends and needs.</p> <p>Data are disaggregated by sub-groups and reviewed regularly, but at least at the beginning school year and quarterly there after. In addition, teachers, administration, CRT, and Math Coach analyze student work samples to detect patterns of error and to determine intervention needs.</p>
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*Objective:	<p>Students successfully compete at the highest levels nationally and internationally in math.</p> <p>68% of Lake Forest students will demonstrate proficiency (level 3 or above) on the 2009 FCAT Math test.</p>
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*Strategies:	<ul style="list-style-type: none"> • Provide a common, uninterrupted extended math period at each grade level (minimum 60 minutes) • Implement the new SFA Problems Solving Component in grades 3-5. • Provide additional support for struggling math students in grades 4 and 5 through extended learning time and smaller group instruction through the school's Title 1 program. • Monitor pacing and student achievement school-wide on at least a quarterly basis, with intervention for students falling behind. • Provide additional learning time in mathematics for students achieving in the lowest quartile at grades 3,4 & 5.
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	<ul style="list-style-type: none"> • Provide Extended School Year/Day services for struggling learners. • Provide consistent implementation of the Calendar Math program, school-wide. • Provide in-class coaching in effective math instruction. <p>* Schoolwide Smart Boards for all grade level teachers to enhance math.</p>
*Evaluation:	Progress will be assessed through FCAT Mathematics assessment, FCAT simulations, and through the district math basal testing program and (CIMS).
*Evidence-based Program(s):	Harcourt Math Activities Integrating Math and Science (AIMS) Everyday Math /Calendar Math
*Professional Development:	<ul style="list-style-type: none"> • Train all new teachers in the effective implementation of the Harcourt basal math program. • Provide ongoing math component meetings throughout the year designed to address refining implementation of basal programs and developing effective instructional practices. Topics include: Calendar Math, AIMS, pacing the curriculum, use of manipulative materials, diagnosis and remediation of math deficiencies. • Provide refresher training for experienced teachers and initial training for all new teachers in Calendar Math.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Calendar Math	Title 1	\$2,500.00	
			Total: \$2,500.00
Technology			
Description of Resources	Funding Source	Available Amount	

Smart Boards	Title 1	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$2,500.00
*Non-Highly Qualified Instructors:	All Lake Forest teachers currently meet NCLB and Florida certification requirements for "in-field" to teach their respective assignments and participate in school leveling addition, teachers participate in school based and district staff development in this area.		
<i>End of Mathematics Goal</i>			

Goal: Writing

***Note: Required for Title I**

Scroll down for school data

*Needs Assessment:	Needs Assessments activities area utilized to identify areas of deficiency or specific deficiencies that are noted as a result of valid and reliable assessments. Assessments include FCAT Writing, quarterly school-wide writing prompt assessment, and on-going teacher assessment of student work through the writing portfolio.
*Objective:	The 90% of students who score at or above proficiency level on FCAT Writing 2009 will increase by 1%.
*Strategies:	<ul style="list-style-type: none"> - Enhanced implementation of the writing component of the SFA reading program writing component at all levels. - Monitor writing prompt outcomes at least quarterly for all students. - Teachers and staff review individual student portfolios quarterly. - Implement the school's adopted writing model (Kathy Robinson format) <p>- Rubrics for writing - CRT and 4th grade teachers.</p> <p>Provide intensive intervention groups for struggling 3rd and 4th grade writers through small group instruction</p>
*Evaluation:	Progress will be assessed using FCAT Writing Assessment 2007 and analysis of student writing portfolios / samples using the school program's scoring rubric/benchmark assessments at least quarterly.
*Evidence-based Program(s):	Kathy Robinson writing program with MacMillan/McGraw Hill.
*Professional Development:	<p>Teachers will be provided training in the school-wide writing program:</p> <ul style="list-style-type: none"> - Training in effective instruction in writing for new teachers (Fall 2008). - Refresher training: Use and scoring of writing prompts using the adopted scoring rubric (Fall, 2008).

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

Kathy Robinson	Title 1 AP/Lottery	\$1,500.00	
			Total: \$1,500.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Kathy Robinson	Title 1 AP/Lottery	\$2,500.00	
			Total: \$2,500.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Final Total: \$4,000.00

End of *Writing* Goal

Goal: Science

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:	Needs assessment in Science is addressed through disaggregating FCAT Science results for each curriculum strand, classroom observation, and the Harcourt Science basal assessment.
*Objective:	The Mean Scale Score on FCAT Science 2009 for the Standard Curriculum Group will increase by 2 points over the 2008 score.
*Strategies:	<ul style="list-style-type: none">- Teachers will integrate the science, reading, and math curricula with AIMS and CRISS (Creating Independence through Student-Owned Strategies) strategies.- Teachers will use interactive, hands-on activities in order to address the variety of learning styles and provide opportunities for personalized learning.- Extended learning opportunities, designed to build background knowledge and vocabulary, will be provided for incoming 5th grade students during Extended School Year.- The school will provide a "Math and Science Lab", with accessible, centralized materials selected to encourage active student participation in hands-on activities in science and math.
*Evaluation:	Periodic progress will be monitored using the Harcourt Science basal assessment system. Outcome progress will be assessed using FCAT Science 2008.
*Evidence-based Program(s):	Harcourt Science Scholastic leveled reading series in Science AIMS
*Professional Development:	Opportunities will be provided for teachers to acquire / refine skills in AIMS and CRISS strategies. Teachers will be trained in the use of the Scholastic leveled science books. School-based grade-level training in use of "Science Lab" resources.
Budget:	

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
Scholastic Leveled Reading: Science	Title 1AP/Lottery	\$3,000.00	
			Total: \$3,000.00

Technology

Description of Resources	Funding Source	Available Amount	
Smart Boards	Title 1	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Smart Board Training	Title 1	\$1,000.00	
			Total: \$1,000.00

Other

Description of Resources	Funding Source	Available Amount	
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No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$4,000.00

*Non-Highly Qualified Instructors:	All Lake Forest teachers currently meet NCLB and Florida certification requirements for "in-field" to teach their respective assignments and participate in school level, University, and district continuing education programs
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End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	<p>Needs are identified through parent input through PTA and SAC participation, parent surveys, or other measures of parent involvement, along with input from school faculty and staff.</p> <p>Parent survey data reveal perceptions of respondents:</p> <ul style="list-style-type: none"> - faculty and staff communicate effectively with parents. - faculty and staff provide effective curriculum and instructional support for student achievement. - children benefit from parental involvement. - some parents would like more information about the school's programs and goals
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*Objective:	50% of parents of students at each grade level will participate in at least one classroom activity, parent workshop, conference, or PTA or SAC sponsored curriculum event during the 2008-2009 school year.
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*Strategies:	<ul style="list-style-type: none"> - Parent workshops will be scheduled throughout the year to inform parents regarding academic expectations at each grade level and strategies for home use to support student achievement. - The Family / Student Support Team will target struggling students for additional support through parent conferences and home visits. - School staff will support struggling students through home visits for attendance issues and academic support. - Offer parent night conferences so working parents can attend. <p>Utilize a daily planner in grades 3-5 and a daily home/school communication folder in K-2.</p> <ul style="list-style-type: none"> _ Post the quarterly newsletter and monthly activity calendar on the school's web page. - Explain the Title I School-wide project at the fall Open House and also again during the first SAC meeting in September.
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	<ul style="list-style-type: none"> - Send home Parent Involvement Plan and Compact during the first week of school. - Provide parent involvement workshops throughout the year on FCAT awareness and how to assist your child. We have planned workshops during the months of September, October and January.
* Evaluation:	Progress will be monitored through monitoring parent participation in school activities during the school year and the results of Family / Student Support Team referrals.
* Evidence-based Program(s):	MacMillan/McGraw Hill "Treasurers"
* Professional Development:	The Reading Coach, CRT and Guidance Counselor, MacMillan/McGraw Hill Reps, and District will provide training for teachers and staff.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Student Planners	AP/Lottery	\$700.00	
			Total: \$700.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	

No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
Parnet Workshops	Title 1	\$3,000.00	
			Total: \$3,000.00
			Final Total: \$3,700.00

*End of **Parental Involvement** Goal*

Goal: Return on Investment

Needs Assessment:	Lake Forest Elementary School's percentile ranking is currently 7%. The highest ROI value in the state is 40%.
Objective:	Lake Forest Elementary School's percentile ranking is currently 7%. Lake Forest's ROI percentile ranking will increase.
Strategies:	Lake Forest Elementary School's Return on Investment ranking will increase. Strategies to improve annual learning gains: *Use student data analysis results to find or construct more effective educational strategies that fit the needs of the students and staff. *Identify lowest quartile students early and provide additional assistance. *Provide strategies to parents for their student's academic improvement. *Provide technology training for parents for better use obtaining valuable information on students. *Continue to provide high quality teacher professionals and monitor it's implementation. *Strategies to lower the cost per weighted full time equivalent (FTE) student. *Reallocate school resources to better implement teaching, learning, and class-size mandates(e.g., combine teacher aide positions into a teacher position. *Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves. *Utilize school and district in-service training. *Purchase evidence-based materials and use them effectively.

Evaluation:

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI index.

*End of **Return on Investment** Goal*

ADDITIONAL GOALS

Additional Goal: Goal Statement : Students, faculty and staff will

Needs Assessment:	Needs Assessment: The School Board of Alachua County has set indoor air quality as a priority concern.
Objective:	The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan.
Strategies:	The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan.
Evaluation:	District Plan; annual report
Evidence-based Program(s):	
Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Final Total: \$0.00

End of Goal Statement : Students, faculty and staff will Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Scott Foresman Science	district provided	\$0.00
Reading	MacMillan/McGraw Hill "Treasurers"	district provided	\$0.00
Mathematics	Calendar Math	Title 1	\$2,500.00
Writing	Kathy Robinson	Title 1 AP/Lottery	\$1,500.00
Science	Scholastic Leveled Reading: Science	Title 1AP/Lottery	\$3,000.00
Parental Involvement	Student Planners	AP/Lottery	\$700.00
			Total: \$7,700.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Orchard	Lottery	\$200.00
Reading	Smart Boards	Title 1	\$44,500.00

Mathematics	Smart Boards	Title 1	\$0.00
Science	Smart Boards	Title 1	\$0.00
			Total: \$44,700.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Kagan Materials	Lottery	\$1,000.00
Writing	athy Robinson	Title 1 AP/Lottery	\$2,500.00
Science	Smart Board Training	Title 1	\$1,000.00
			Total: \$4,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tutors	Title 1	\$125,000.00
Parental Involvement	Parnet Workshops	Title 1	\$3,000.00
			Total: \$128,000.00

Final Total: \$184,900.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✗ No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

The Lake Forest Elementary School's School Advisory Council (SAC) is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F S. (school improvement)).

Comprised of the principal, instructional and non-instructional staff, parents, and community representatives, the SAC provides leadership for school improvement efforts.

School Board of Alachua County policies govern the composition, election, and functioning of individual school "School Advisory Councils" (SACs)

In addition to advising the principal about the expenditure of school funds, the Lake Forest Elementary School "School Advisory Council" allocated funds designated for Advanced Placement (AP) and School Improvement (Lottery) for purposes identified in the School Improvement Plan. In addition, the SAC advises the principal on the construction of the annual Title 1 budget for the school. Expenditures included in the School Improvement Plan for use of AP, Lottery, and Title 1 funds include staff development, extended learning opportunities, parent involvement, and purchase of instructional materials to support the schools research based instructional programs.

The SAC assists in the preparation and evaluation of the school improvement plan and the school's annual budget. The SAC collects and analyzes data through parent, community, and staff surveys, as well as analysis of student performance data.

SAC Involvement

The School Advisory Council is made up of 11 members representing instructional and non-instructional staff, parents and community members. We meet at least five times a year to discuss the implementation of our School Improvement Plan.

SAC Members

Members
1) Diane Hill, Principal
2) Beth Ripple, Teacher
3) Kay Kuhne, Teacher
4) Freddie Young, Teacher
5) Darin Jones, Teacher
6) Jertoyia Perry, Parent
7) Raymond Lee Sr., Parent
8) Sabrina Byrd, Parent
9) Charlotte Mendez, Parent
10) Bridgette Watts, Parent
11) Erika Brown, Community Member

12) Cynthia Holt, Community Member

13) Kelly Williford, Community Member

14) David Richardson, Community Member

15) Amy Roebuck, School Support Personnel

IMPLEMENTATION EVALUATION

Adequate Yearly Progress as defined by No Child Left Behind:

Reading: In addition to FCAT, students will be evaluated using a variety of diagnostic and summative assessment instruments, including: DIBELS, Harcourt/ Trophies assessments, Fluency screenings, Scholastic Reading Inventory (SRI), and Reading Roots Assessment (SFA). Teacher and school support staff meet regularly to review these data and determine necessary interventions during the school year.

Math: Progress will be assessed through FCAT Mathematics assessment, FCAT simulations, and through the district math basal testing program.

Writing: Progress will be assessed using FCAT Writing Assessment 2007 and analysis of student writing portfolios / samples using the school program's scoring rubric at least quarterly.

Science: Periodic progress will be monitored using the Harcourt Science basal assessment system. Outcome progress will be assessed using FCAT Science 2008.

Prenatal Involvement: Progress will be monitored through monitoring parent participation in school activities during the school year and the results of Family / Student Support Team referrals.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

*End of **Baseline Data Report***

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua LAKE FOREST ELEMENTARY SCHOOL 0071																		
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 163 Math: 163		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress?				NO														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading			Percent of Students below grade level in Math			Safe Harbor Math			% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N		
4	100	Y	100	Y	45	N	45	N		93	Y			NA	51	55	N	44	55	N	53	N	51	N								
E		NA		NA		NA		NA			NA			NA			NA			NA			NA									
	100	Y	100	Y	42	N	41	N		94	Y			NA	56	58	N	49	59	N	48	N	45	N								
NIC		NA		NA		NA		NA			NA			NA			NA			NA			NA									
		NA		NA		NA		NA			NA			NA			NA			NA			NA									
CAN N		NA		NA		NA		NA			NA			NA			NA			NA			NA									
DOMICALLY VANTAGED	100	Y	100	Y	44	N	44	N		93	Y			NA	52	56	N	46	56	N	53	N	51	N								
SH WAGE ERS		NA		NA		NA		NA			NA			NA			NA			NA			NA									
ENTS WITH ILITIES	99	Y	99	Y	31	N	27	N			NA			NA	63	69	N	51	73	N	48	N	32	N								

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua LAKE FOREST ELEMENTARY SCHOOL 0071																		
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 154 Math: 154		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?				YES														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading			Percent of Students below grade level in Math			Safe Harbor Math			% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N		
4	100	Y	100	Y	49	N	56	Y			NA			NA	67	58	Y	64	44	NA	51	NA	65	N								
E		NA		NA		NA		NA			NA			NA			NA	41		NA			NA									
	100	Y	100	Y	44	N	51	N	94		NA			NA	74	65	Y	70	49	Y	48	NA	62	N								

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	57%	84%	54%	251	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	56%			120	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	63% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					501	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District LAKE FOREST ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	

% Meeting High Standards (FCAT Level 3 and Above)	56%	61%	88%	54%	259	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	68%			123	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	60% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					492	
Percent Tested = 90%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Alachua School District LAKE FOREST ELEMENTARY SCHOOL 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	46%	87%	181	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

% of Students Making Learning Gains	48%	57%		105	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)			58	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				344	
Percent Tested = 97%					Percent of eligible students tested
School Grade				C	Grade based on total points, adequate progress, and % of students tested