

# **Lake Forest Elementary School**

## **Strategic Plan**

### **2013-14 through 2017-18**

**Updated March 2015**

**Cynthia Coggins, Principal**



**Greenville County Schools**  
**Greenville South Carolina**  
**Mr. W. Burke Royster, Superintendent**

**SCHOOL RENEWAL PLAN COVER PAGE**  
(Mandated Component)  
**REQUIRED-SCHOOL INFORMATION AND SIGNATURES**

**SCHOOL:** Lake Forest Elementary

**SCHOOL DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)

**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lisa Wells		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

JB Robinson		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Cindy Coggins		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL ADDRESS:**

16 Berkshire Avenue  
Greenville, SC 29615

**SCHOOL'S TELEPHONE:** (864) 355-4000

**PRINCIPAL'S E-MAIL ADDRESS:**

ccoggins@greenville.k12.sc.us

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Cindy Coggins
2. TEACHER:	Kristin Davidson
3. PARENT/GUARDIAN:	Melissa Stevens
4. COMMUNITY MEMBER:	Darien Pickens
5. SCHOOL IMPROVEMENT COUNCIL:	Kathy Taylor
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Teacher/SIC _____	<b>Matt Nocks</b>
Teacher/SIC _____	<b>Kathy Taylor</b>
AP/SIC _____	<b>Lea Watson</b>
Teacher of the Year _____	<b>Janet Conard</b>
Instructional Coach _____	<b>Andi Tilley</b>

**\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

## **ASSURANCES FOR SCHOOL PLAN**

(Mandated Component)

### **Act 135 Assurances**

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- |                   |   |
|-------------------|---|
| <u><b>X</b></u>   | <u><b>Academic Assistance, PreK–3</b></u><br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <u><b>X</b></u>   | <u><b>Academic Assistance, Grades 4–12</b></u><br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <u><b>X</b></u>   | <u><b>Parent Involvement</b></u><br>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| <u><b>X</b></u>   | <u><b>Staff Development</b></u><br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised <i>Standards for Staff Development</i> .  |
| <u><b>X</b></u>   | <u><b>Technology</b></u><br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.   |
| <u><b>N/A</b></u> | <u><b>Innovation</b></u><br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.   |
| <u><b>X</b></u>   | <u><b>Recruitment</b></u><br>The district makes special and intensive efforts to <b>recruit</b> and give <b>priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s):  |

Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X**     **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

**X**     **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**X**     **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**X**     **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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# **The Lake Forest Elementary School Portfolio Introduction**


The self-study process at Lake Forest is an on-going process that continuously reviews our goals, our progress towards meeting standards and goals, and includes involvement of school and community stakeholders. Faculty and staff members, as well as PTA and SIC members participate in the development of the mission, vision, and goals. Through a collaborative effort we have attempted to include all aspects of our school community in determining our strengths and weaknesses. Discussions are held regularly to update the stakeholders on progress and adjust goals, if necessary.

As always, our first priority is meeting the needs of our students. By maintaining this as our goal we can address student achievement, social and emotional needs, and community needs of the children enrolled at Lake Forest. The teachers are asked on a consistent basis the needs they have in their classrooms so that materials and supplies may be purchased that will provide basic necessities for the students as well as enhance the instructional process. The goals of Greenville County Schools and the South Carolina Instructional Standards are the driving forces behind the decisions we make about instruction.

At Lake Forest we are fortunate to have a strong Parent-Teacher Association as well as School Improvement Council, who, along with our business and community partners, strive to provide the students with basic school necessities as well as awards and incentives for effort and achievement. These groups work closely with the school faculty and administration to determine what students need and how best to meet these needs. This strong school-community collaboration makes Lake Forest a school working for the children.

## 2014-2015 Lake Forest Committees

### Faculty Council/Leadership

<p>Janet Allison Elena Flora Jaime Lowder Tammy Halterman Cindy Coggins Kathy Taylor</p>	<p>Courtney Cordell Chrissy Respass Melanie Kloack Kim Kimball Lea Watson Andi Tilley</p>	<p>Kristie Cox Perry Metcalf Kerry Quinn Sharon Whitesell Glenn Wile</p>
<p><b>Reading/Language Arts/Literacy</b> Julia Schemm Diana DeMao Carey Sestito Kelli Wanner Kristin Davidson April Schapps Rebekah Welborn</p>	<p><b>Math</b> Shannon Hill Margaret Pepper Adrienne Evans Phyllis Greene Michelle Phillips Ruth Fuller Melissa Smith</p>	<p><b>Science</b> Dana Rich Alex Smith Paige Oakley Charisa Graves Kate Fogleman Lori Elsner</p>
<p><b>Social Studies</b> Kay Hamilton Janet Conard Annette Llewellyn Jaimie Peters Sally Smith Jennifer Henderson Julie Bridges</p>	<p><b>CATCH</b> Ann Poe Emily Ensor Greg Gratz Claire Wooten Katie Bailey Matt Nocks Kim Kimball</p>	<p><b>Special Events</b> Tammy Sloan Amy Bryson Martha Donald Abby Robbins Kimberly Sullivan Laurie Garner Beth Robinson</p>
<p><b>Technology</b> Melanie Kloack Melody Richardson Tamar Pundys</p>		<p><b>A-Team</b> Lea Watson Mary Linder Beth Robinson Cheryl Healey-Fossum</p>



# Part I: Executive Summary

## This Section Includes:

- Instructional and Organizational Priorities
- Student Learning Needs and Desired Results
- Performance Goals
- Accomplishments and Results

The faculty and staff at Lake Forest have identified priorities for increasing our instructional and organizational effectiveness. The following is a list of our priorities for 2015-2016:

- More student and teacher time spent on instruction
- More integration of Science and Social Studies curriculum into the Language Arts curriculum
- Continued implementation of Quality Tools
- Increased focus on mastering math standards with Compass Odyssey/First in Math computer program
- Increased focus on increasing reading skills by utilizing Compass Odyssey computer program
- Increased instruction in reading with an emphasis on Balanced Literacy
- Increased instruction in technology
- Continued implementation of South Carolina State Standards

In addition to priorities for instructional and organizational effectiveness, the Lake Forest faculty, administrators, parents, students, and support staff drafted the following vision, mission and beliefs:

**Vision:** To be a community of responsible citizens and life-long learners

**Mission: *Every Mind, Heart, Child:*** The mission of Lake Forest Elementary School is to equip each child with skills to achieve his full potential and become an adaptive life-long learner and responsible citizen by providing opportunities that promote achievement and excellence through a partnership among home, school, and community.

## Beliefs about Curriculum, Instruction, and Assessment

- Education is a responsibility that involves the home, school and community.
- Students deserve to learn in a safe and caring school environment.
- The love of learning is the key to success.
- Every person deserves to be treated with respect and dignity.
- Students learn at individual rates and through a variety of learning modalities.
- Students are the focus of the educational process when they are provided with the opportunity to achieve.

Based on student achievement, Lake Forest has identified the learning needs of the students at the school. On-going improvement of test scores continues to be our highest priority. Lake Forest received a score of 88.8 out of a possible 100 points on the ESEA waiver. A letter grade of a B equates to the performance that Lake Forest exceeds the state's expectations. The objectives not met include:

1. Performance of Disabled Students in Science

Changing demographics present a challenge for Lake Forest. For the past four years there has been a steady increase in the free and/or reduced lunch population: 66.5% in 2010-2011, and 68.8% in 2011-2012. However in 2012-2013, the rate dropped to 65%. There was a slight increase in 2013-2014 to 65.4%. For the 2014-2015 school year, the rate increased to 68%. Currently, 521 students out of 846 receive free lunch. There are an additional 54 students who receive reduced lunch. The special education population at Lake Forest increased

this year. Currently there are 139 disabled students enrolled at Lake Forest. There are four self-contained classrooms. The number of families at Lake Forest who speak a language other than English is also increasing. Lake Forest currently has 226 ESOL (English as a Second Language) students.

As a result of these demographics and test scores, Lake Forest has identified the following performance goals:

1. Students will improve academic performance on Standards-based assessments in English Language Arts.
2. Students will improve academic performance on Standards-based assessments in Math.
3. Students will improve academic performance on Standards-based assessments in Science.
4. Students will improve academic performance on Standards-based assessments in Social Studies.
5. Maintain at least a 96.0% attendance rate for all students and all student subgroups from 2013-14 through 2017-18.
6. Increase the level of parent satisfaction with the school-home relations by improving communication between the home and school.
7. Provide quality professional development for all teachers in the area of Balanced Literacy.

In recognition of improved scores, in 2013, Lake Forest was awarded the “Palmetto Silver Award”. The Silver award received in 2013 was given for Closing the Achievement Gap. For 2014, the Absolute Rating was good and the Growth Rating was good. Lake Forest received the “Palmetto Silver Award” in 2012. Lake Forest also received a \$5,000 “Rescuing Recess Grant” from the National P.T.A., as well as an additional \$5,000 grant from Lowe’s Kids Toolbox program in order to build a walking track on school grounds. An anonymous donation of \$10,000 completed the funding for the track, which was finished in the spring of 2007.

**Other Accomplishments:**

Red Carpet Award (2)

SACS Accreditation

Baldrige School of Excellence

National PTA School of Parent Involvement

Dick and Tunky Riley SIC Honorable Mention

Champion Creatively Alive Children Grant Crayola Grant 2011-2012

Junior Beta Club

National Elementary Honor Society

Energy Star Award

## **Lake Forest Elementary School Profile – March 2015**

Lake Forest Elementary is one of 52 elementary schools in the Greenville County School District. Lake Forest is located near Bob Jones University and Wade Hampton Boulevard. The current building opened in the year 2000 and contains classes from four year old kindergarten to grade 5. Lake Forest also has four self-contained special education classes. Two of the special education classes house the Behavior Satellite Program, (BSP). The current enrollment is 846 students. There are 60 instructional staff members. Our present staff consists of a principal, two assistant principals, one instructional coach, one full-time and one part-time guidance counselor, a school nurse, a media specialist, a full-time media clerk, 35 classroom teachers, 7 special education teachers, (one teacher is part time,), 1 full-time interventionist, one literacy specialist, one full-time and one part-time speech therapist, a part-time Challenge teacher, three full-time and six part-time related arts teachers (art, music, physical education) and one ESOL teacher with 1 full-time ESOL assistant and 1 part-time ESOL assistant. One secretary, one full-time attendance clerk and one part-time office clerk keep our office running smoothly. Our support staff includes 20 paraprofessionals. Our cafeteria employs seven full-time workers. A custodial team of six members keeps our school operating effectively. We also house one part-time school psychologist, one special education counselor, and one part-time occupational therapist.

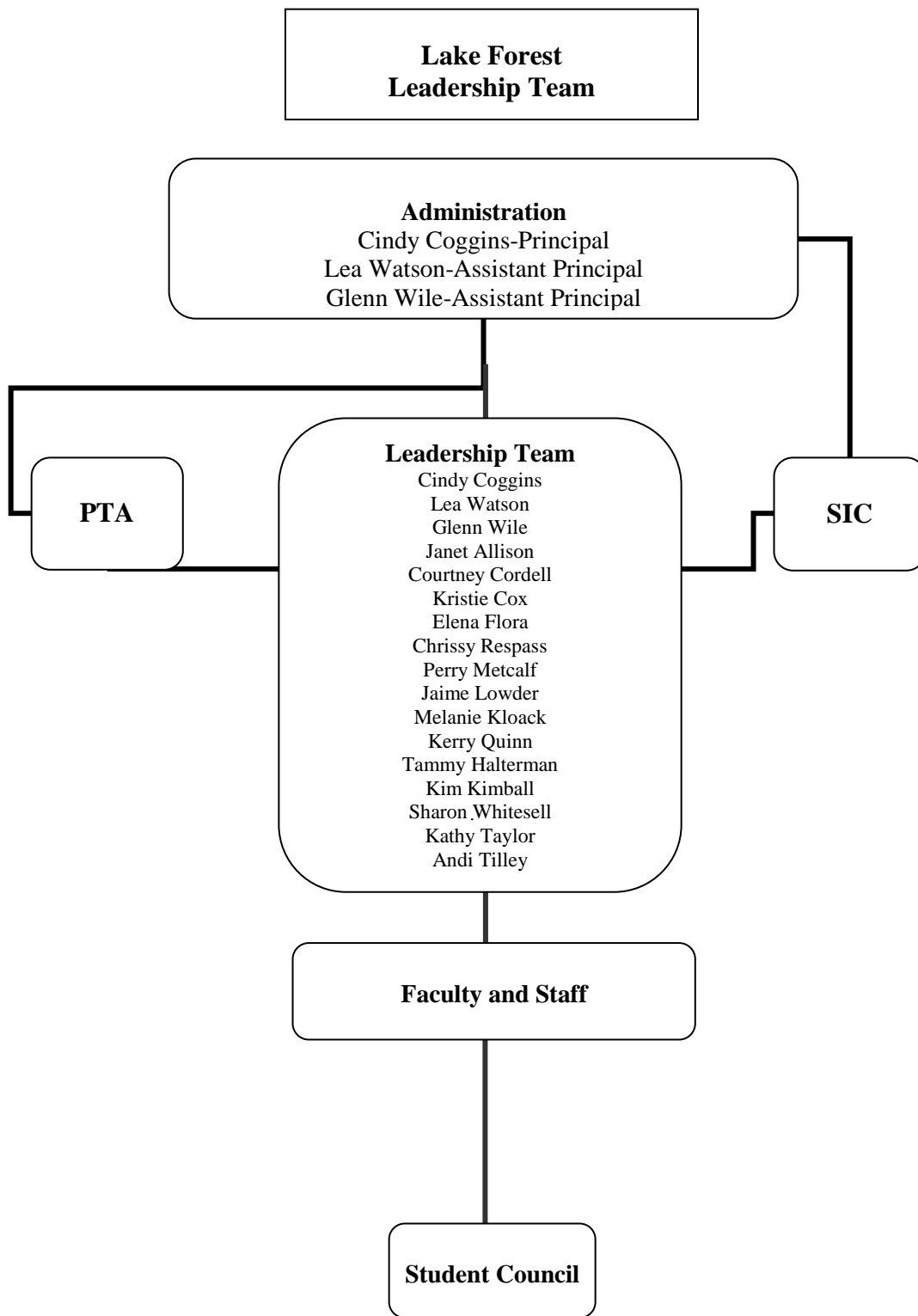
The past decade has brought many changes to Lake Forest Elementary School. In the fall of 2000-2001, when our new facility was completed, Wade Hampton Elementary School was closed and its entire student body was consolidated with Lake Forest Elementary in a new building. Our school has changed size categories, moving from a medium-sized school to a large school. Students assigned to Lake Forest now come from the former Wade Hampton community, the Lake Forest community, and several inner city areas.

### **The Community Surrounding Lake Forest Elementary School:**

Lake Forest Elementary is located near Bob Jones University and Wade Hampton Boulevard. The area around the school is mostly suburban residential, but also includes numerous apartment complexes. The area near Wade Hampton Boulevard and Bob Jones is commercial with many small businesses, restaurants, and a few larger stores such as Bi-Lo and Publix. The population is very diverse and has changed considerably over the past ten years with an influx of lower income and immigrant families. Housing in the area ranges from rental mobile home parks to luxury homes.

The Lake Forest community straddles the boundary between the City of Greenville and the town of Taylors, SC. The school is located outside of the Greenville City limits and is under Greenville County jurisdiction. Linda Leventis - Wells is currently the School Board representative for our area and is an active member of the school board. Wendy Nanney is the current area representative for the State House of Representatives.

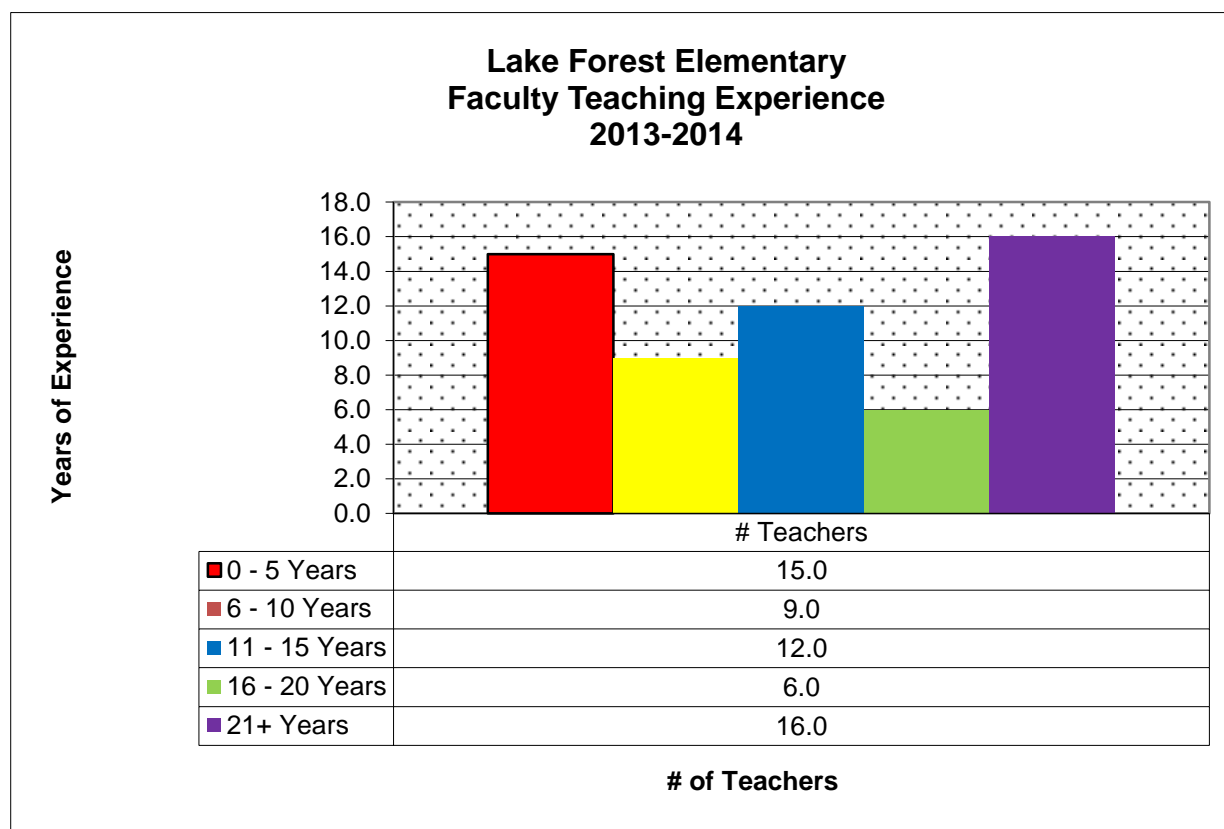
Numerous businesses and churches surround the school. Many of these establishments work as partners with the school. Edwards Road Baptist Church conducts an after school program each Tuesday called The Good News Club. Lutheran Church of Our Savior offers a low-cost Hispanic after school program as part of their Hispanic ministry. Businesses in the area work alongside the school as partners. Chuck E. Cheese, Moe's, Zaxby's, Koe's Kitchen, Chick-Fil-A, Taylors Roller Sports, and Aldersgate UMC computer donation program are just a few of the area businesses that provide fund-raising opportunities. Numerous retirees who live in the surrounding neighborhoods also work with individual students throughout the year. The community also provides support by sending home weekend meals for needy students.



## Analysis and Discussion School Personnel

The following tables illustrate the number of faculty members over time, their job titles, and their years of experience at Lake Forest.

School Year	Number of Faculty Members
2010-2011	54
2011-2012	51
2012-2013	55
2013-2014	59
2014-2015	63
<b>2014-2015 Breakdown of Total Staff</b>	
Total Faculty/Staff	102
Teachers, Administration, Instructional Coach, Psychologist	65
Assistants	20
Staff	17

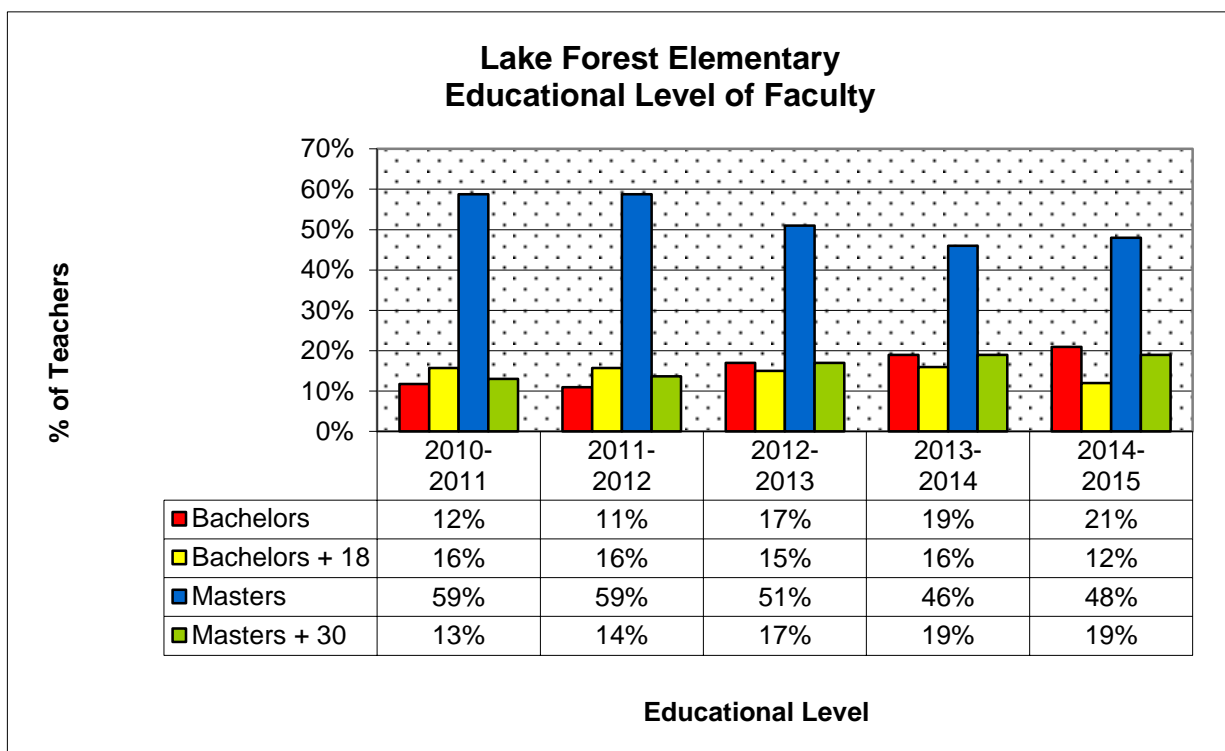


The staff at Lake Forest is predominately white and female. Of the three administrators at Lake Forest, two are white females and one is a white male. The ethnicity and gender of the faculty for the past five years is reflected in the table on this page.

**Gender and Ethnicity of the Faculty and at Lake Forest**

	Black Female	White Female	Hispanic Female	Asian/Pacific Female	Black Male	White Male
10-11	1	46	1	1	0	5
11-12	1	43	1	1	0	5
12-13	1	48	1	1	0	3
13-14	1	53	1	1	0	3
14-15	1	55	1	1	0	5

In 2014-2015, 44 (81%) hold advanced degrees, and three faculty members have acquired National Board Certification. The following chart represents the educational level of the faculty at Lake Forest for the last five years.



## Analysis and Discussion of Student Population Data

The student population at Lake Forest changes from year to year. The table below illustrates the changes in the school enrollment for the past five years as well as the Average Daily Attendance for the past four years. Student enrollment has shown a steady increase throughout the past five years. The growth is primarily a result of three factors, a rejuvenation of young families into local neighborhoods, a depressed economy forcing students from private schools to public schools, and the revitalization of an apartment / housing development that reopened within close proximity of the school. The average attendance for years 2010-2015 is 96.0%.

Lake Forest Elementary School Student Enrollment

Year	Enrollment	Average Daily Attendance	% FARMS Students
2010-2011	796	96.6%	66.5%
2011-2012	799	95.0%	68.8%
2012-2013	812	95.8%	65.0%
2013-2014	818	96.6%	65.4%
2014-2015	846	96.2%	68.0%

Based on enrollment on March 24, 2015.

There are 4 self-contained special education classes, 3 resource teachers, (two full time and one part time,) and 2 speech teachers, (one full time and one part-time,) at Lake Forest. The following table reflects the number of students who are enrolled in special education.

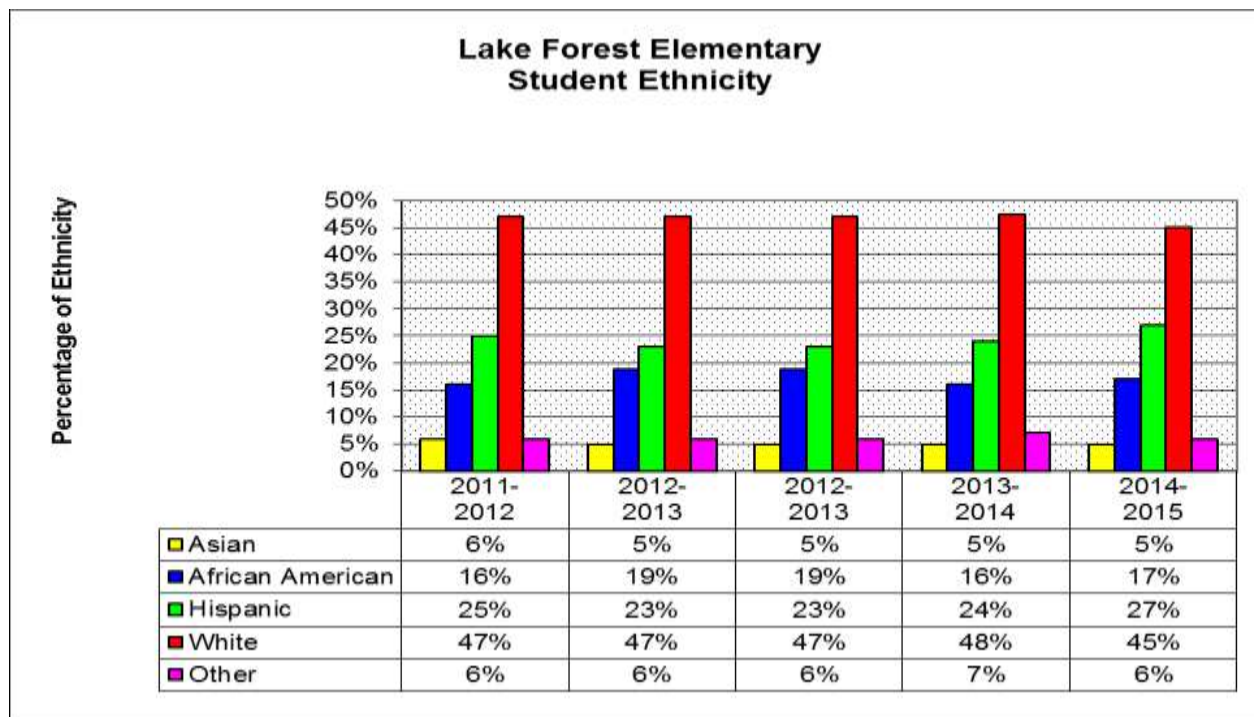
Classification of Disabled Population 2014-2015

Speech	36
LD	57
DD	16
EH	11
Autistic	6
OHI	12
EM	1

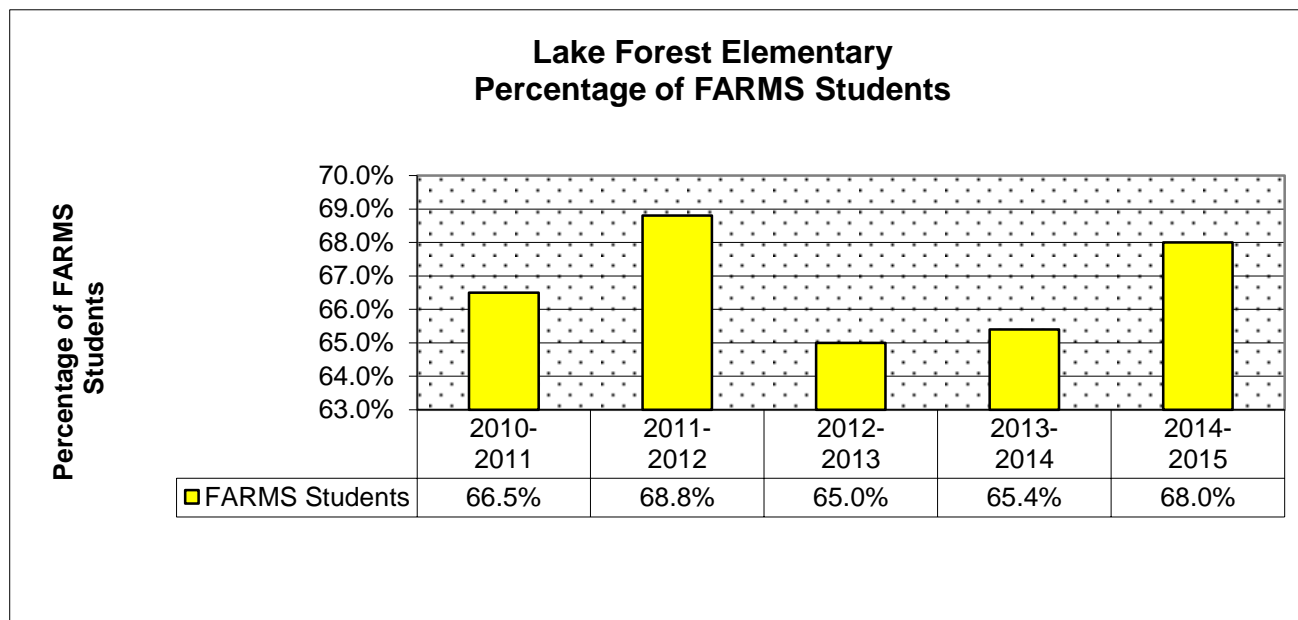
*This chart is based on the primary disability of the student. Many students receive speech services that are not included in the speech number.*

In addition, there are 52 students at Lake Forest who qualify for the Academically Gifted and Talented program. There are 8 students who qualify for the Artistically Gifted Program at The Greenville County Fine Arts Center.

Lake Forest has a diverse population, and that population has shifted over the past five years. From the figures in the chart below, we see that the percentage of all ethnic groups has relatively stayed the same over the past two years.



In addition to the population shifts in student ethnicity, Lake Forest has seen a shift in the economic status of its student population. The increase throughout the years is a result of a depressed economy resulting in more students qualifying for FARMS and the increase in enrollment.



The table below illustrates the English proficiency of the students in this school. Lake Forest ranks fifth in the school district among elementary schools as having the highest percentage of Limited English Proficient (LEP) students. As a result of this increasing number of LEP students, Lake Forest has had to adapt the curriculum to



the needs of its students. Lake Forest has 7 teachers with certification in TESOL, (Teachers of English to Speakers of Other Languages). The majority of LEP students are placed in the classes of these teachers. Additionally, there are currently 27 LEP students in our two K4 classes. Lake Forest has always recognized the special needs of LEP students. Examples of additional support that has been provided for LEP students in past years include teaming the students with tutors, placing students in classrooms with ESOL certified teachers, and placing students in classrooms with other students who speak the same language. Lake Forest is fortunate to have a full time non-classroom ESOL teacher as well as 2 teaching assistants (one of whom speaks Spanish), on the staff through Title III funds. These two paraprofessionals and certified teacher work with small groups in both pull-out and inclusion settings.

<b>English Proficiency Of Students At Lake Forest, 2010-2015</b>			
	Number of Students Who Have Exited	Number of LEP* Students	Number of English- speaking Students
2010-2011	4	232	504
2011-2012	3	228	571
2012-2013	7	210	602
2013-2014	4	206	612
2014-2015	4	226	620

*\*Limited English Proficiency*

## **Discussion of Primary Educational Models**

### **The primary academic models used at Lake Forest are listed below:**

- Fountas and Pinnell's Balanced Literacy Program for grades K-5
- High Scope Curriculum for K4
- Calendar Math
- Hands-on Science Curriculum
- Integrated Social Studies/Language Arts Curriculum
- ESOL classes for students who are not proficient in English
- Early Reading Intervention program, Response to Intervention (RtI) for K5-1<sup>st</sup> grade students performing below grade level

### **The following supplementary programs are offered to students at Lake Forest:**

- Read Across America Day – a day focused on reading and related activities
- Science Fun Day - a day of science hands-on activities and speakers for all grades
- Art Fun Day – a day of art related activities and speakers for all grades
- Field Day – a day of physical activity and competition for all grades
- Lake Forest After School Extended Care Program - a supervised program available Monday-Friday until 6:00 PM
- Field Trips – Grade levels offer standards based field trips to enrich content being studied in class i.e., Roper Mountain, The Peace Center, Charleston, Columbia, etc.
- Career Day-a day focused on possible career choices and speakers from a variety of professions

### **The following are examples of programs for providing additional academic support:**

- Assistance Team - a school committee which addresses the learning problems not resolved in the regular classroom
- School Psychologist
- Special Education Counselor
- Compass Learning software
- First in Math software
- RAZ Kids
- Reading A to Z
- Volunteer Tutors - a program coordinated with area churches and businesses which provide tutors/mentors for students needing assistance
- Leveled Literacy Intervention (LLI,) for 1<sup>st</sup> and 2<sup>nd</sup> grade ESOL students
- Reading Eggs for ESOL Students
- Lutheran Church of our Saviour Tutoring program – A daily tutoring program sponsored by an area church for Hispanic students

**Behavioral models employed at Lake Forest are listed below:**

- PBIS – Positive Behavior Intervention Supports – A school wide behavior/expectation model (implemented beginning August 2009)
- Terrific Kids - A quarterly program recognizing good citizenship, sponsored by the Kiwanis Club
- Caught Being Good – A monthly program recognizing students exemplifying Lake Forest Elementary School expectations
- Operation Get Smart - A visiting in-mate program encouraging wise decision making
- Red Ribbon Week - Activities coordinated with sister and feeder schools to prevent drug abuse

At the beginning of school year 2009-2010, Lake Forest Elementary adopted a behavior management system, Positive Behavior Intervention System (PBIS). A PBIS Leadership Team was established to set direction for the school, provide training, collect data, evaluate progress, and determine next steps. The details of the program are noted below.

**Lake Forest Leopards ROARRR - Teaching Matrix**

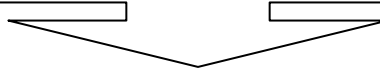
Typical Settings/ Contexts	School-Wide Rules/Expectations		
	1. Respect Yourself	2. Respect Others	3. Respect Property
Classroom	<ul style="list-style-type: none"> <li>Be prepared at the start of the lesson</li> <li>Do your best work</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands/feet/objects to yourself</li> <li>Speak and listen politely</li> <li>Work quietly</li> </ul>	<ul style="list-style-type: none"> <li>Take care of classroom property</li> <li>Clean up after yourself</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>Use table manners</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Communicate clearly and politely with cafeteria staff</li> <li>First 10 minutes of lunch are for eating</li> <li>Sit correctly in your area</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself (area, throw away trash, spills)</li> </ul>
Recess	<ul style="list-style-type: none"> <li>Play Safely</li> </ul>	<ul style="list-style-type: none"> <li>Take turns with others</li> <li>Keep hands/feet to yourself</li> <li>Display good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Use the recess equipment correctly</li> <li>Be responsible for returning all equipment</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>S &amp; Q- Straight and Quiet</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands/feet/objects to yourself</li> <li>Respect others' personal space in line</li> <li>Silent wave</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands/body off of the walls, flags, displays, and door frames</li> <li>Pick up trash</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>Use bathroom quickly and quietly</li> <li>Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Flush after use</li> </ul>	<ul style="list-style-type: none"> <li>Keep bathrooms clean</li> <li>Conserve supplies</li> </ul>
Computer Lab	<ul style="list-style-type: none"> <li>Listen and follow directions</li> <li>Stay on assigned sites/programs</li> </ul>	<ul style="list-style-type: none"> <li>Work quietly</li> </ul>	<ul style="list-style-type: none"> <li>Take care of the computer lab equipment</li> <li>Follow District Acceptable Use Policy</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Sit correctly</li> <li>Follow bus rules</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands/feet/objects to yourself</li> <li>Be respectful towards others</li> </ul>	<ul style="list-style-type: none"> <li>Take care of the bus property (seats and equipment)</li> <li>Place backpacks in designated area</li> </ul>
Arrivals and Dismissals	<ul style="list-style-type: none"> <li>Listen and follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' belongings</li> <li>Go quietly to your designated area</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your belongings</li> </ul>

# The Flow of PBIS

## Minor Incidents

**What does it look like?** Isolated incidents of: talking out, off task, out of seat, whining/crying, unprepared, forgetting expectations, kids being kids, etc.

**What do I do?** Teach, Remind, & Model. Later find the same student doing the same thing correctly and praise/acknowledge 4:1. Give a quick verbal or nonverbal reminder. Try proximity control and/or active supervision.

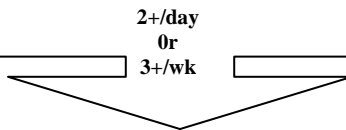


## Minor Plus Incidents

**What does it look like?** Repeated incidents of: talking out, off task, out of seat, unprepared, forgetting expectations, etc.  
**Or** Isolated incidents of: lying, cheating, bullying/fighting/hitting, refusing to follow directions, arguing, full blown tantrum, etc.

**What do I do?** Inform student of rule violation and describe the expected behavior. *For repeated incidents* use a logical consequence: move seats, 5 min. of observation instead of participation, finish homework during lunch, etc. or use bounce back.

*For isolated minor plus behaviors* use Bounce Back to give you time to think of a logical consequence and gather the facts without breaking instruction. BB also gives the student an opportunity to tell you their motivation which might be easily solved to deescalate the situation. After bounce back, fill out an incident report.



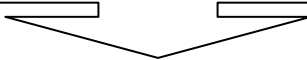
**Bounce Back** - when the student needs to be removed from instruction or from your room to deescalate the behavior and allow you to continue teaching. Bounce the student to a predetermined place in your room or to a predetermined teacher to fill out the BB reflection form.

**2+BB/day or 3+BB/wk for the SAME behavior = Incident Report**

## Major Incidents

**What does it look like?** Repeated Minor Plus Behaviors **or** Major behaviors such as spitting, biting, purposefully hitting, throwing objects, threatening, inappropriate touching, possessing a weapon, etc.

**What do I do?** Inform student of rule violation and describe the expected behavior. Complete Office referral form and send student to the office with the referral form AND other relevant documentation such as Bounce Back Reflections or Classroom Discipline Reports.



**Classroom Discipline Incident Reports** – repeated Minor Plus ... The teacher must complete **three** of these accompanied by phone calls or notes to parents BEFORE referring to the office. For Major behaviors ... The teacher must complete one of these BEFORE sending to the office. Remember this number is written on the incident report so the parents know ahead of time.

**2+IR/day or 3+IR/wk for the SAME Minor Plus behavior = Office Referral**

## Office Referral

All office referrals are entered into the Incident Management System, (IMS). This program is being used by the district and the State Department of Education.

**Extracurricular Programs at Lake Forest include the following:**

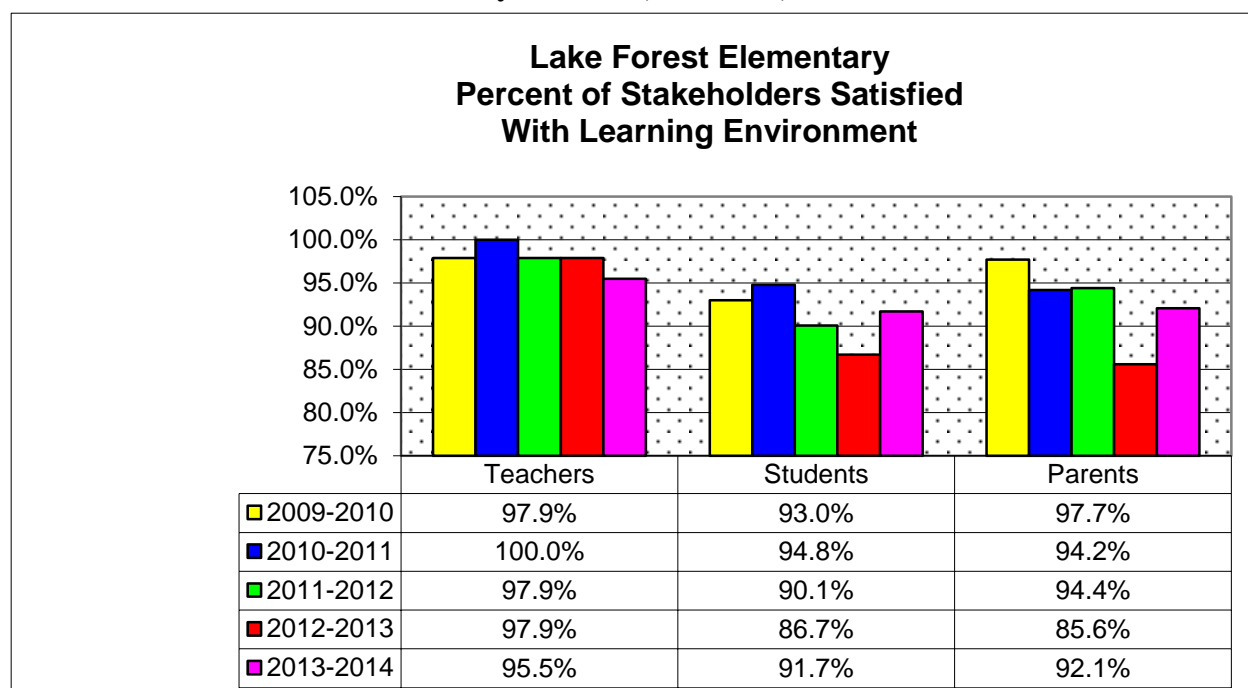
- Chorus for 4<sup>th</sup> and 5<sup>th</sup> graders
- Safety Patrols for 5<sup>th</sup> grade students
- School Store - a student-operated store open before school
- Student Council
- School - wide recycling program
- LFTV (Lake Forest TV)-morning news show aired daily via closed circuit television written, anchored, and filmed by 4<sup>th</sup> and 5<sup>th</sup> graders
- Library/Computer Helpers
- Office Helpers
- Good News Club (Sponsored by a local church, after school)
- Junior Beta Club
- National Elementary Honor Society
- Run Club
- Sports Club

**Results of School Surveys, 2010-2014**

Each year, the South Carolina Department of Education administers 3 surveys which are published on The School Report Card. Teachers, parents, and students are surveyed. The results of these surveys are tabulated on the following pages.

<b>Number of Surveys Completed</b>			
	Teachers	Students	Parents
2010	47	100	45
2011	42	116	74
2012	48	121	95
2013	48	105	83
2014	44	120	88

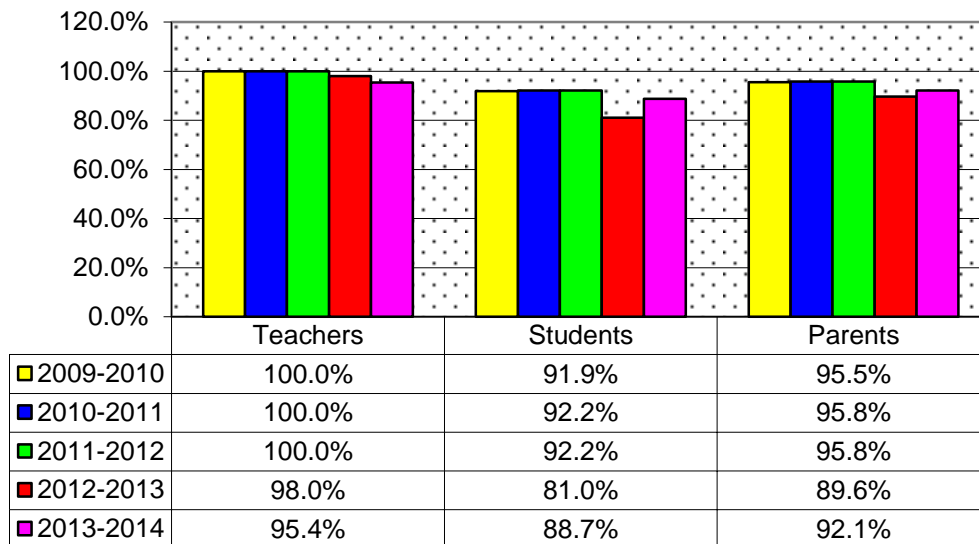
## Evaluations by Teachers, Students, and Parents



### Patterns and Trends with Learning Environment:

Of the stakeholders involved in the survey, the group which reflected the highest level of satisfaction with the learning environment was teachers. After reflecting on these trends, parents commented that too much emphasis was put on standardized testing, and that students felt too pressured due to this emphasis. Teachers commented that due to the declining economy and the increasing numbers of non-English-speaking parents, students received less help at home. In addition, parents and teachers felt that there were gaps in the academic requirements of the standards between certain grade levels, making the transition from one grade to the next difficult. In 2009, the student stakeholders had the lowest satisfaction rating of the three groups surveyed. For the 2010 school year, teachers and students ratings increased while the parents showed a decline of 3.5%. The increase among the two groups of stakeholders can be attributed to vertical planning between grade level teachers, increased communication between home and school regarding preparing students for school, assisting with homework, and test taking skills, and an increase in the level of teachers' abilities to work with the LEP student and family. A decline in parents and students being satisfied with the learning environment can be seen in 2012. Results for the 2013-2014 school year show that 95.5% of the teachers believe there has been a decrease in learning environment. Parents and students both had increases in their satisfaction rate for learning environment.

### Lake Forest Elementary Percent of Stakeholders Satisfied With Social, Physical Environment



#### Patterns and Trends with Social and Physical Environment:

Over the past five years a number of items have been addressed to increase the satisfaction among all stakeholders with the social and physical environment of the school. In an effort to reduce the frequencies of illness both among staff and students, hand sanitizers were installed throughout the building. At various points in time throughout the five years, parents commented that the lack of playground equipment and that the lack of grass on the playground were both areas for improvement. During the summer of 2009, the maintenance staff of the school worked to revitalize the school's butterfly garden in an effort to increase "green" space for the students. With a focus on increasing satisfaction with the social and physical environment of the school, there has been a steady increase in the satisfaction rating of both the teachers and parents.

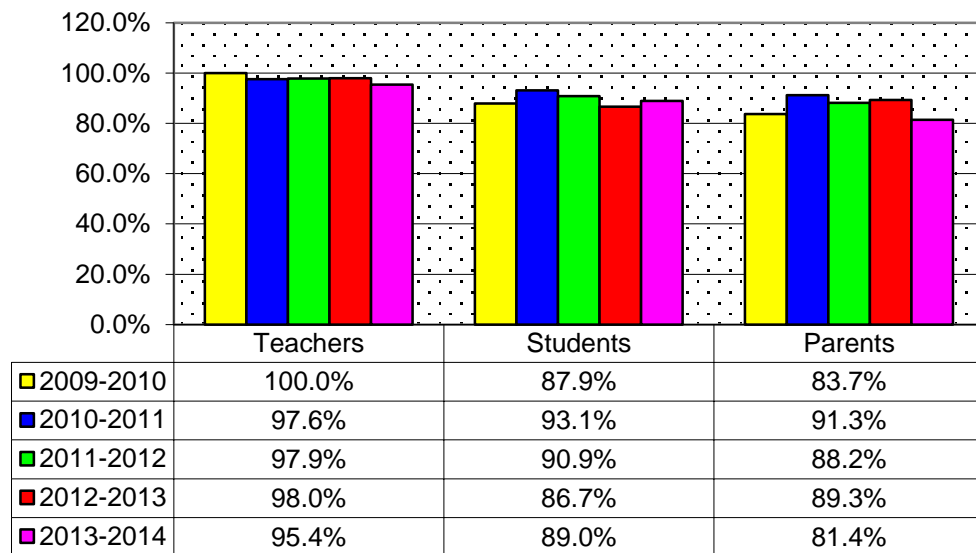
From 2009 to 2010 parents and students showed a slight increase in satisfaction. As a result of school population growth, class sizes became larger. On the survey, students indicated the larger class sizes resulted in less individual attention by teachers for each student. During the school year 2009-2010, the school adopted a new behavior management system, moving from individual class expectations to a school wide Positive Behavior Intervention System (PBIS). While the PBIS system did not directly address the increased class sizes, it did create change among the student body by holding students more accountable for behaviors and increasing teachers' abilities to spend quality time with individual students.

For the 2010-2011 school year, teachers remained at 100%, while both parents and students showed a slight increase in patterns and trends with social and physical environment. Results for 2011-2012, show a decrease in both teachers and parents that are satisfied with the social/physical environment. In 2012-2013 there was a decrease in percentages for all stakeholders.

For the 2013-2014 school year, parent and student satisfaction showed an increased. Teachers showed a decline with satisfaction in the social and physical environments.



### Lake Forest Elementary Percent of Stakeholders Satisfied With School / Home Relations



#### **Patterns and Trends with School / Home Relations:**

Over the past five years there has been fluctuation in the satisfaction rating between school and home relations. Several factors were noted to attribute to the fluctuating rate. Parent volunteers declined due to the declining economy and the fact that many mothers now work outside the home. Teachers reflected that students receive less academic support at home. During the 2009-2010 school year there was a significant increase in the satisfaction among the students and teachers. This increase was attributed to the increased efforts on the part of the staff and PTA to improve communication between the home and school. Examples of these efforts included the use of email, the school messenger system, the school and class web pages, daily red communication folders, and the PTA newsletter. Other activities that have increased parent involvement in the school include student performances at PTA meetings and PTA dinners, both of which have been very successful. During the past five years, Lake Forest has had a high turnover rate. Teachers indicated that with this high turnover rate it was difficult to establish an on-going relationship with transient parents. Survey results for the 2010-2011 school year show a decline in teacher percentage rate. Parents and students both show an increase in patterns and trends with school/home relations. The most significant change in the 2011-2012 school year can be found in the parent category. Parent satisfaction dropped 10.8% from the previous year. An improvement can be seen with the teachers and parents in the overall percentage. However, students show a decrease of 4.2% in 2012-2013.

When looking at the results for 2013-2014, both teacher and parents show a decline in their satisfaction with home/school relations. The students percentage rate had a slight increase for this year.

## Priorities for Building and Strengthening Organizational Capacity for Effectiveness

Based on PAS-T and classroom observations, the following priorities for instructional effectiveness were established:

- More instructional time spent on core academic subjects-reading, language, and math
- More integration of Science and Social Studies into the Language Arts curriculum
- Continued implementation of South Carolina State Standards
- Continued implementation of Quality Tools
- Inclusion of technology in the classroom

Instructional Priority	Measured By
<p>More student and teacher time spent on task</p> <ul style="list-style-type: none"> <li>• Use MAP RIT scores to differentiate instruction.</li> <li>• Balanced Literacy</li> <li>• Reading Eggs program for ESOL students</li> </ul>	<ul style="list-style-type: none"> <li>• Rosters with MAP scores will be maintained for each testing session. Checking lesson plans for evidence of differentiation.</li> <li>• Lesson plans and classroom observations</li> <li>• Classroom observations and data</li> </ul>
Instructional Priority	Measured By
<p>More integration of Science and Social Studies into Language Arts</p> <ul style="list-style-type: none"> <li>• All teachers will have completed Learning Focus Training.</li> <li>• All teachers will have completed Balanced Literacy training.</li> <li>• Teachers will plan units of instruction in the Learning Focus format.</li> <li>• Historical fiction and non-fiction trade books will be used in Language Arts classes.</li> <li>• District assessments will be used for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development Logs will be available on Portal</li> <li>• Units will be outlined in lesson plans.</li> <li>• Lesson plans will list the books used in classrooms.</li> <li>• Rubrics, unit tests, and other forms of assessment will be included in teacher's unit plans.</li> </ul>
Instructional Priority	Measured By
<p>Continued implementation of Quality Tools</p> <ul style="list-style-type: none"> <li>• Implement student-led conferences</li> <li>• Data centers displayed in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Tools up-dates will be communicated through email.</li> <li>• Teachers will maintain conference logs reflecting the number of conferences.</li> <li>• Teachers will use the PDSA process to assist student in setting goals, establishing instructional strategies, and evaluating next steps. Teachers and students will maintain goal statements throughout the year.</li> </ul>

## **Mission, Vision, and Beliefs**

Lake Forest faculty, administrators, parents, students, and support staff drafted the following vision, mission and beliefs:

**Vision:** To be a community of responsible citizens and life-long learners

**Mission: *Every Mind, Heart, Child:*** The mission of Lake Forest Elementary School is to equip each child with skills to achieve his full potential and become an adaptive life-long learner and responsible citizen by providing opportunities that promote achievement and excellence through a partnership among home, school, and community.

### **Beliefs about Curriculum, Instruction, and Assessment**

- Education is a responsibility that involves the home, school and community.
- Students deserve to learn in a safe and caring school environment.
- The love of learning is the key to success.
- Every person deserves to be treated with respect and dignity.
- Students learn at individual rates and through a variety of learning modalities.
- Students are the focus of the educational process when they are provided with the opportunity to achieve.

## **Part III: Student Achievement**

### **Beliefs about Curriculum, Instruction, and Assessment**

#### **School Core Beliefs:**

- Education is a responsibility that involves the home, school and community.
- Students deserve to learn in a safe and caring school environment.
- The love of learning is the key to success.
- Every person deserves to be treated with respect and dignity.
- Students learn at individual rates and through a variety of learning modalities.
- Students are the focus of the educational process when they are provided with the opportunity to achieve.

#### **Curriculum must**

- Address national, state, and district standards
- Meet the high expectations for accountability set forth by the community
- Utilize current technologies
- Offer learning experiences that address the individual needs and abilities of students
- Correlate classroom activities with real world situations
- Integrate a multi-cultural approach to learning

#### **Instruction must**

- Be based on current educational research
- Address the needs of all students
- Be sequential
- Provide ample opportunities for review, remediation, and enrichment
- Incorporate a wide variety of resources
- Actively involve students in their learning
- Teach to higher-level thinking skills
- Provide opportunities for students to prepare for standardized tests
- Be differentiated in content, process, assignment, and learning environment

#### **Assessment should**

- Be ongoing and continuous
- Be both formative and summative
- Include norm-referenced tests
- Determine instructional needs
- Include authentic assessment techniques

## **Instructional Strategies**

The vision of Lake Forest is based on data collected from a number of sources. The team reviewed the beliefs and mission statement, the most recent test data and demographics, and the Education Plan set forth by the School District of Greenville County. In addition, South Carolina Curriculum Standards for Student Learning, Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act (NCLB) and data provided by teacher, parent, and student surveys were reviewed.

As our student population has changed during the last fifteen years, so have the needs of the students. The rise in the number of students on free and reduced meals (FARMS) and students who speak English as a second language (ESOL) has had an impact on all aspects of our school. Teachers have focused on language development in all classes and have seen a need to communicate differently with non-English-speaking parents.

This shift in demographics, in addition to impacting our test scores, has necessitated the implementation of intervention strategies. There are 7 teachers with a degree in TESOL, (Teachers of English to Speakers of Other Languages). We have 1 non-homeroom ESOL teacher and 2 ESOL teaching assistants on the staff to assist with both students and parents.

We are currently revising the way we communicate with parents in an effort to facilitate communication between the home and school. We are translating messages/announcements into languages other than English and providing interpreters for parent conferences.

In an effort to increase the students' ability to communicate through a multi-media approach, reading and writing are taught across the curriculum at all grade levels. Lake Forest has implemented Balanced Literacy in kindergarten through fifth grade. Balanced Literacy is made up of several components. Students are benchmarked to find their instructional reading level. Groups are created based on the benchmarking level. Students are instructed in a balanced literacy group, based on their level. The groups are fluid and students can be moved as their reading ability improves. Writing, Working with Words and Self-Selected Reading are also still in place. Teachers may still use the Star Reading Assessment Program as another form of data to help meet the needs of the students. Kindergarten and First Grade students that qualify receive Response to Intervention (RtI,) services. Kindergarten students receive services in their individual classrooms. A reading interventionist works with at-risk first grade students. For the 2014-2015 school year, each school was allotted a reading/literacy position to help support our efforts with reading/literacy achievement.

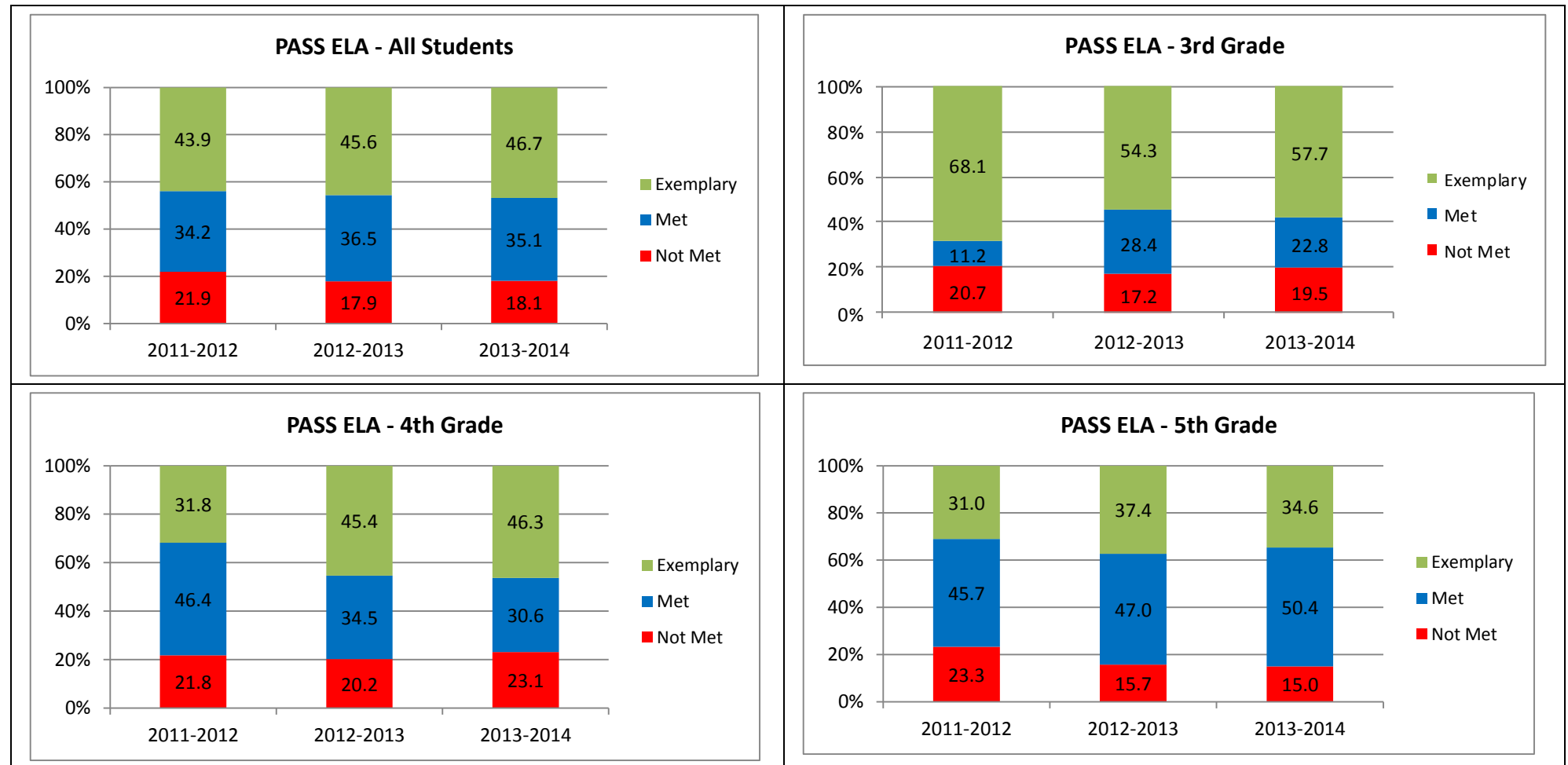
In 2015-2016, the faculty will continue Balanced Literacy training as part of a district wide initiative.

The math and science curricula are structured to promote higher-level thinking and reasoning as well as problem solving. Math is currently being taught using the Greenville County Math Curriculum Guide, South Carolina State Standards, and the McMillan Math series. Math instruction is supplemented with the use of manipulatives, Compass Learning software, First in Math, and Every Day Counts Calendar Math in grades K-5. The science program at Lake Forest includes using science kits provided by the district, AIMS science lessons, hands-on science lessons, and use of the science lab to conduct experiments.

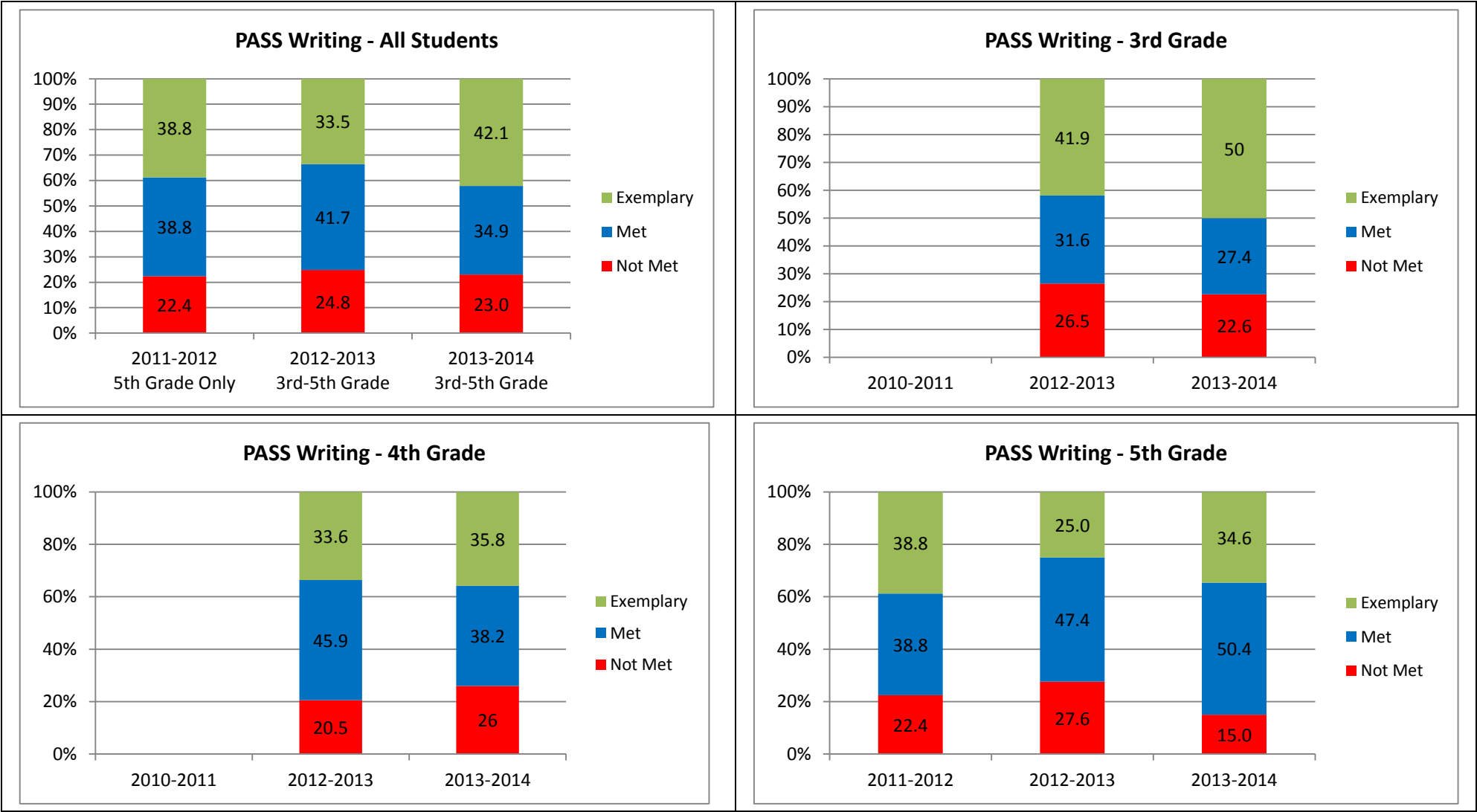
## Disaggregated Achievement Results of Students-Results of Student PASS Testing

The following graphs reflect the results of standardized testing at Lake Forest. PASS (Palmetto Assessment of State Standards Test) scores are available for the 2011-2012 through 2013-2014 school years in English-Language Arts (ELA), Writing, Math, Science and Social Studies.

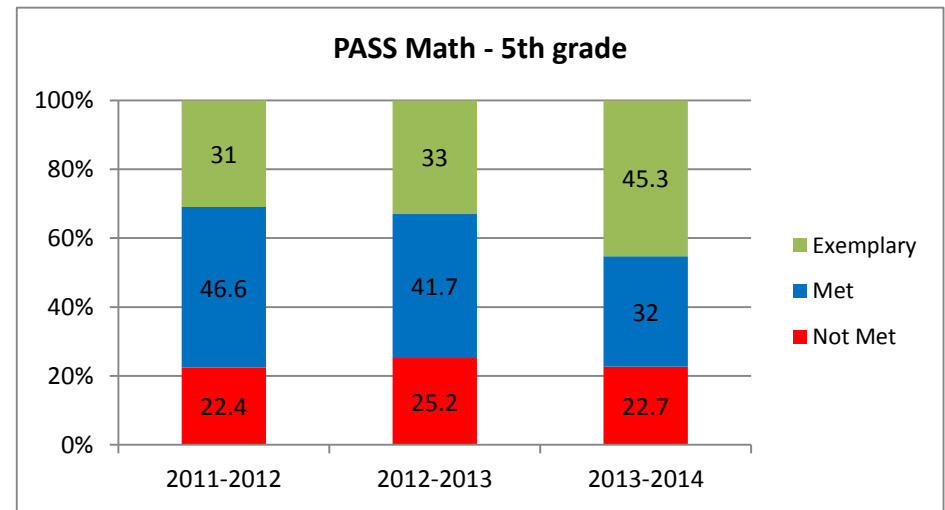
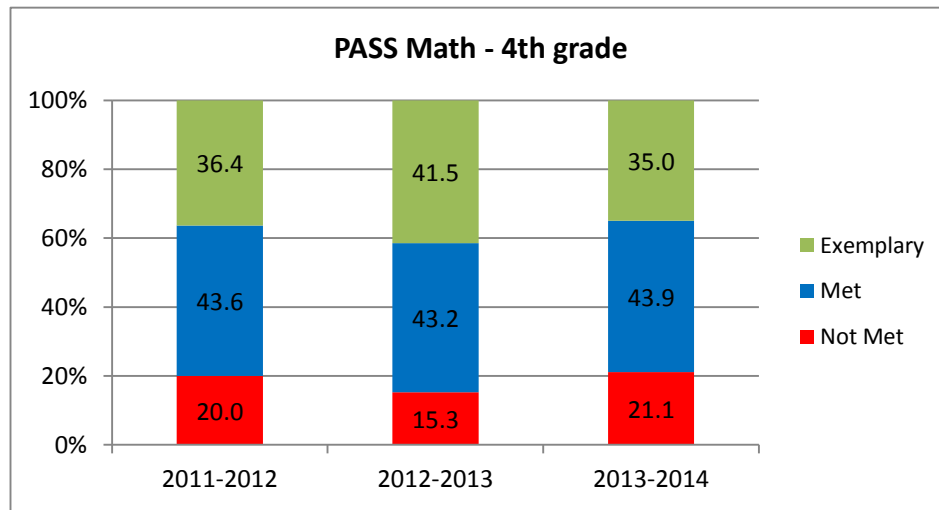
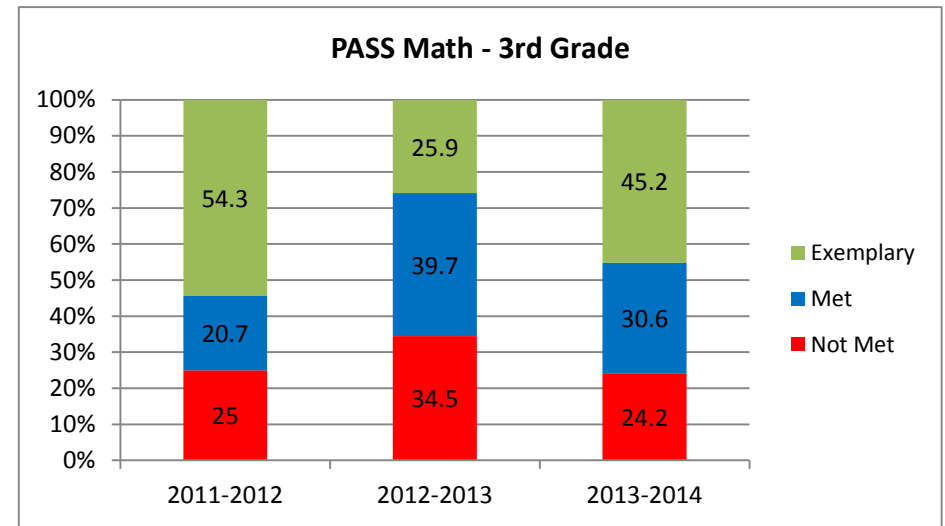
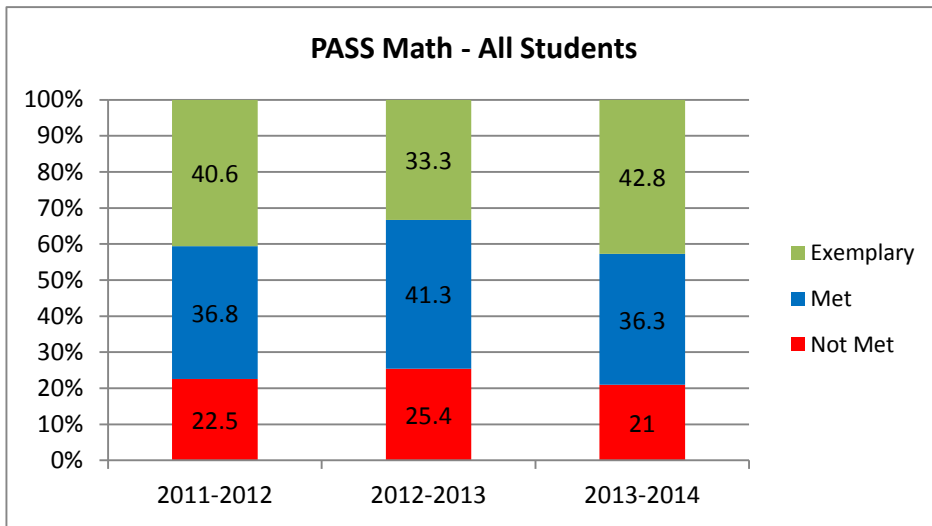
ELA test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level.



Writing test scores for the entire student body are illustrated in the following graph. Only 5<sup>th</sup> grade students were tested in the 2011-2012 school year.

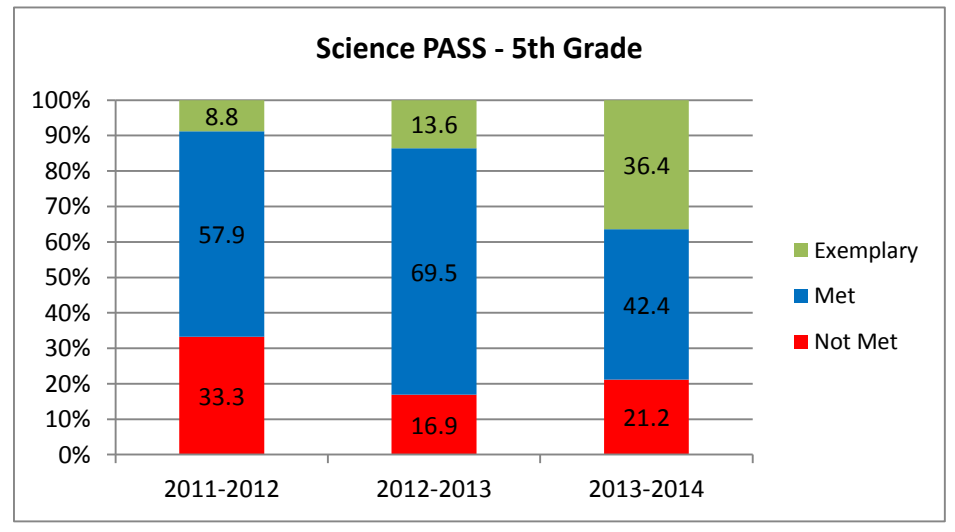
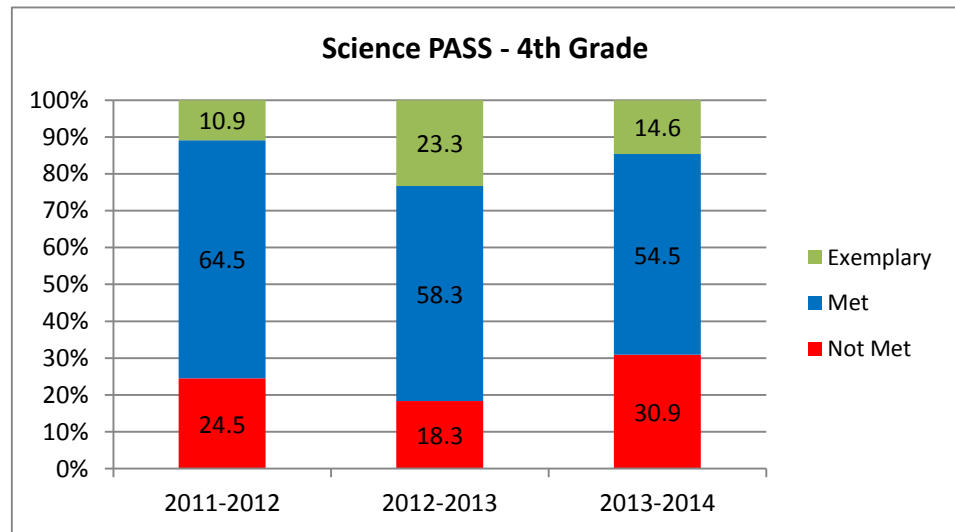
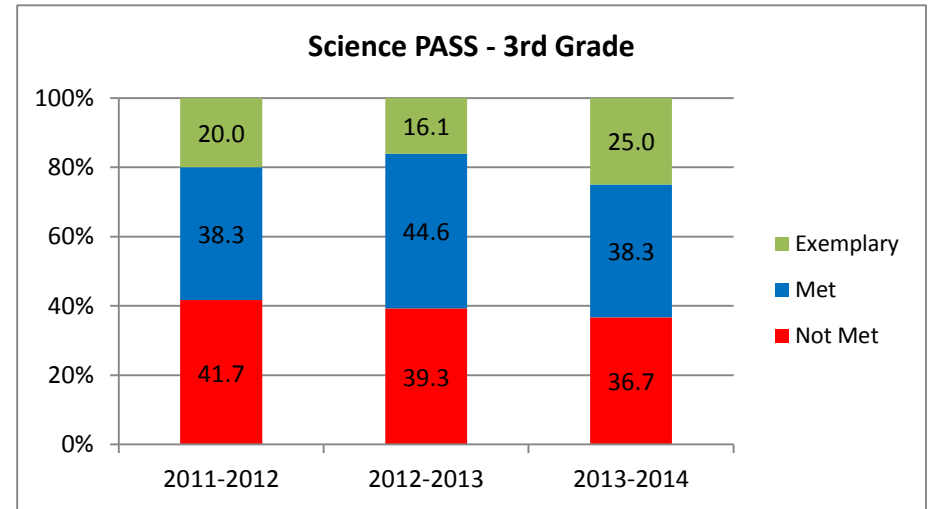
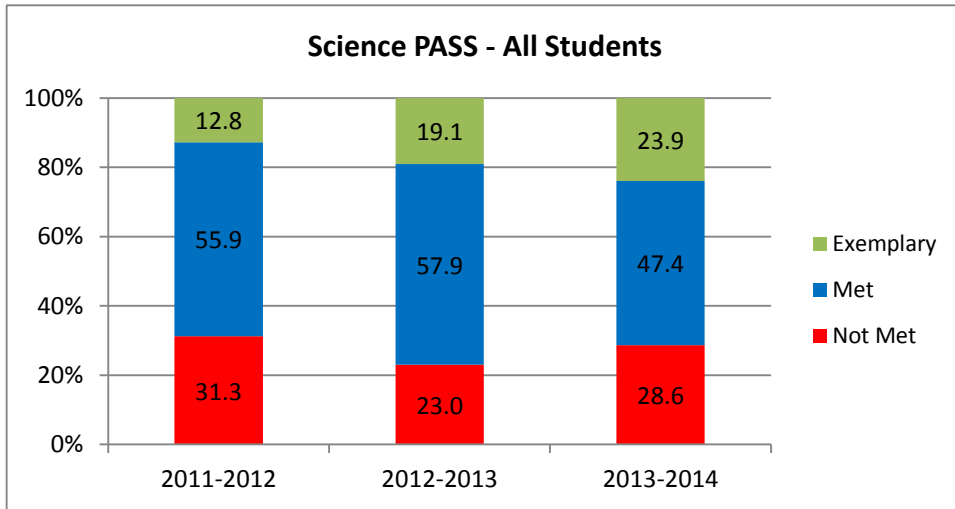


Math test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level.

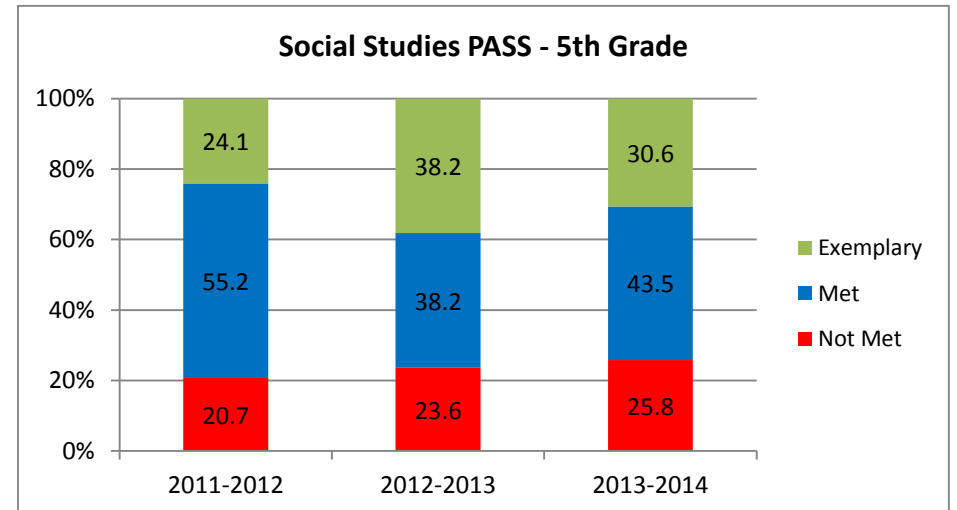
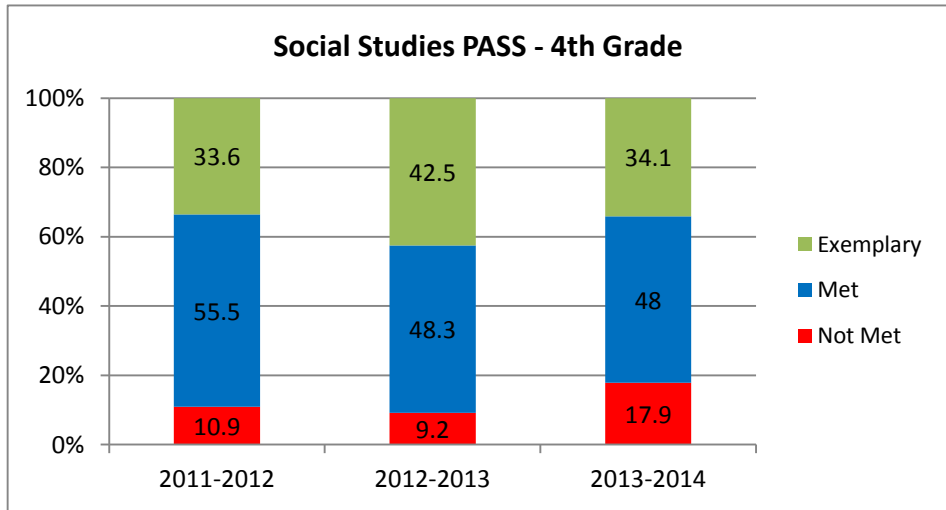
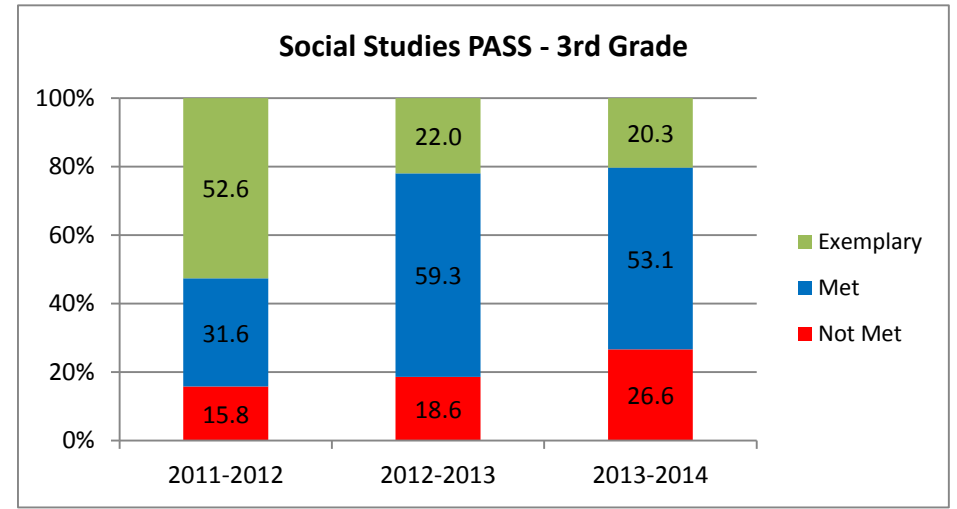
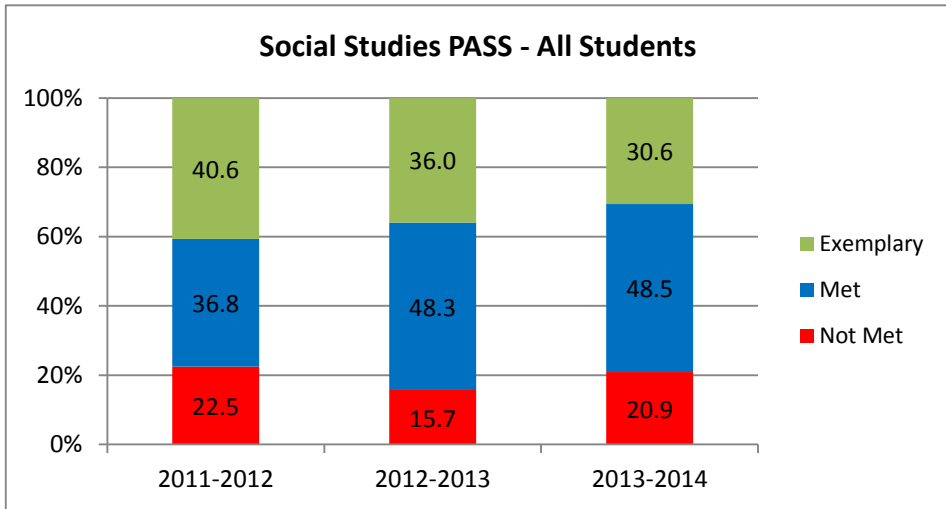




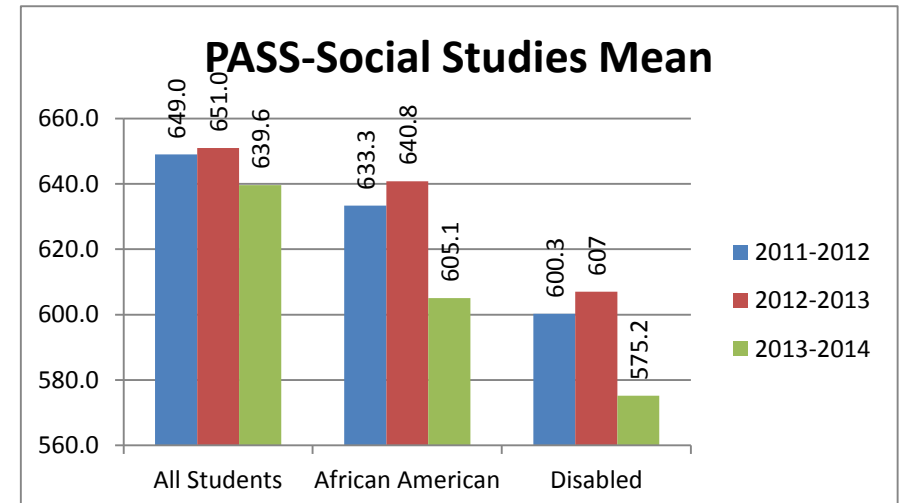
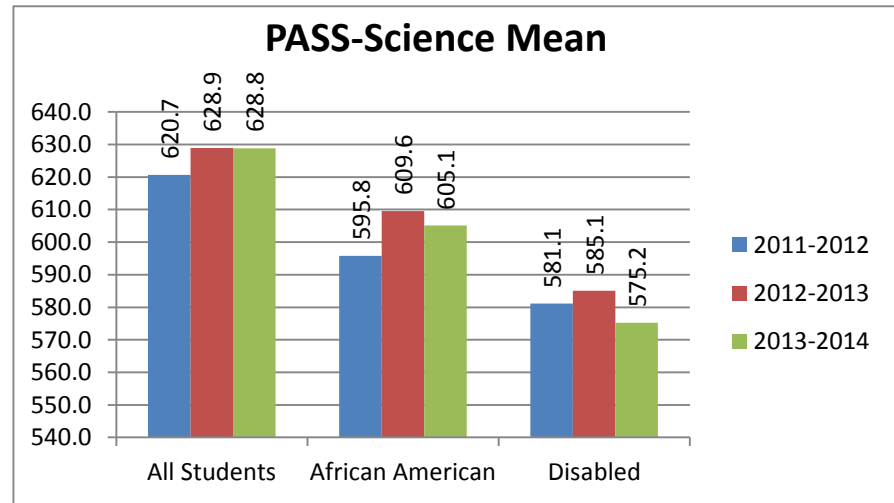
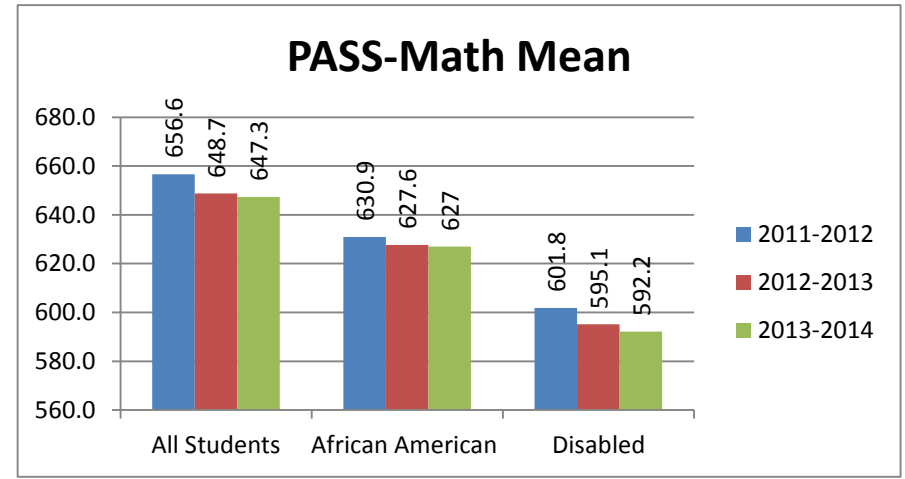
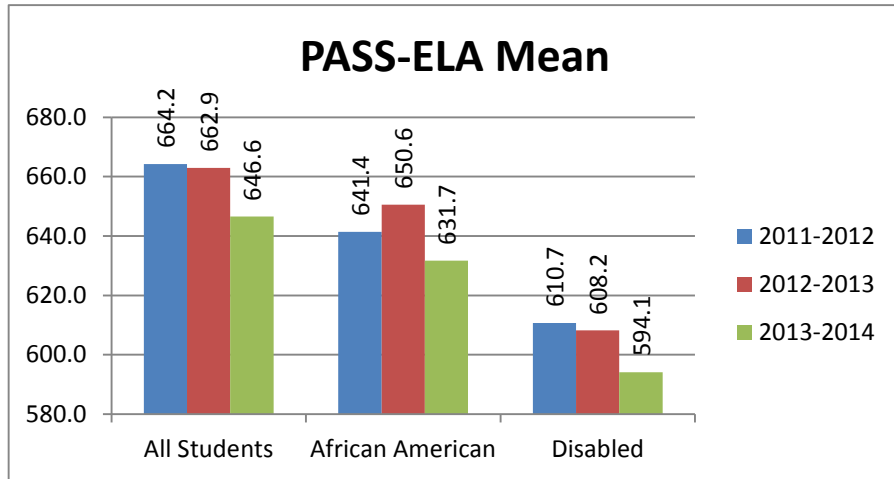
Science test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level.



Social Studies test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level.

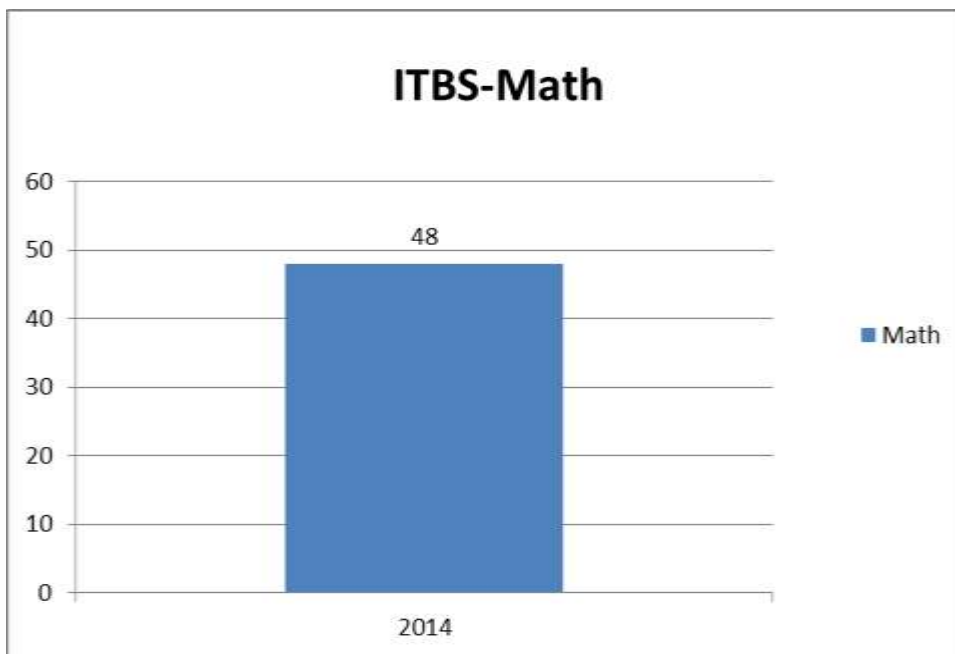
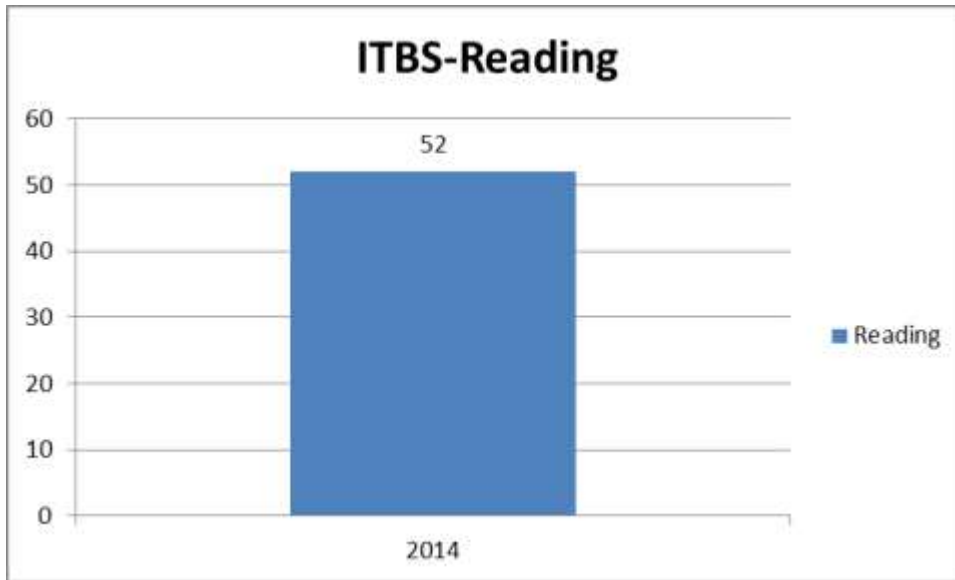


The graphs on this page show PASS mean scores disaggregated by all students, African American and disabled students. The annual measurable objective for the 2013-2014 school year was 640.0.



### ITBS Data: 2<sup>nd</sup> Grade Testing Results

ITBS Data listed below are the results from the 2014 test. The information below shows baseline data due to the test being new for the 2014-2015 school year.



### Discipline

There were a total number of 20 students suspended in 2014-2015 through March 25, 2015. It should be noted that the total number of students suspended included suspensions issued by other schools prior to students' enrollment in Lake Forest Elementary.

School Year	Total Suspensions on Record at LFES
2012-2013	50
2013-2014	34
2014-2015*	20

*\* As of March 25, 2015*

The Lake Forest suspensions for 2012-2013 through 2014-2015 were examined by student subgroups. The table below reflect the total number of students suspended disaggregated by grade level.

Year	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2012-2013	6	4	6	11	7	16
2013-2014	5	5	2	5	4	13
2014-2015*	5	1	5	3	3	3

Student suspensions were also disaggregated by gender and ethnicity. These figures are reflected in the following table.

Year	White Male	Black Male	Mixed Male	Hispanic Male	Asian Male	White Female	Black Female	Mixed Female	Hispanic Female	Asian Female
2012-2013	6	24	4	8	2	1	2	1	1	0
2013-2014	11	8	3	6	0	1	3	0	2	0
2014-2015	5	9	1	2	0	0	3	0	0	0

From the preceding table, one may conclude that 82% of the students who were suspended were male in the 2013-2104 school year. Student suspensions were further disaggregated by meal status. The following table reflects these figures.

Year	Free/Reduced	Paid
2012-2103	33 (89%)	4 (11%)
2013-2014	24 (92%)	2 (8%)
2014-2015*	19 (95%)	1 (5%)

The figures indicate that each year the total school suspensions involving students on free and reduced meals heavily outweigh those students with a paid status. Students receiving free and reduced status made up only 65% (12-13), 65.4% (13-14), and 68% (14-15) of the total school population.

As indicated earlier, in an effort to reduce the number of suspensions and increase instructional time, the school adopted a Positive Behavior Intervention System (PBIS) for the school year 2009-2010.

### **Identification of Achievement Gaps and Root Causes with Priorities**

In 2012, the state of South Carolina began using ESEA/Federal Accountability System instead of AYP to measure the performance of students. According to ESEA, Lake Forest scored 88.8 out of a possible 100 points. A letter grade of a B was given to Lake Forest. This means that the performance of our students exceeds the state's expectations. Lake Forest has 54 objectives to meet on the ESEA Waiver. Disabled students did not meet the objective in category of Science. Other areas of concern for the Disabled students are Reading and Math. Full credit of one point was not awarded in the areas for these two groups of students.

According to the figures for student suspension, males had more discipline problems than females. FARMS students had more discipline problems than students who did not receive subsidized meals. Because of these discipline issues and test scores, FARMS students remain one of our most at-risk groups. As mentioned above, in an effort to address the needs of these students, the school implemented a School-wide Positive Behavior Intervention System in the fall of 2009. This was presented in a faculty meeting at the beginning of the year and focused on throughout the year. In addition to PBIS, the guidance counselor at Lake Forest provides opportunities for economically disadvantaged students to assume roles of responsibility by serving as Guidance Helpers. The guidance counselor also offers small-group counseling and has implemented a school-wide program called "Caught Being Good" to reinforce positive behavior. School Supplies are also provided to any child who cannot bring them from home.

Lake Forest also offers an after-school extended day program which provides supervised homework assistance. Beginning in 2010 Lake Forest formed a partnership with the Lutheran Church of our Savior, a neighborhood church. The program operates Monday – Friday. The Lutheran Church of our Savior provides ministry and outreach services to our local Hispanic community. These students go to the church after school where they participate in tutoring classes, English language classes, and after school daycare.

## **Part IV: Quality Planning**

The graphs in the Section III, Student Achievement, illustrate students' test scores on PASS. Our goals reflect our need to improve test scores for all students. Lake Forest needs to close the gaps in achievement that exist within students with disabilities. Lake Forest houses four self-contained special education classes, (K-2, 3-5, and the Behavior Satellite Program). Moving forward, we plan to work more specifically with special education students in their weakest areas to help them achieve at higher rates. Our school's reading, writing, and math goals are for students in grades 2 – 5. Balanced Literacy is used at all grade levels. Students are benchmarked throughout the year to create fluid reading groups. Reading groups help meet the needs of individual students as well as differentiating instruction. However, in K5 – 1<sup>st</sup> grade, teacher and student goals are established through AIMSweb. In the lower grades, we utilize a Response to Intervention System to target our “at-risk” population.

First Grade Readiness Screening/Progress Monitoring: AIMSweb benchmark reading fluency tests are administered to all first graders at the beginning of the school year for identification of those students that may be “at risk” for reading failure. AIMS web is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to teachers, parents, and administrators via a web-based data management and reporting system to determine response to intervention. First grades students who are “at risk” meet daily with the reading interventionist in the building. At-risk, kindergarten students receive services in their classrooms.

All data is entered into the AIMSweb tracking program. The fall benchmark test screens for fluency in the following areas: letter identification, sound identification, nonsense word reading, and phoneme segmentation. “At risk” students receive extra help daily in small groups with a teacher in the SOAR to Success reading intervention program. These students are progress monitored every three weeks. When students meet the benchmarks, they are dismissed from the reading intervention program. The AIMSweb progress monitor program provides teachers with a graph of individual student progress in each area tested and allows teachers to see if students are on target for meeting end of the year goals.

Mid-year benchmark tests are administered to all first graders in January to measure fluency in nonsense words and oral reading from three passages. Students who are identified as “at risk” at this time begin receiving reading help with the reading intervention teachers. These students continue to be progress monitored in the program until they meet the goals.

In May, all first graders are evaluated again using the end of year benchmark goals for reading fluency. Final data is entered into the AIMSweb tracking program which gives teachers an overview of the progress of all first graders.

## **Part V: Professional Development**

### **Past and Present Professional Development**

As part of the 2014-2015 PASS Analysis Faculty Meeting, teachers disaggregated PASS data, noted strengths and weaknesses, and outlined professional development ideas to strengthen areas of weakness. The professional development ideas noted were considered as the professional development opportunities for school year 2015-2016 were planned.

In an effort to increase student achievement a variety of professional development opportunities were planned. The faculty at Lake Forest continued to participate in the Quality Tools Program. The entire faculty participated in Balanced Literacy training, conducted by Laurie Baker, a consultant from Heinemann, contracted by the District Office. This training was on-going from October 2014 through February 2015. The faculty also received training in the areas of math, ELA, ESOL, PBIS, Sounds in Motion, First in Math, virtual field trips, Rubicon Atlas, disaggregation of data, ACT Aspire, and RtI.

Professional Development for the 2015-2016 school year will focus on PBIS, South Carolina State Standards for all grades in both Math and Reading, Balanced Literacy, Writing instruction, manipulatives in the math classroom, common assessment, summative and formative assessment, authentic assessment, digging into data, continued implementation of Quality Tools, Learning Focused Strategies, Rubicon Atlas and technology, (Promethean Board, Compass, PowerTeacher, ActivInspire software, Activotes, Activexpressions, iPads, educational apps, website, etc.).



## **Part VI: Leadership**

### **Leadership Team**

At Lake Forest, the Leadership Team consists of the principal, the assistant principal, and the members of the team. The Leadership Team is made up of representatives from each grade level or department. Based on the philosophy that leadership must be shared to be effective, the leadership team, in conjunction with the principal and assistant principal, as well as the PTA Board and the SIC, form the collective voice that governs the school on local issues. Needless to say, all decisions are governed by federal, state, and district mandates such as the following:

- No Child Left Behind Act
- Individuals With Disabilities Education Act
- Elementary and Secondary Education Act
- South Carolina Education Accountability Act
- South Carolina Act 135-Early Childhood and Academic Assistance Act
- South Carolina Education Improvement Act
- School District of Greenville County Education Plan

### **Meeting Schedule**

- Professional Development- One to two Wednesdays each month
- Instructional Teams/Grade Level Meetings – Two days each month with Instructional Coach and Principal
- Faculty Committees - One Wednesday of each month
- Faculty Meetings – Two to three Wednesdays each month
- Leadership Team – One Wednesday of each month
- SIC-3rd Wednesday of each month
- PTA Board – 2<sup>nd</sup> Tuesday of each month
- PBIS Team – One Wednesday of each month

### **Financial Management**

The principal is ultimately responsible for the finances of the school. However, individual staff members, faculty council, and the entire staff are offered many opportunities for input into the allocation of funds. Additional needs are addressed on an individual basis. .

### **Committee Reporting**

- Leadership Team -Minutes reported to all faculty/staff electronically.
- SIC-Minutes distributed to members; summary in school newsletter.
- PTA Board-Minutes distributed to members; information reported in school newsletter.
- Grade Level Meetings-Minutes reported to principal, Instructional Coach, and Media Specialist.
- Faculty Committees-Minutes reported to principal.

<b>School Improvement Council (SIC) Members</b>	
JB Robinson-Chairperson Laura Anderson Rebecca Barnes Allison Bostick Cindy Coggins Angela Cravens Matt Cronin Harvey Davis Shavon Davis Robert Guthrie Matt Nocks Adrienne Patrick	Darien Pickens Mary Price Marlene Reed Melissa Stevens Mariah Swaim Kathy Taylor Beth Thomason Andi Tilley Kristen Tinsley Julie Wallace Erwin Watson Lea Watson

<b>PTA Executive Board Members</b>	
Allison Bostick (President)  Amanda Hamblen (First Vice President)	Julie Wallace (Treasurer)  J. B. Robinson (Secretary)  Adrienne Patrick (Volunteer Coordinator)

## **Part VII: Partnerships**

### **Introduction**

In Part III, Beliefs about Curriculum, Instruction, and Assessment, the following tenet was stated: “Education is the responsibility of the home, school and community.” The faculty at Lake Forest continually strives to expand these partnerships between home, school and community for the benefit of the students.

Parents at Lake Forest are especially supportive. The table below represents the approximate volunteer hours and approximate funds raised for Lake Forest Elementary School over the past three years.

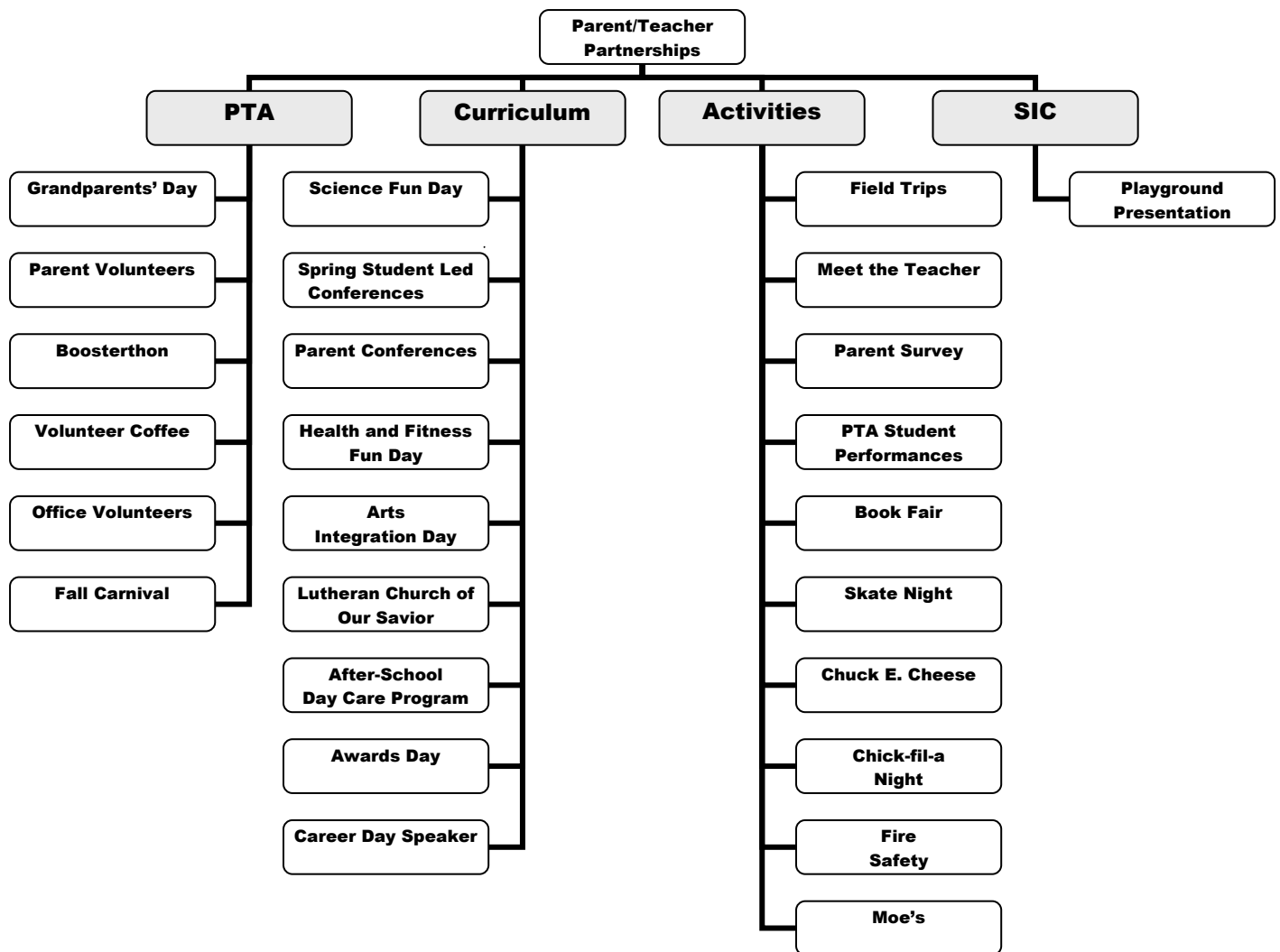
<b>School Year</b>	<b>PTA Funds Raised</b>	<b>PTA Volunteer Hours Logged</b>
2012-2013	\$94,000.00	19,000
2013-2014	\$60,000.00	19,000
2014-2015	\$62,000.00	20,000

With this money, the PTA funded many items that directly impact classroom instruction and programs as indicated in the table below.

<b>Description</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Arts Integration Day</b>	\$500.00	\$1500.00	0
<b>Red Ribbon Week</b>	\$700.00	\$700.00	\$500.00
<b>Science Fun Day</b>	\$1250.00	\$1250.00	0
<b>Staff Development</b>	\$1500.00	\$1500.00	0
<b>Student Awards</b>	\$3000.00	\$3000.00	\$3000.00
<b>Technology</b>	\$3000.00	\$3000.00	0
<b>Playground</b>	0	\$14,000.00	\$5,000.00
<b>PBIS</b>	\$2000.00	\$2000.00	\$2000.00

## Partnerships to Increase Parental Involvement

The chart below illustrates the efforts that have been made to increase the involvement of parents at the school. At the beginning of the school year volunteer forms are sent to every parent in an effort to enlist volunteers. The PTA Volunteer Coordinator continues to recruit volunteers throughout the entire year.



### **Partnerships to Increase Community Involvement**

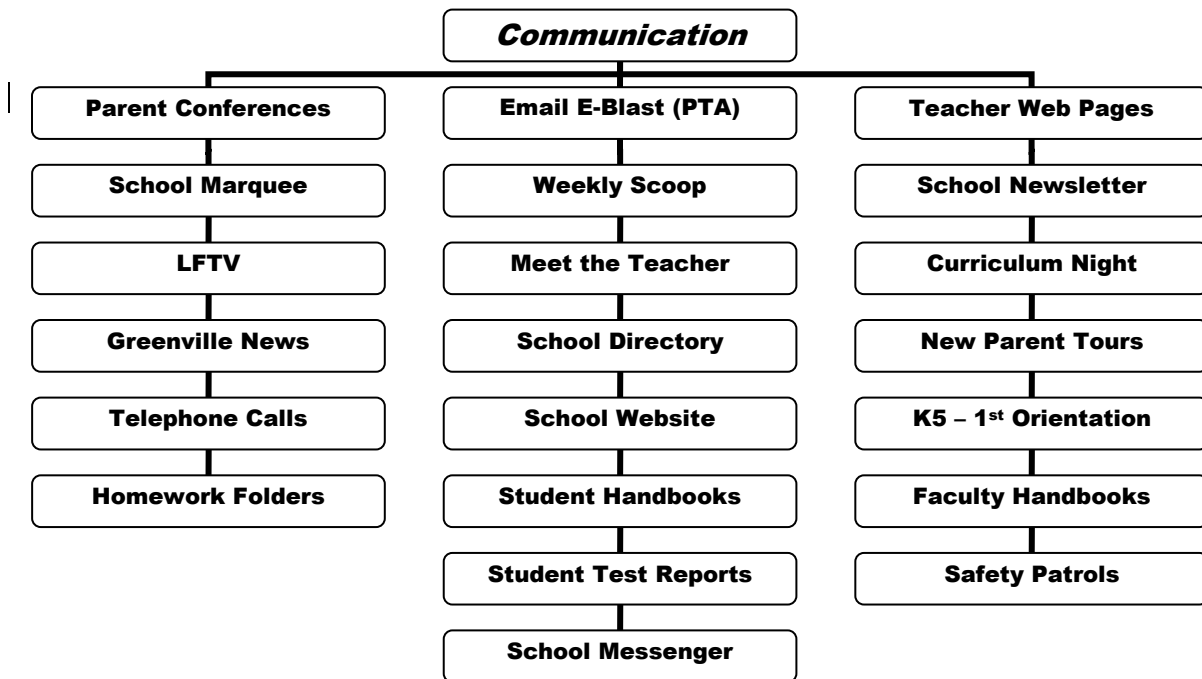
In addition to parents, the community at large has also been very supportive of Lake Forest and its students. Volunteers from local churches assist the school in a variety of ways. Teacher Cadets from Wade Hampton High School assist teachers in their classrooms. Additionally, the local Kiwanis Club sponsors the Terrific Kids Program at Lake Forest.

Area businesses have supported the school in a variety of ways as well. A chart to represent examples of community and local business involvement is included below:

<b>Community Partners and Community Supported Activities</b>			
Red Ribbon Week	SIC	Arts Integration Day	PTA Board
Chick-Fil-A Night	Kiwanis Club	Taylor's Roller Skating	Volunteer Tutors
Edwards Road Baptist Church-Good News Club	Aldersgate Methodist Church Computers for Kids	Lutheran Church of Our Savior	Campbell's Soup Can Labels
Terrific Kids	Teacher Cadets	Awards Day	Character Education
Science Fun Day	Chuck E. Cheese	Grandparent's Day	Barnes and Noble
General Mills Box Tops for Education	Publix Card Rebates	Fall Carnival	Scholastic Book Fair
Bi-Lo Bonus Card Rebates	Ingles Advantage Cards Rebates	Student Teachers <ul style="list-style-type: none"><li>• North Greenville University</li><li>• Bob Jones University</li><li>• Clemson</li></ul> USC-Upstate	

## Strategies to Facilitate Communication

At Lake Forest, we understand the positive correlation between parent and community involvement and student achievement. In an effort to improve student achievement, we are trying to increase parent and community connections. For example, we are currently revising the way we communicate with parents in an effort to facilitate communication between the home and school. We are translating messages and announcements into languages other than English and securing interpreters for parent conferences. Examples of our efforts to facilitate communication are represented in the following diagram:



Building partnerships is an ongoing process. There is a continuous need for improvement. Further plans to improve parental and community involvement are included in Part VIII.

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in English each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*



## ACT ASPIRE READING

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in reading each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE % TESTED

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

## SCPASS SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	48 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*



<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Administer MAP Survey of goals test in Reading and Math to monitor progress toward achievement of MAP goal.	September, March/ April 2015-2016	Classroom Teacher, Instructional Coach	N/A	District Funded	Test scores will be printed out for each class.
Set Reading and Math goals for all students in grades 2-5 based on target spring RIT scores.	September 2015-2016	Classroom Teacher, Instructional Coach	N/A	District Funded	Student Goal Setting Sheets will be placed in Baldrige Notebook.
Set Reading and Math goals for all students in grades K4 – 1 based on GCS benchmarks and AIMSweb information.	September 2015-2016	Classroom Teacher, Instructional Coach, RtI Interventionist	N/A	No funding is needed for setting goals. AIMSweb is funded by the district.	Teachers will use GCS benchmarks and AIMSweb data to measure student progress throughout the year and will file benchmarks as administered. Students will keep a goal setting sheet in Data Notebooks and track progress.
Set Compass Learning Assignments based on Reading and Math RIT Scores for students in grades 2-5.	September 2015-2016	Classroom Teacher, Instructional Coach	N/A	District Funded	Students will utilize Compass on a weekly basis. A laptop lab schedule will be posted. Teachers will monitor progress on a monthly basis and keep a weekly attendance log.
Identify students in grades 3-5 who have a projected score of Not Met based on the MAP RIT score as correlated to PASS Reading and Math.	September 2015-2016	Classroom Teacher, Instructional Coach	N/A	District Funded	Teachers will use RIT scores to plan and differentiate content. Evidence will be noted in lesson plans.
Continued implementation of Balanced Literacy in all classrooms. (Year 3)	August – Ongoing 2015-2016	Teachers, Administration, Instructional Coach, Balanced Literacy	N/A	School Funding	<ul style="list-style-type: none"> <li>• Consultant visits</li> <li>• Classroom Observations</li> </ul>

		Consultant			
Utilize Quality Tools and the Baldrige Process to encourage student goal setting and monitoring of achievement.	August – Ongoing 2015-2016	Teachers, Administration, Instructional Coach	N/A	Quality Tips newsletter	<ul style="list-style-type: none"> <li>• Data Notebooks will be used to document growth</li> <li>• Classroom Data Walls will monitor growth in ELA/math throughout the year</li> <li>• Use of graphic organizers and quality tools will be documented in lesson plans</li> </ul>
Utilize Learning Focus strategies for lesson planning and within the classroom for instruction.	August – Ongoing 2015-2016	Teachers Instructional Coach Administration District Trainers	N/A	District providing training and guides for teachers	<ul style="list-style-type: none"> <li>• Teachers will plan using the essential questions.</li> <li>• Essential questions will be posted for students to see and refer to throughout the lessons.</li> <li>• Learning Focused strategies will be documented in lesson plans and reviewed during grade level team meetings.</li> </ul>
Schedule LEP students scoring within required range on ELDA for pull-out and inclusion services.	October – Ongoing 2015-2016	ESOL Staff	N/A	District Funds	Attendance logs will be maintained.
Collaborate weekly during grade level planning to assure collaborative, effective standard driven instruction and differentiation for student needs.	Ongoing 2015-2016	Instructional Coach, Grade Level Chairs, Teachers, Administration	N/A	N/A	<p>Bi-monthly collaboration will ensure consistency among grade level and use of best practices in the classrooms.</p> <ul style="list-style-type: none"> <li>• Bi-monthly grade level meetings with administration and instructional coach will be conducted to align</li> </ul>

					<p>lesson plans standards and district curriculum guide. Agendas will be maintained by instructional coach for documentation.</p> <ul style="list-style-type: none"> <li>• Monthly observations will be conducted by administration to ensure common assessments and consistency among grade levels instruction. Feedback will be maintained by administration for documentation.</li> </ul>
Utilize community members to increase student performance in the area of reading and math.	October – Ongoing 2015-2016	Teachers, Guidance Counselor, Community Partners	N/A	N/A	<p>Opportunities for community members will be provided to increase student achievement in the area of reading.</p> <ul style="list-style-type: none"> <li>• Hours will be documented for volunteers.</li> </ul>
Utilize Early Response to Intervention for K5 and Response to Intervention in grades 1 – 3 to identify and assist students showing “at-risk” progress. *This information could change as numbers, baselines, and budget items are given to the schools.	August – May 2015-2016	Teachers, District Trainers	N/A	District funded	<p>Teachers will utilize Soar to Success/RtI daily to address “at-risk” students’ needs in reading</p> <ul style="list-style-type: none"> <li>• One full-time position will be dedicated to providing pull-out services for 1<sup>st</sup> grade.*</li> <li>• K5 Assistants and teachers will implement SOAR</li> </ul>

					<p>groups within the K5 classroom</p> <ul style="list-style-type: none"> <li>• AIMSweb reports will be used to monitor progress</li> </ul>
Administer Math Benchmark Tests in fall and spring.	September, March 2015-2016	Classroom Teachers, grades K5 and 1st	N/A	District Provided	Teachers will complete the Math Benchmark Class Results sheet.
Administer Math Unit Tests in every grade level.	September-May 2015-2016	Classroom teachers, grades K-5	N/A	District Provided	Teachers will record unit tests as major grades in Power Teacher Teachers will utilize common assessments to monitor growth and student achievement.
Implement the Math, Reading, Writing, Science, and Social Studies Pacing Guides and the Unit Activities found on Rubicon Atlas into daily planning.	September-May 2015-2016	Classroom teachers, grades K-5	N/A	District Provided	Lesson Plans will include activities and follow the pacing guide.
Utilize “Everyday Counts Calendar Math” into daily curriculum.	Ongoing 2015-2016	District Math Consultant, Teachers, Instructional Coach	N/A	District Funded	Teachers will utilize Everyday Counts Calendar Math to improve student achievement.
Integrate technology and on-line manipulatives through Promethean Boards.	Ongoing 2015-2016	Teachers, Instructional Coach, Administration	All Classes have Promethean Boards installed	N/A	<ul style="list-style-type: none"> <li>• Teachers will use resources on the Promethean Board to help increase student achievement in all subject areas.</li> <li>• Teachers will document use of math manipulatives on the Promethean Board.</li> </ul>
Utilize Science kits and AIMS units in every grade level.	August-May 2015-2016	Classroom teachers, grades K-5	N/A	District and School Funded	Teachers will utilize science kits to improve student achievement.

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the district required minimum of 24 hours of professional development during each school year.

**ANNUAL OBJECTIVE:** Annually meet or exceed the district required minimum of 24 hours of professional development during each school year.

**DATA SOURCE(S):** Professional Development Records from the Portal and Yearly Professional Development Calendar

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected</b>	x	X	24	24	24	24	24
<b>Actual</b>	20	22	22				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Encourage teachers to participate in summer academy technology classes.	June 2015	Administrator, Instructional Coach	None	None needed	Professional Development printout on portal.
Host at least 12 hours of on-site training in the building. Trainings can include but are not limited to: Power Teacher Grade book, iPad, IMS, ActivInspire, Balanced Literacy, Rubicon/Atlas, Enrich, Compass, Common Core, SAFE-T, math, science, and social studies, etc.	August-May 2015-2016	Administrator, Instructional Coach	None	None needed.	Professional Development printout on portal.
Train teachers to access, print and utilize MAP reports to drive classroom instruction	September 2015/ April 2016	Instructional Coach	None	None Needed	Teachers printing reports as needed.

## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card - School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.7	96.4	96.7				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				



## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 94.4% in 2012 to 96.9% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
School Projected	X	X	94.9	95.4	95.9	96.4	96.9
School Actual	94.4	85.6	92.1				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 90.1% in 2012 to 92.6% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
School Projected	X	X	90.6	91.1	91.6	92.1	92.6
School Actual	90.1	86.7	91.7				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 97.9% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
School Projected	X	X	98.4	98.9	99.4	99.9	100
School Actual	97.9	97.9	95.5				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 97.9% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
School Projected	X	X	98.4	98.9	99.4	99.9	100
School Actual	97.9	96.4	92.1				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 94.2% in 2012 to 96.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
School Projected	X	X	94.7	95.2	95.7	96.2	96.7
School Actual	94.2	90.5	88.7				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	97.9	95.4				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
Provide students with opportunities to identify ways they can improve and monitor their attendance using the Baldrige continuous improvement model.	August-May 2015-2016	Classroom Teacher	\$500.00	Local funding for copies	Provide opportunities for graphing results of behavior on a daily, weekly, and monthly basis in data notebooks.
Follow Greenville County Schools Attendance Intervention Program.	August – May 2015-2016	Attendance Clerk, Principal, Classroom Teachers	None	None needed	<ul style="list-style-type: none"> <li>• Track student attendance</li> <li>• Communicate attendance violations with parents</li> <li>• Schedule conferences with parents when attendance drops below floor</li> <li>• Prepare Attendance Intervention Reports and Truancy reports as needed</li> </ul>
Communicate importance of attendance and academic success to parents.	August 2015-2016	Principal	None	None needed	Send a letter at the beginning of the year to parents outlining research related to the correlation between attending school and academic success.
Teachers will make positive phone calls to parents.	Aug-May 2015-2016	Classroom Teacher	None	None needed.	Contact log will be maintained.
Teacher websites will be maintained and updated weekly.	Aug-May 2015-2016	Classroom Teacher	None	None needed.	Administration will check websites on a monthly basis.
“Caught You Being Good” will be implemented to reinforce positive behavior.	Sept-May 2015-2016	Guidance Counselor and school staff.	None	Donations from business partners	<ul style="list-style-type: none"> <li>• Log of monthly winners.</li> <li>• Pictures posted in cafeteria.</li> </ul>
Terrific Kids Program will recognize	Sept-May	Terrific Kid	None	Donations	<ul style="list-style-type: none"> <li>• Terrific Kids Bulletin</li> </ul>

students who exemplify positive school conduct.	2015-2016	committee, Classroom teachers		from Kiwanis Club, Business Partners	Board. • Terrific Kids Awards Ceremonies
City People News will showcase outstanding students.	Aug-May 2015-2016	Headliners Committee	None	None needed	Newspaper clippings.
PTA Newsletter	Aug-May 2015-2016	PTA Contact	None	None needed	Archived copies of newsletter.
Student/Parent/Teacher conferences	Sept-May 2015-2016	Classroom Teachers	None	None needed	Contact Log will be maintained.
Phone Messenger System will be used to communicate news to parents.	August – May 2015-2016	Principal	None	None needed	Principal will maintain a log of messages sent out.
Uniformed Police Officers will walk the building throughout the day to help ensure safety of all stakeholders.	August 2015-June 2016	School District Greenville County Sherriff's Office	None	District Provided	Police officer walking the building being seen by various personnel and students.
Conduct monthly fire drills	August 2015-June 2016	Principal, Assistant Principal, teachers, students, all office, kitchen, and custodial staff	None	None needed	People locator sheets and fire drill log will be maintained.



## **School Report Card and ESEA Waiver Information:**

Lake Forest School Report Card 2013-2014:

Full Version: <http://ed.sc.gov/data/report-cards/2014/elem/c/e2301063.pdf>

Summary Version: <http://ed.sc.gov/data/report-cards/2014/elem/s/e2301063.pdf>

Lake Forest ESEA Waiver: <http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301063>

