Lake Forest Elementary School
Strategic Plan
2018-19 through 2022-23
Updated March 2019

Julie Cooke, Principal

Greenville County Schools

Greenville South Carolina

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Lake Forest Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 ***(five years)***

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 ***(one year)***

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	4/23/19
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Julie R. Cooke	Julie R. Cooke	3/25/19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors	Charles J Saylors	4/23/19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Aaron Conley		3-25-2019
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Beth Robinson	Beth B Robinson	3-25-2019
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS:
16 Berkshire Avenue
Greenville, SC 29615

SCHOOL'S TELEPHONE: (864) 355-4000
PRINCIPAL'S E-MAIL ADDRESS: jcooke@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

POSITION	***NAME***
1. Principal	Julie Cooke
2. Teacher	Julie Bridges
3. Parent/Guardian	Shavon Davis
4. Community Member	Travis Cross
5. Paraprofessional	Mary Meredith
6. School Improvement Council Member	Aaron Conley
7. Read to Succeed Reading Coach	Beth Robinson
8. School Read to Succeed Literacy Leadership Team Lead	Beth Robinson
9. School Read to Succeed Literacy Leadership Team Member	Kristin Davidson

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	***NAME***
Teacher/SIC	Kanisha McCrea
Teacher/SIC	Julia McKissick
AP/SIC	Chris Sloan
AA/SIC	Curry Wilson
Teacher of the Year	Sara Glenn
Instructional Coach	Andi Tilley

Literacy Leadership Team **Lead: Beth Robinson**	
K4 – Poe **K5** – Sestito **1st** – Allison **2nd** – Flora **3rd** – Pepper **4th** – Davidson **5th** – Lowder	**Literacy Spec./Lead** – Beth Robinson **Media Center** – Glenn **Spec Ed** – Gilbert **Spec Ed** – Reeves **Speech** – McCrea **Admin** – Tilley

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

◉ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** 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).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** 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).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.
◉ Yes ○ No ○ N/A	**Staff Development** 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 Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ◉ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**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).
◉ Yes ○ No ○ N/A	**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.

○ Yes ○ No ◉ N/A	**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. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**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.
○ Yes ○ No ◉ N/A	**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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** 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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
◉ Yes ○ No ○ N/A	**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.

Lake Forest Elementary
PLC CURRICULUM COMMITTE
2018-2019

*Meetings will be held the first Wednesday of every month.

ELA/READING	**SCIENCE/HEALTH**
Facilitator: Beth Robinson (Literacy Specialist)	**Facilitator: Respass**
Family Reading Night (Nov. 12), Book Character Dress-Up Day (Nov. 16) Literacy Plan, Cuddle Up With a Book (Nov. 20), Read Across America Day (March 1)	Science Fun Day (Nov. 19), LiveWell Greenville, Safe Kids/Safe Routes, Earth Day (April 22), Recycle/Green Team, Family STEAM Night (Mar. 11)
K4 – Poe **K5** – Sestito **1st** – Allison **2nd** – Flora **3rd** – Pepper **4th** – Davidson **5th** – Lowder **Interventionist** –Robinson **Media Center** – Glenn **Spec Ed** – Reeves / Gilbert **Speech** – McCrea **Admin** – Tilley	**K5** – Hill **1st** – McJunkin **2nd** – Steadman **3rd** – Llewellyn **4th** – Griffin **5th** – Putnam **RA** – Nocks / Respass **Spec Ed** – Frangella **Speech** – Drago **ESOL** – Carter **Admin** – Sloan
MATH/TECHNOLOGY	**SOCIAL STUDIES**
Facilitator: Bryson	**Facilitator: Van Tassel**
Refresh, 100th Day of School, Red Ribbon Week (Oct. 29-Nov. 2), American Education Week (Nov. 12-16), Family STEAM Night (Mar. 11)	Veteran's Day (Nov. 9), Black History Month/MLK Day (Jan. 21), Women's History (month of March)
K4 – Reed **K5** – Schemm **1st** – Bryson **2nd** – Donald **3rd** – Oakley **4th** – Greene **5th** – Sullivan **Spec Ed** – Fogleman **Admin** – Cooke	**K5** – Cordell **1st** – Nations **2nd** – Thompson **3rd** – Shearn **4th** –Van Tassel **5th** – Owen **RA** – Arthurs **Spec Ed** – Lewis **ESOL** – Layton **Admin** – Sloan
PBIS/SEL (SOCIAL EMOTIONAL LEARNING)	
Facilitator: Wilson	
K5 – Richards **1st** – Forrester **2nd** – Osborne **3rd** – Robbins **4th** – Beavin **5th** – Smith **RA** –Welborn	**Spec Ed** – Quinn / Lyon **RTI** – Conard **ESOL** – Kirschke **Guidance** – McKissick **Mental Health Counselor** – Nickles **School Psychologist** – Healey-Fossum **Admin** – Wilson

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 2019-2020:

- More student and teacher time spent on instruction
- More integration of Science and Social Studies curriculum into the Language Arts curriculum
- Increased focus on increasing reading skills by utilizing Epic!, RAZ Kids (K5-4th grades), and Flocabulary (5th grade) computer programs
- Increased instruction in reading with an emphasis on Balanced Literacy
- Training in Project Read with a focus on Comprehension
- Increased instruction in technology
- Continued implementation of South Carolina College and Career Ready Standards
- Training in Multi-tiered System of Supports
- Inclusive Practices with our Special Education Students
- Digital Leader Core-implementation of one-to-one devices
- STEM/STEAM implementation
- Data Team Meetings
- Vertical Team Meetings

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: The vision of Lake Forest Elementary School is to empower students to learn, grow, lead, and succeed.

Mission: The mission of Lake Forest Elementary School is to provide a nurturing, student-centered learning environment where students are empowered to learn about the world, persevere through challenges, and develop positive character traits.

Beliefs about Curriculum, Instruction, and Assessment

- Education is a responsibility that involves home, school, and community.
- Students deserve to learn in a safe, caring school environment.
- Academic growth and social-emotional learning is essential to the development of the whole child.
- Every person deserves to be valued and treated with respect.
- It is important to help students develop positive character traits.
- Students should be encouraged to take risks and have opportunities to be creative.
- Students should be equipped with skills to become a responsible digital learner.

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.

Changing demographics present a challenge for Lake Forest. For the past three years the free and/or reduced meals population has stayed consistently between 65%-69%: 67.9% in 2016-2017, 68.9% in 2017-2018, and 65.4% in 2018-2019. Currently, 491 students out of 797 receive free meals. There are an additional 30 students who receive reduced meals. The special education population at Lake Forest increased this year. Currently

there are 160 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 229 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 95.0% attendance rate for all students and all student subgroups from 2018-2019 through 2022-23.
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.

Other Accomplishments:
National PTA School of Excellence**:** 2006-2007
Palmetto Silver Award Winner: 2006, 2008, 2010, 2011, 2013, and 2015
Closing the Gap Award Winner: 2008
Red Carpet Award Winner: 2009-2010
Palmetto Gold Award Winner: 2010
PBIS Banner Award: 2010-2011
National Beta School of Distinction: 2017
Golden Apple Award Recipient: 2018
SACS Accreditation
Champion Creatively Alive Children Grant Crayola Grant 2011-2012
Energy Star Award
United Way Award
Safe Kids

Part II: School Profile

Lake Forest Elementary
March 2019

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. The current enrollment is 797 students. There are 57 instructional staff members in the building. Our present staff consists of a principal, one assistant principal, one administrative assistant, one instructional coach, one full-time and one part-time guidance counselor, a school nurse, a media specialist, a full-time media clerk, 33 classroom teachers, 7 special education teachers, 1 full-time interventionists, one literacy specialist, one full-time and one part-time speech therapists, a part-time Challenge teacher, three full-time and three part-time related arts teachers (art, music, physical education), a computer lab instructor, and 2.5 ESOL teachers. One secretary, one full-time attendance clerk and one full-time office clerk keep our office running smoothly. Our support staff includes 17 paraprofessionals. Our cafeteria employs six full-time workers. A custodial team of five members keeps our school operating effectively. We also house one part-time school psychologist, one mental health counselor, one part-time occupational therapist assistant and one part-time.

The original Lake Forest Elementary was constructed in 1960. The school was named Lake Forest to correspond with a surrounding subdivision. The original building had 22 classrooms and served students in grades 1-6. In the 1969-1970 school year, 6th grade was removed from the school. Kindergarten was added in 1973. The first principal of Lake Forest was Mrs. M.F. Sloan. She was principal from 1960-1967.

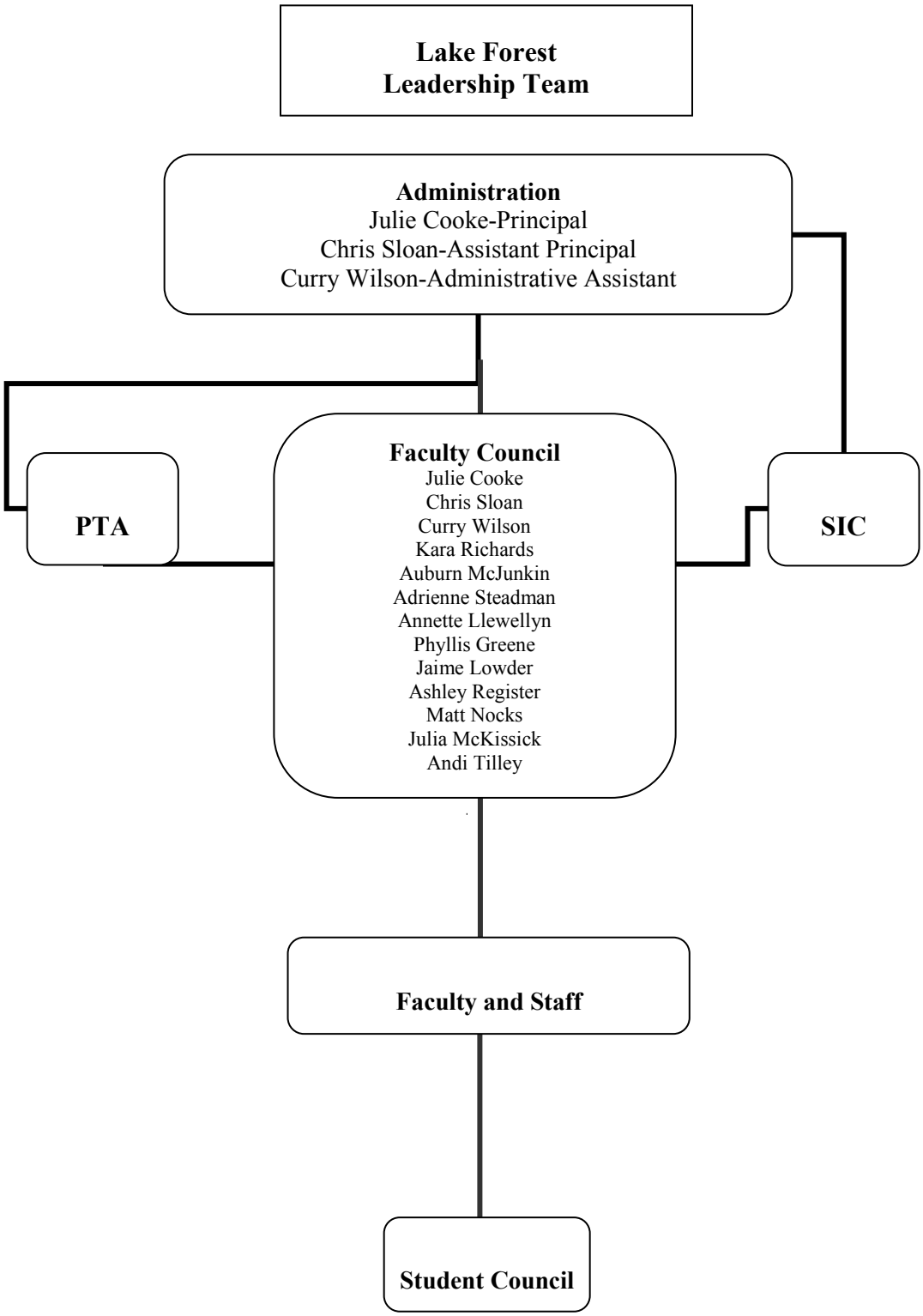
In the fall of 2000-2001, when our new facility was completed, Wade Hampton Elementary School was closed and its entire student body was consolidated with Lake Forest Elementary in a new building. Our school has changed size categories, moving from a medium-sized school to a large school. Students assigned 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. Jason Elliott is the current area representative for the State House of Representatives.

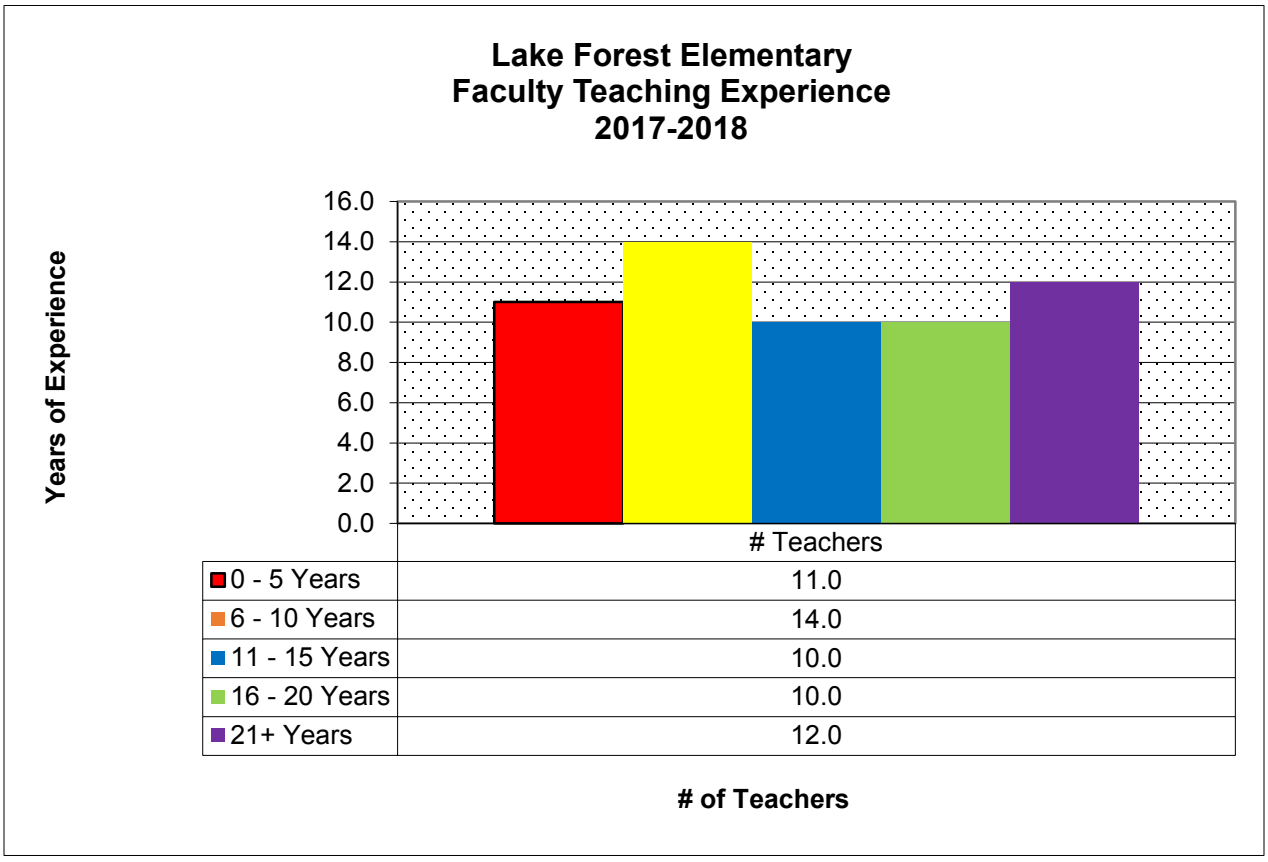
Numerous businesses and churches surround the school. Many of these establishments work as partners with the school. Edwards Road Baptist Church conducts an after school program each Tuesday called The Good News Club. Mosaic Program housed at Aldersgate United Methodist Church offers a low-cost Hispanic after school program as part of their Hispanic ministry. Businesses in the area work alongside the school as partners for example: Tipsy Taco, Chick-Fil-A, and Taylors Roller Sports. Numerous retirees who live in the surrounding neighborhoods also work with individual students throughout the year.


Lake Forest
Leadership Team
Administration
Julie Cooke-Principal
Chris Sloan-Assistant Principal
Curry Wilson-Administrative Assistant
PTA
Faculty Council
Julie Cooke
Chris Sloan
Curry Wilson
Kara Richards
Auburn McJunkin
Adrienne Steadman
Annette Llewellyn
Phyllis Greene
Jaime Lowder
Ashley Register
Matt Nocks
Julia McKissick
Andi Tilley
SIC
Faculty and Staff
Student Council

Analysis and Discussion of 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
2016-2017	62
2017-2018	61
2018-2019	57
2018-2019 Breakdown of Total Staff	
Total Faculty/Staff	91
Teachers, Administration, Instructional Coach, Psychologist, Mental Health Counselor	59
Assistants	17
Staff	15

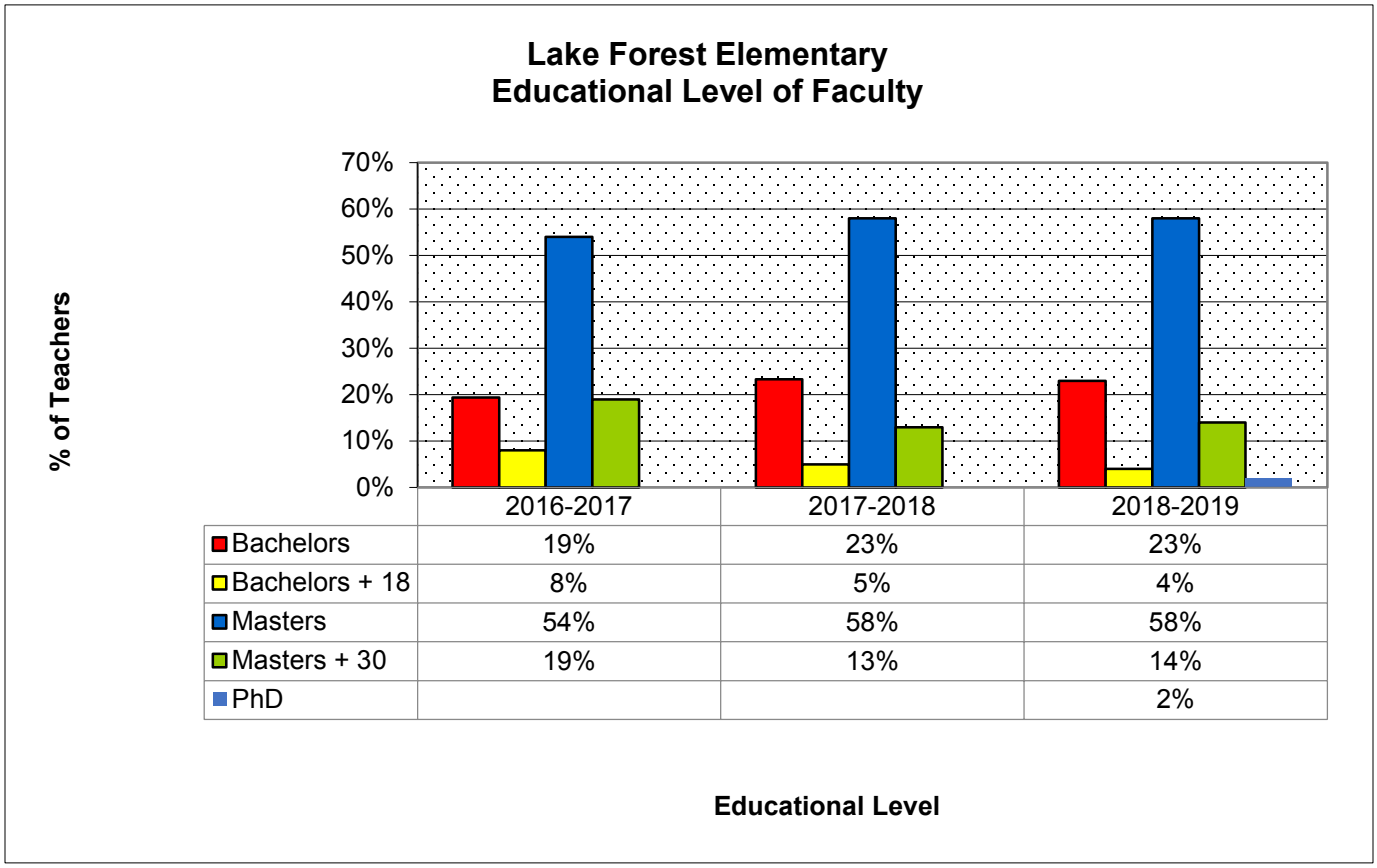


The staff at Lake Forest is predominately white and female. Of the three administrators at Lake Forest, two are white females and one is a white male. The ethnicity and gender of the faculty for the past three years is reflected in the table on this page.

Gender and Ethnicity of the Faculty at Lake Forest

	Black Female	White Female	Hispanic Female	Asian/Pacific Female	Black Male	White Male
16-17	2	55	1	1	0	3
17-18	1	55	1	1	0	3
18-19	1	52	1	1	0	2

In 2018-20189, 42 (74%) hold advanced degrees, and two faculty members have acquired National Board Certification. The following chart represents the educational level of the faculty at Lake Forest for the last three 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 three years as well as the Average Daily Attendance for the past three years. The average attendance for years 2016-2019 is 94.5%.

Lake Forest Elementary School Student Enrollment

Year	Enrollment	Average Daily Attendance	% FARMS Students
2016-2017	877	94.0%	67.9%
2017-2018	832	94.5%	68.9%
2018-2019	797	94.98%	65.4%

Based on enrollment on March 20, 2019.

There are 4 self-contained special education classes, 3 full time resource teachers, 1 full time and 1 part-time speech teacher at Lake Forest. The following table reflects the number of students who are enrolled in special education.

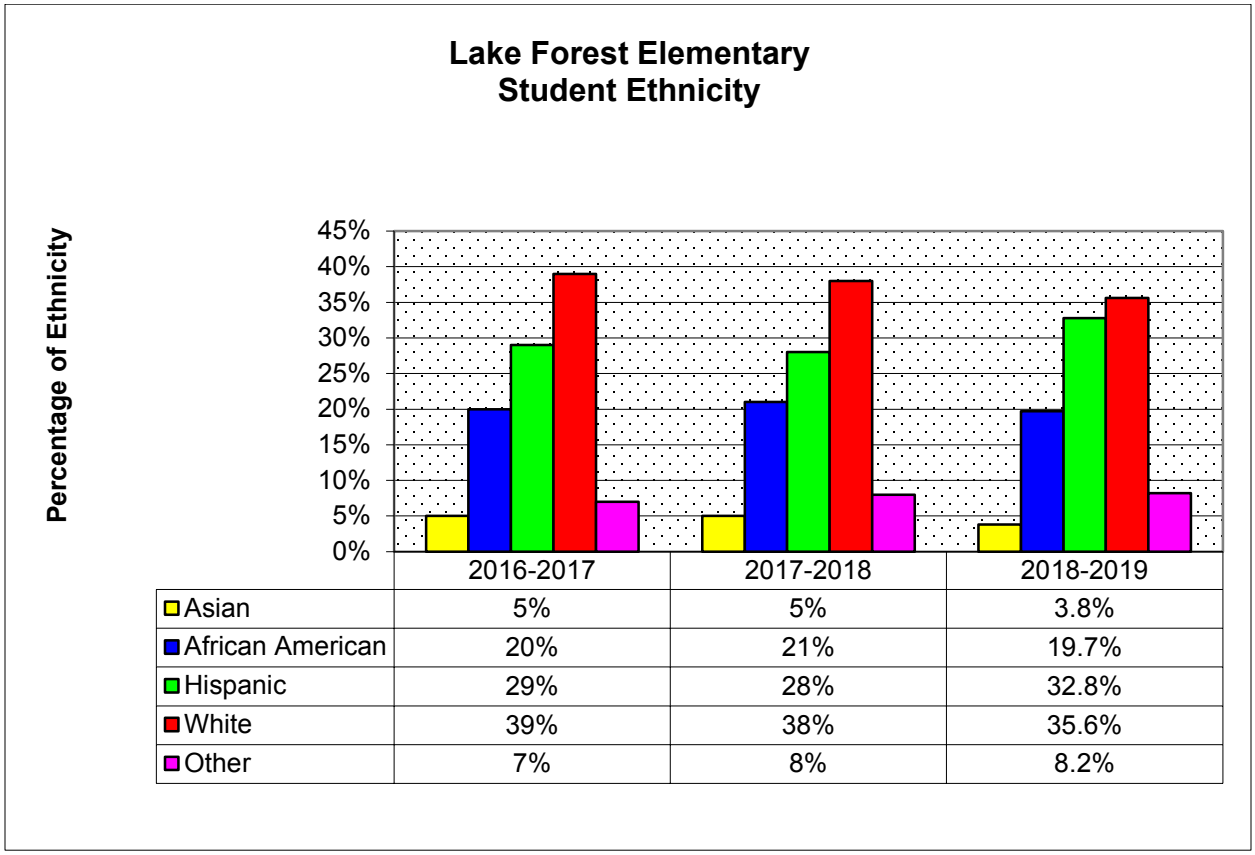
Classification of Disabled Population 2018-2019

Autism	26
Developmental Delay	16
Emotional Disability	8
Intellectual Disability (mild)	1
Multiple Disabilities	1
Orthopedic Impairment	1
Other Health Impairment	15
Specific Learning Disability	58
Speech or Language Impairment	33
Traumatic Brain Injury	1

The speech number is for students that receive speech only. Several students receive speech services that are not included in the speech number. These students are identified in more than one disability area.

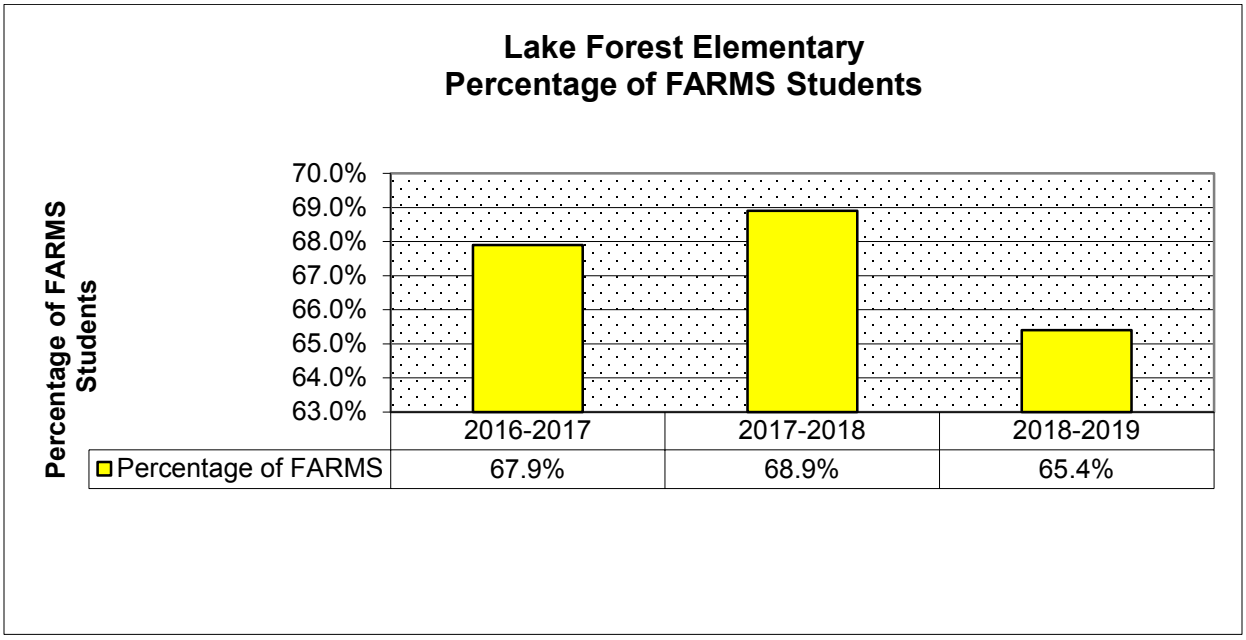
In addition, there are 52 students at Lake Forest who qualify for the Academically Gifted and Talented program. There are 2 students who qualify for the Artistically Gifted program at The Greenville County Fine Arts Center. One student qualifies for both the Artistically Gifted program and the Academically Gifted and Talented program.

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



	2016-2017	2017-2018	2018-2019
Asian	5%	5%	3.8%
African American	20%	21%	19.7%
Hispanic	29%	28%	32.8%
White	39%	38%	35.6%
Other	7%	8%	8.2%

Lake Forest has seen a shift in the economic status of its student population. The change throughout the years is a result of a depressed economy resulting in more students qualifying for FARMS.



	2016-2017	2017-2018	2018-2019
Percentage of FARMS	67.9%	68.9%	65.4%

The table below illustrates the English proficiency of the students in this school. 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. 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 3 non-classroom ESOL teachers.

English Proficiency Of Students At Lake Forest, 2016-2019			
	Number of Students Who Have Exited	Number of LEP* Students	Number of English-speaking Students
2016-2017	1	209	668
2017-2018	5	185	647
2018-2019	**	229	568

**Limited English Proficiency*

***Access test results were not available by the deadline for this document to be completed.*

Academic and Behavioral Features/Programs/Initiatives

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

- Fountas and Pinnell's Balanced Literacy Program for grades K-5
- Pre-K Readiness Assessment for K4
- Kindergarten Readiness Assessment for K5
- Hands-on Science Curriculum
- STEAM Lab
- 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 K5-2nd grade students performing below grade level
- Implementing LLI that correlates to Fountas and Pinnell for Tier 2 students
- Project Read: Written Expression and Comprehension

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

- Read Across America Week – a day focused on reading and related activities
- Science Fun Day - a day of science hands-on 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, Charlotte, Camp Greenville, The Children's Museum, Columbia, Atlanta, etc.
- Career Day-a day focused on possible career choices and speakers from a variety of professions
- School wide activities for Black History and Women's History Month
- Family STEAM Night
- Family Literacy Night

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

- On Track – team of teachers (based on student) which addresses the learning problems not resolved in the regular classroom
- School Psychologist
- Prodigy and IXL Math Program
- Epic!
- Volunteer Tutors - a program coordinated with area churches and businesses which provide tutors/mentors for students needing assistance
- Leveled Literacy Intervention (LLI,) for 1st and 2nd grade ESOL students
- Reading Eggs for ESOL Students
- Mosaic Tutoring program – A daily tutoring program sponsored by an area church for ESOL students
- Morning Tutoring
- Mental Health Counselor-Greenville Mental Health
- Implementing LLI that correlates to Fountas and Pinnell for Tier 2 students
- Reading with Therapy Dogs
- One School, One Book
- Greenville Drive Reading Night

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
- 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
- Student Anchor Award – nominated by school personnel and announced on LFTV
- 2018-2019: SEL (Social Emotional Learning,) was added to the PBIS committee. This team works together to help everyone in the building reach the whole child, not just academics, social and/or emotional feelings.

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.

A PBIS/SEL (Social Emotional Learning) committee was formed the summer directly before the 2018-2019 school year began. Teachers and administrators worked to bring back PBIS the way that is was originally intended to be carried out in a school. The team chose to use PRIDE instead of RoaRRR with this "new look" of PBIS. The details of the new and improved program are noted below.

Lake Forest Leopards- PRIDE Expectations

"Sailing the Seas of Success"

	Classroom	Cafeteria	Hallways	Bathroom	Bus
Positive	Be a positive role model Be a good sport	Eat for energy	Smile Silent wave	Wait your turn	Be a positive role model
Respectful	Speak and listen kindly to others Follow directions Keep hands/feet/objects to yourself Clean up after yourself	Speak clearly and politely with cafeteria staff Keep hands/feet/objects to yourself Clean up after yourself	S & Q-straight and quiet Keep hands/feet/objects to yourself	Use bathroom quickly and quietly Keep hands/feet/objects to yourself Clean up after yourself	Speak and listen kindly to others Follow directions Keep hands/feet/objects to yourself Clean up after yourself
Involved	Participate in my learning Complete my work	First 10 minutes of lunch are for eating	Remember others' personal space	Wash your hands	Look out for others
Determined	Try and try again Be prepared at the start of the lesson	Use table manners	Keep up with your class	Flush after use	Safety first
Effort	Ask for help Do your best work	Be prepared to order	Walk safely	Use only what you need	Sit correctly

PRIDE Chart

This list is not all inclusive of things that may happen. Behaviors could be listed in multiple categories depending on severity. In all instances, use your discretion.

Reflection	Minor Offense	Office Referral
When an incident occurs, have the student complete the reflection form in a predetermined room. Isolated behaviors may include: • Talking out • Not doing their work • Off task • Not following expectations • Disruptive • Disrespectful • Defiance/non-compliance • Teasing After three reflection forms on the same behavior, move to a minor offense form on the fourth incident.	In most cases, students have had an opportunity for reflection/re-teaching. In some instances, it may be necessary to go straight to the minor offense form. Behaviors listed on the minor offense form include: • Inappropriate language • Inappropriate gesture • Physical contact • Defiance/non-compliance • Disruptive • Cheating • Disrespectful • Repetitive Behavior Parent contact is required by the teacher when issuing a minor offense. After three minor offenses, with documentation, an office referral will be issued on the fourth incident.	In most cases, students have had three minor offenses and parents have been contacted for each offense/incident. In some instances, it may be necessary to go straight to an office referral. Major behaviors may include: • Fighting • Stealing • Bullying (cyber bullying) • Threats against others • Damaging property • Weapons • Sexual offenses All office referrals should be entered into IMS. The teacher is responsible for notifying administration when this is entered. Administration will contact the parent(s). An office referral does not automatically mean suspension.
*It is recommended that copies of reflection and minor offenses be made and kept for documentation purposes.		

Extracurricular Programs at Lake Forest include the following:

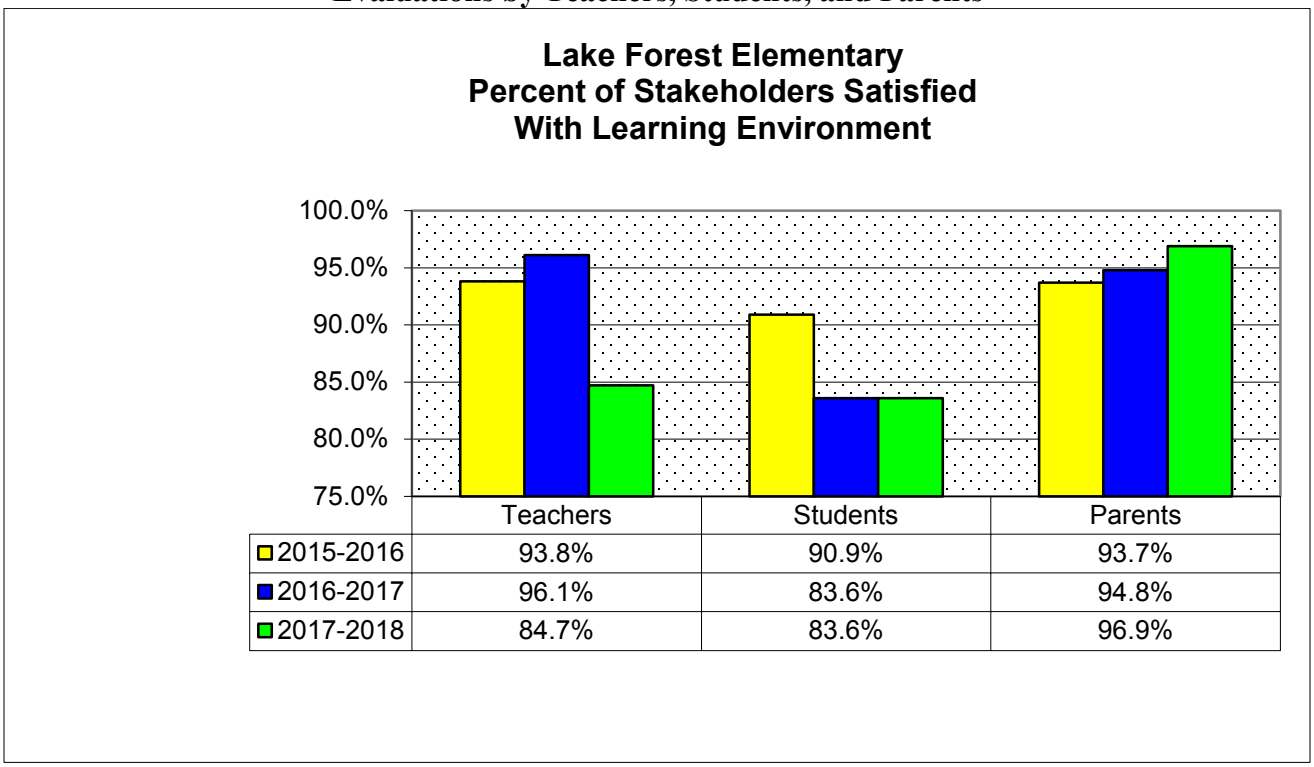
- Chorus for 4th and 5th graders
- Safety Patrols for 5th grade students
- School Store - a student-operated store open before school
- Student Council
- School - wide recycling program
- LFTV (Lake Forest TV)-morning news show filmed LIVE daily written, anchored, and filmed by 4th and 5th graders
- Library/Computer Helpers
- Office Helpers
- Good News Club (Sponsored by a local church, after school)
- Junior Beta Club
- Run Hard
- Lake Forest Lego Robotics
- Lunch Book Club for 4th and 5th graders
- Art Club

Results of School Surveys, 2015-2016 thru 2017-2018

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.

Number of Surveys Completed			
	Teachers	Students	Parents
2016	45	115	81
2017	49	121	94
2018	39	134	65

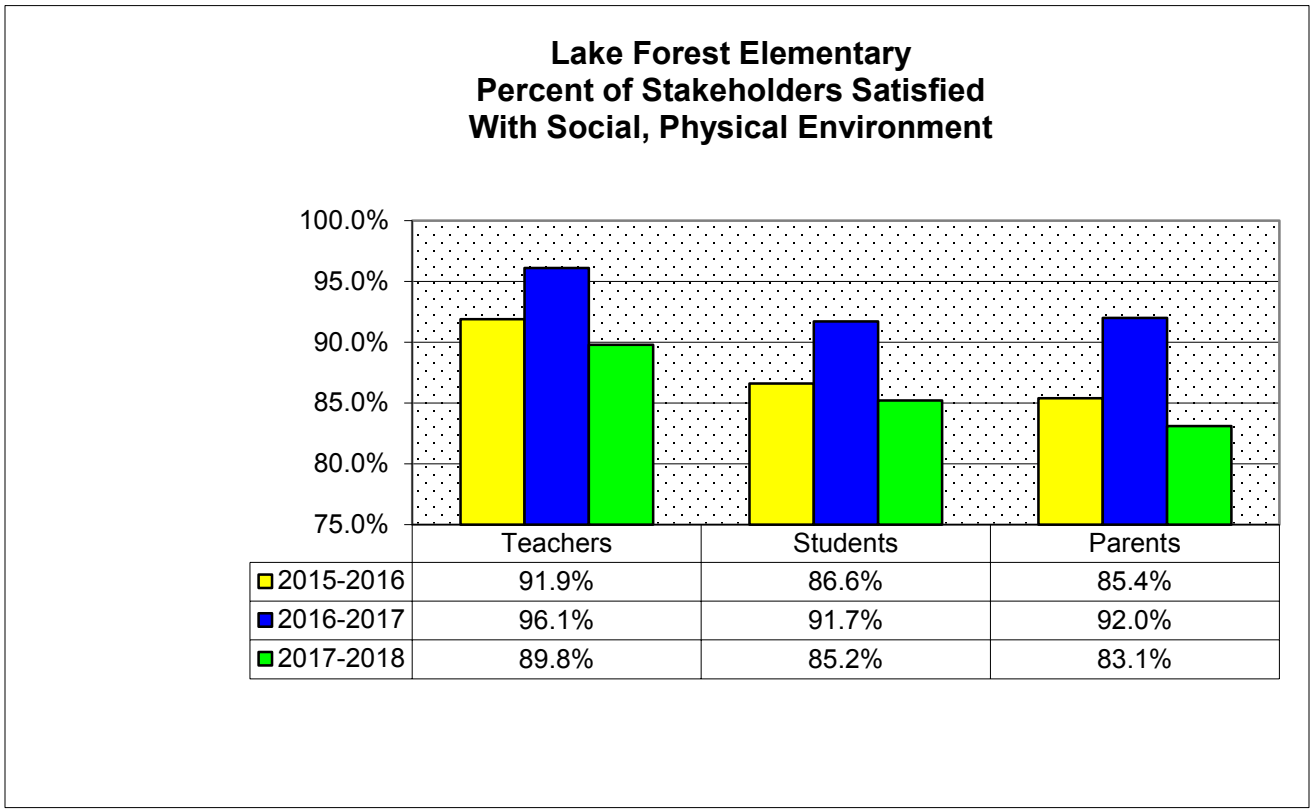
Evaluations by Teachers, Students, and Parents



	Teachers	Students	Parents
2015-2016	93.8%	90.9%	93.7%
2016-2017	96.1%	83.6%	94.8%
2017-2018	84.7%	83.6%	96.9%

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, teachers and students commented that too much emphasis was put on testing (TE21 Benchmarks, Fountas and Pinnell Benchmarks, MasteryConnect, State Testing, etc.) 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.

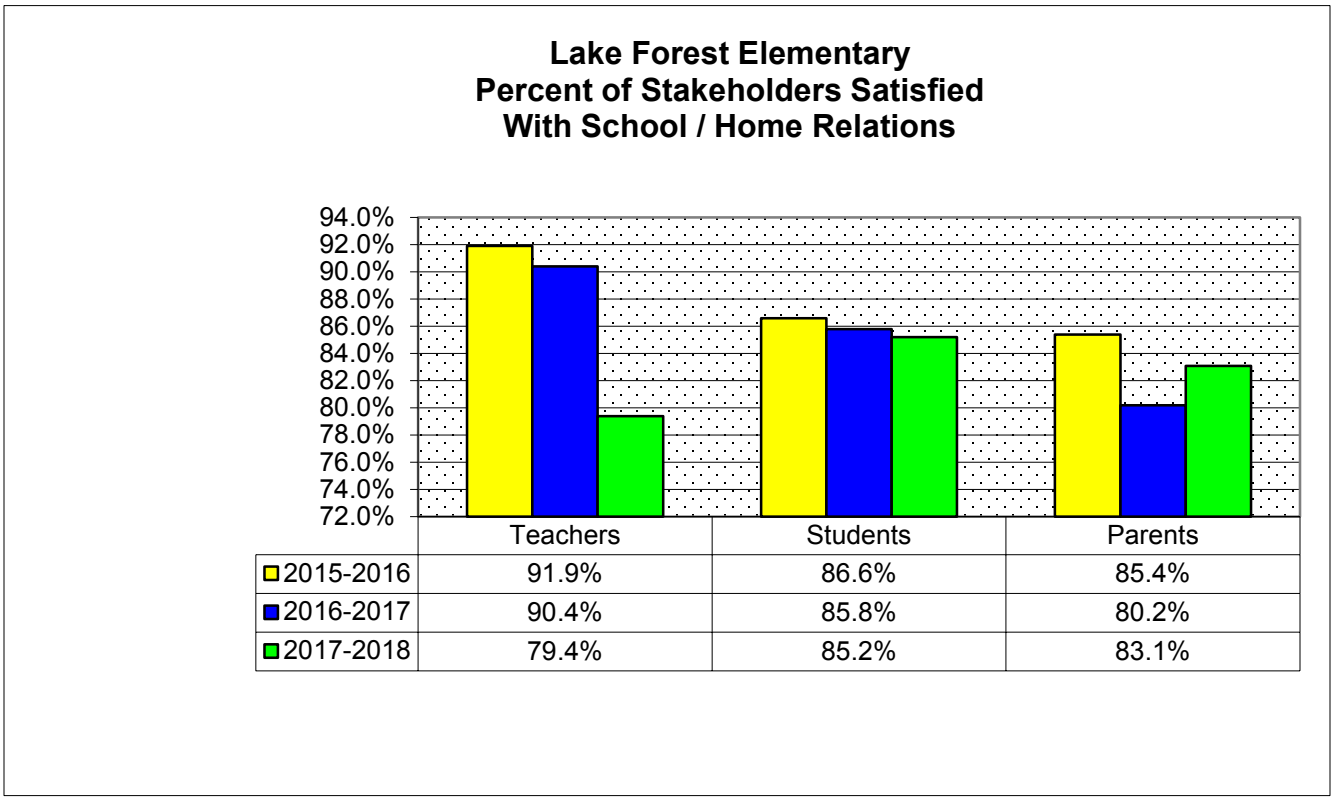


	Teachers	Students	Parents
2015-2016	91.9%	86.6%	85.4%
2016-2017	96.1%	91.7%	92.0%
2017-2018	89.8%	85.2%	83.1%

Patterns and Trends with Social and Physical Environment:

Over the past three years a number of items have been addressed to increase the satisfaction among all stakeholders with the social and physical environment of the school**.** At various points in time throughout the three years, parents commented that the lack of playground equipment and that the lack of grass on the playground were both areas for improvement. Through many joints efforts between the school, PTA, and community a new playground was installed during the 2015-2016 school year. A new Kindergarten playground was installed during the 2018-2019 school year. A sun shade was installed over the largest piece of equipment on the main playground in 2018-2019.

During the 2017-2018 school year, the Beta Club and Lake Forest Gardening Club worked to revitalize the school's butterfly garden in an effort to increase "green" space for the students. The district installed gates on our playground that completely surrounds the area, to help with keeping students in an enclosed area during recess. 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.



	Teachers	Students	Parents
2015-2016	91.9%	86.6%	85.4%
2016-2017	90.4%	85.8%	80.2%
2017-2018	79.4%	85.2%	83.1%

Patterns and Trends with School / Home Relations:
Over the past three 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.
The staff and PTA continuously try 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, The Leopard Letter. Other activities that have increased parent involvement in the school include student performances at PTA meetings, PTA Daddy-Daughter dance, Family Movie Night, Family Reading and STEAM nights, etc. which have been very successful. During the past three 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.

Priorities for Building and Strengthening Organizational Capacity for Effectiveness

The following priorities for instructional effectiveness were established:

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

Instructional Priority	Measured By
More student and teacher time spent on task • Balanced Literacy • Reading Eggs program for ESOL students • Student Learning Objectives (SLO's)	• Math and Reading Benchmarks • Lesson plans and classroom observations • Classroom observations and data • Teacher's written SLO goals
Instructional Priority	**Measured By**
More integration of Science and Social Studies into Language Arts • All teachers will be going through a reboot of Balanced Literacy training. • Teachers will plan units of instruction in the Learning Focus format. • Historical fiction and non-fiction trade books will be used in Language Arts classes. • District assessments, MasteryConnect, teacher made assessments will be used for evaluation.	• Staff Development Logs will be available on Portal • Units will be outlined in lesson plans. • Lesson plans will list the books used in classrooms. • Rubrics, unit tests, and other forms of assessment will be included in teacher's unit plans.
Instructional Priority	**Measured By**
Continued implementation of Common Formative Assessments • Pre and Post assessments • Disaggregating Data • Data Team Meetings	• Creation of common formative assessments • Teachers will use data from assessments to assist student in setting goals, establishing instructional strategies, and evaluating next steps. • Minutes from each meeting and assessment data

III. Misson, Vision, and Beliefs

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

Vision: The vision of Lake Forest Elementary School is to empower students to learn, grow, lead, and succeed.

Mission: The mission of Lake Forest Elementary School is to provide a nurturing, student-centered learning environment where students are empowered to learn about the world, persevere through challenges, and develop positive character traits.

Beliefs about Curriculum, Instruction, and Assessment

- Education is a responsibility that involves home, school, and community.
- Students deserve to learn in a safe, caring school environment.
- Academic growth and social-emotional learning is essential to the development of the whole child.
- Every person deserves to be valued and treated with respect.
- It is important to help students develop positive character traits.
- Students should be encouraged to take risks and have opportunities to be creative.
- Students should be equipped with skills to become a responsible digital learner.

Part IV: Data Analysis and Needs Assessment

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 must:

- 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), Every Student Succeeds Act, and data provided by teacher, parent, and student surveys were reviewed.

As our student population has changed during the last seventeen years, so have the needs of the students. 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 3 non-homeroom ESOL teachers on the staff to assist with both students and parents.

We continuously work on ways we can better 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. The weekly up-date, provided by Mrs. Cooke, goes out as a phone call message as well as an e-mail.

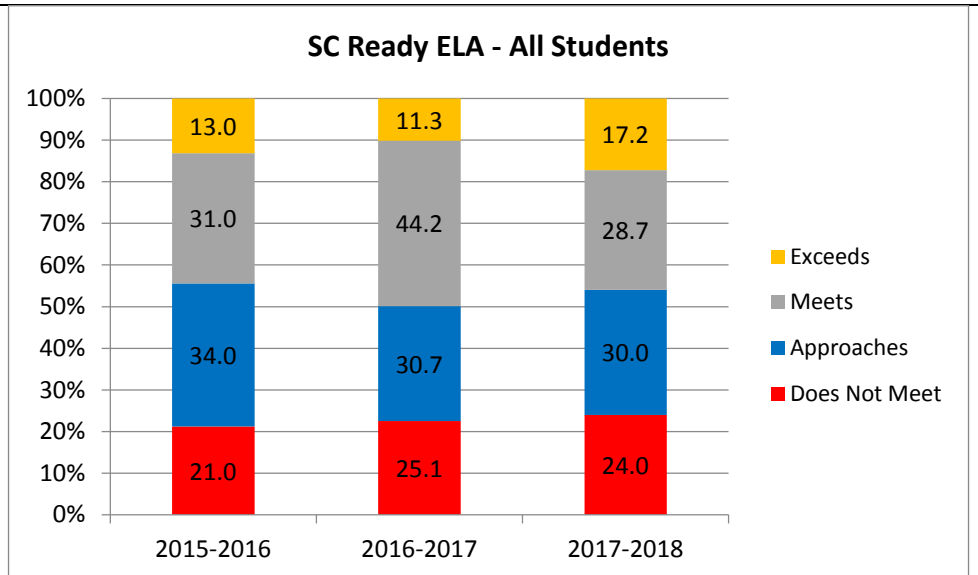
In an effort to increase the students' ability to communicate through a multi-media approach, reading and writing are taught across the curriculum at all grade levels. Lake Forest has implemented Balanced Literacy in kindergarten through fifth grade. Balanced Literacy is made up of several components. 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, Word Study and Independent reading are also still in place. Kindergarten and First Grade students that qualify receive Response to Intervention (RtI,) services. Reading interventionists work with at-risk students in kindergarten-second grade. Each school was allotted a reading/literacy position to help support our efforts with reading/literacy achievement.

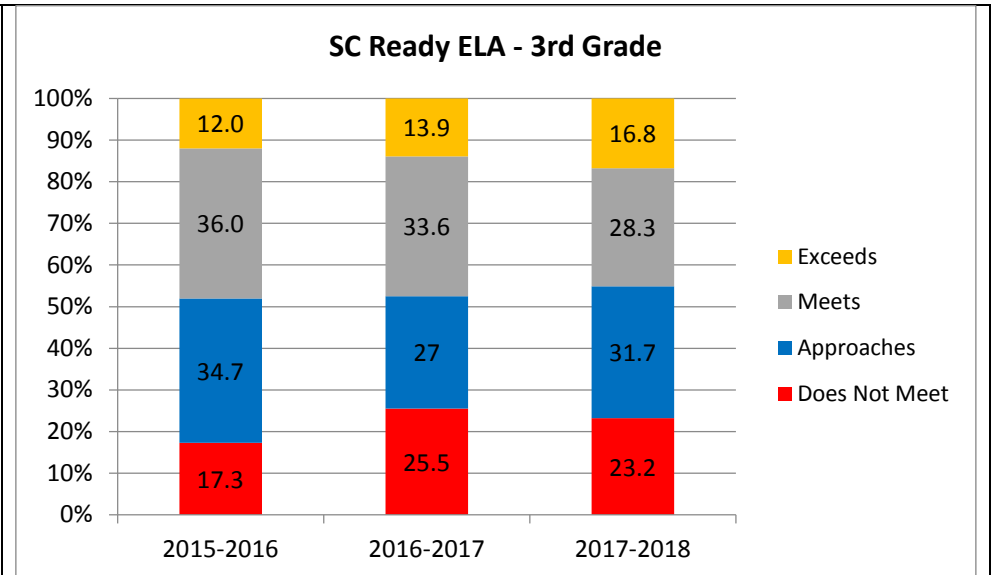
In 2019-2020, the faculty will continue Balanced Literacy training as well as Project Read: Comprehension professional development.

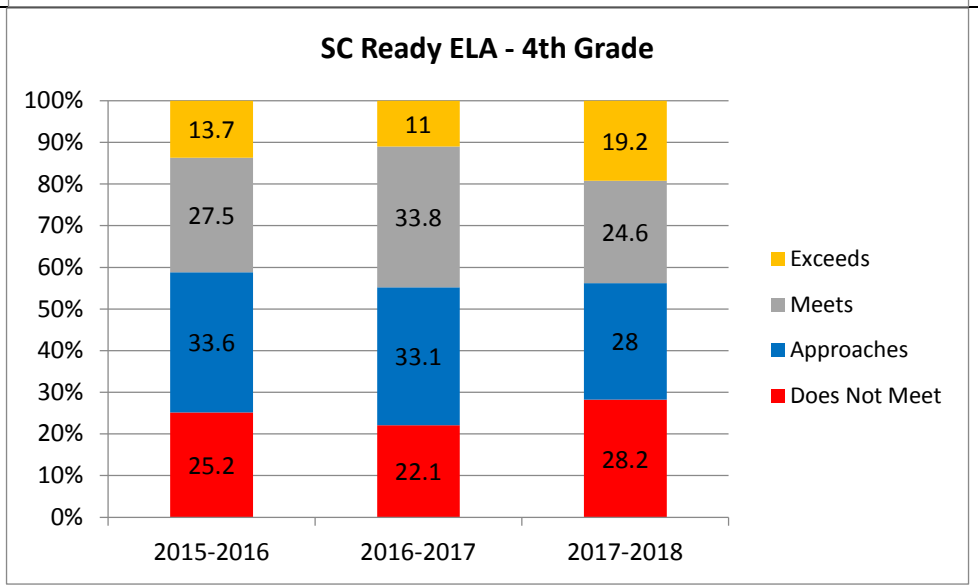
The math and science curricula are structured to promote higher-level thinking and reasoning as well as problem solving. Math is currently being taught using the Greenville County Math Curriculum Guide, South Carolina State Standards, and the Go Math! series. Math instruction is supplemented with the use of manipulatives, and First in Math. The science program at Lake Forest includes using science kits provided by the district, hands-on science lessons, and virtual field trips. In the 2018-2019 school year a STEAM Lab was implemented for all students.

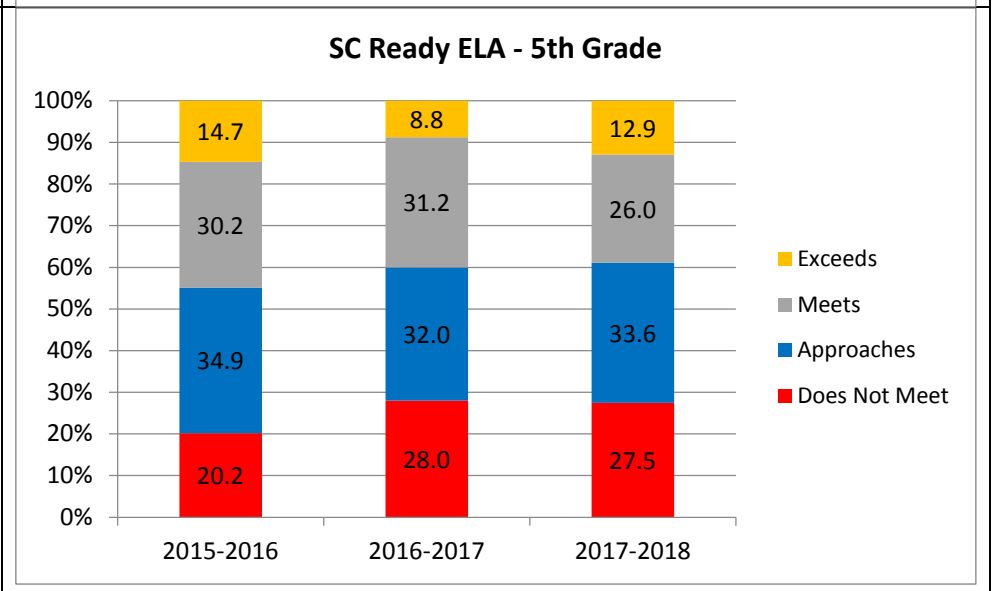
During the 2018-2019 school year, four teachers continue to be on the Discovery Digital Leadership Corps. These teachers have received training throughout the year to be model teachers as we move towards 1:1 devices in the 2019-2020 school year.

Disaggregated Achievement Results of Students-Results of Student SC Ready (ELA and Math) and PASS (Science and Social Studies) Testing
The following graphs reflect the results of standardized testing at Lake Forest. SC Ready was first administered in the 2015-2016 school year. ELA test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level.

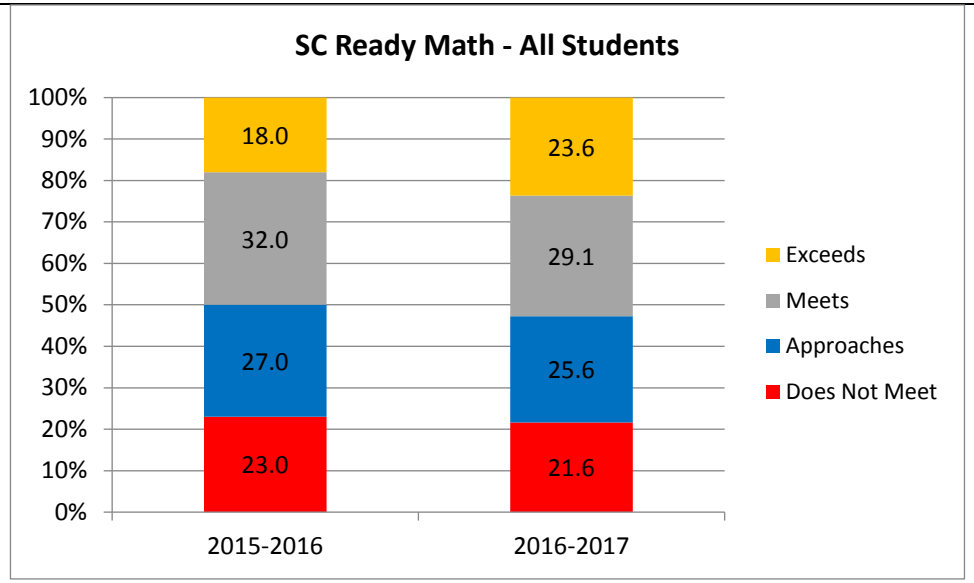


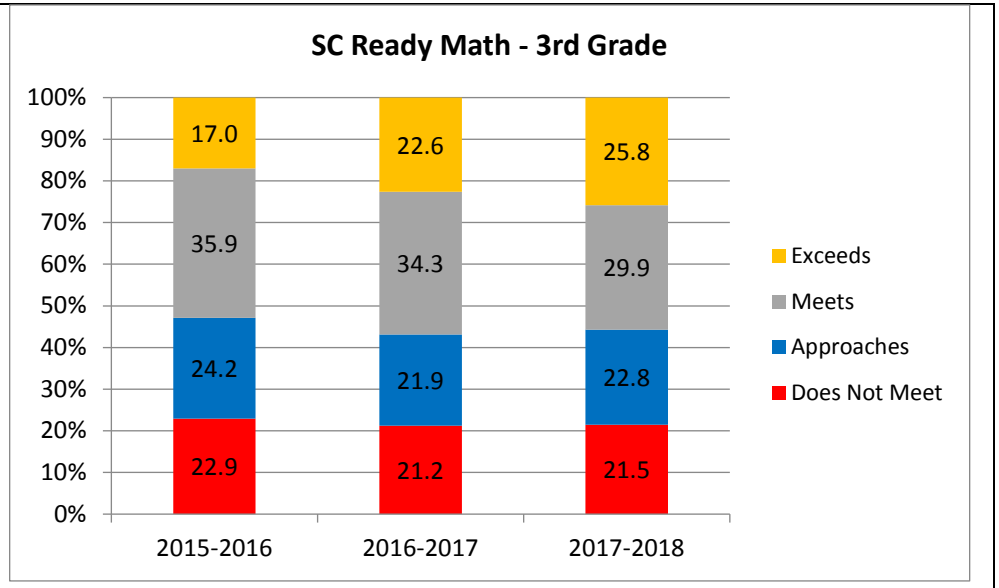


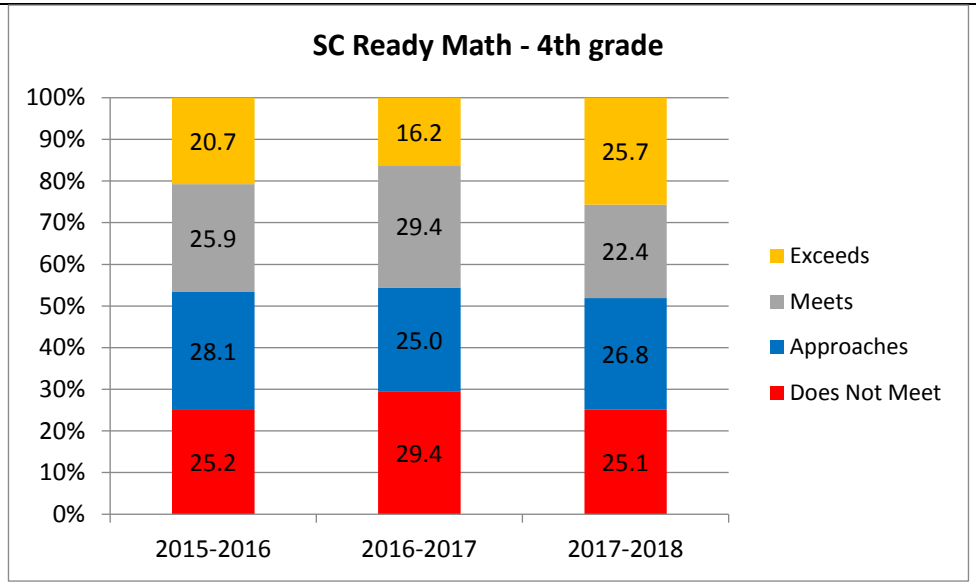


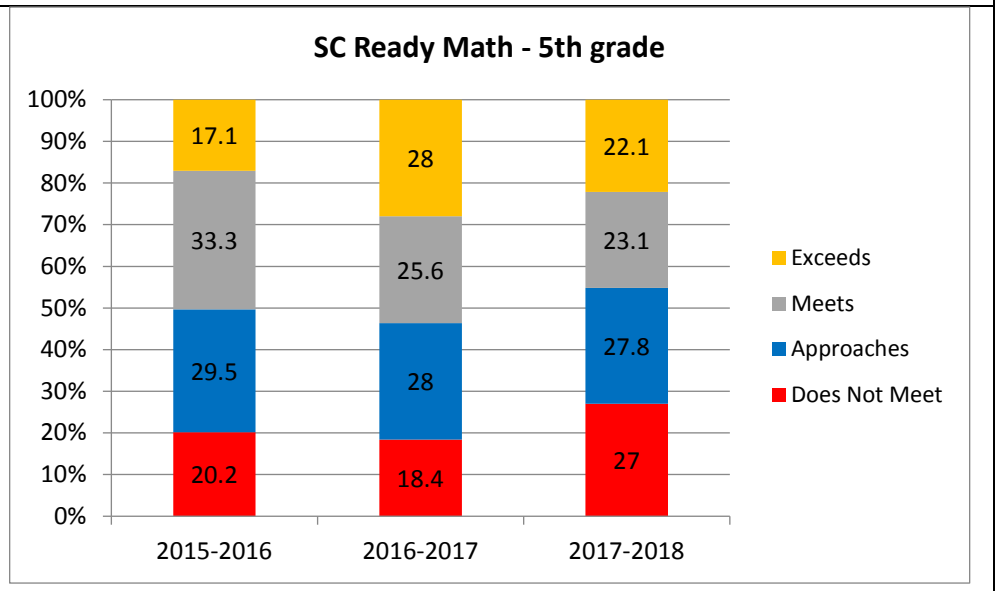


Math test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level.

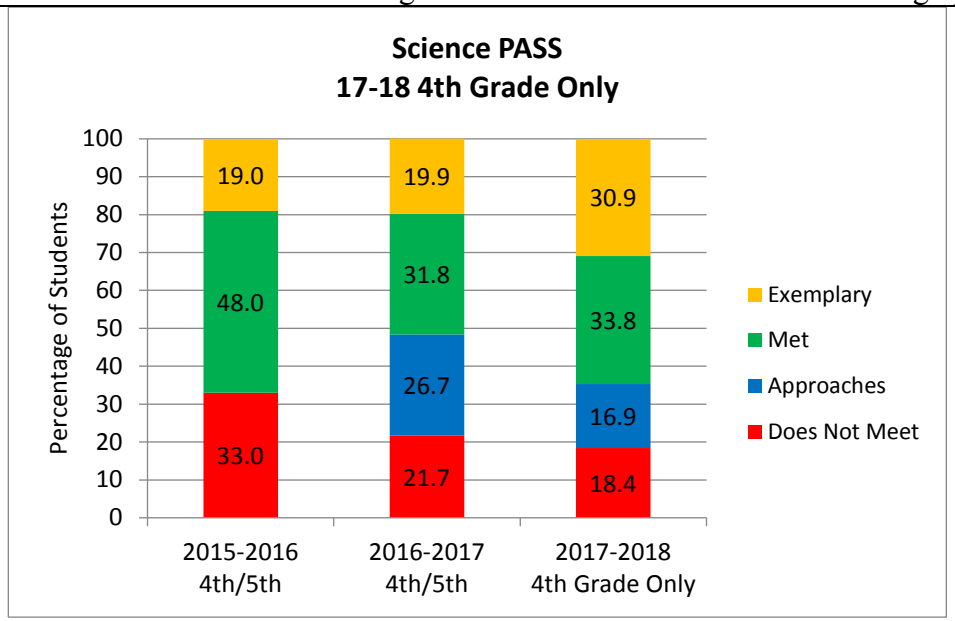


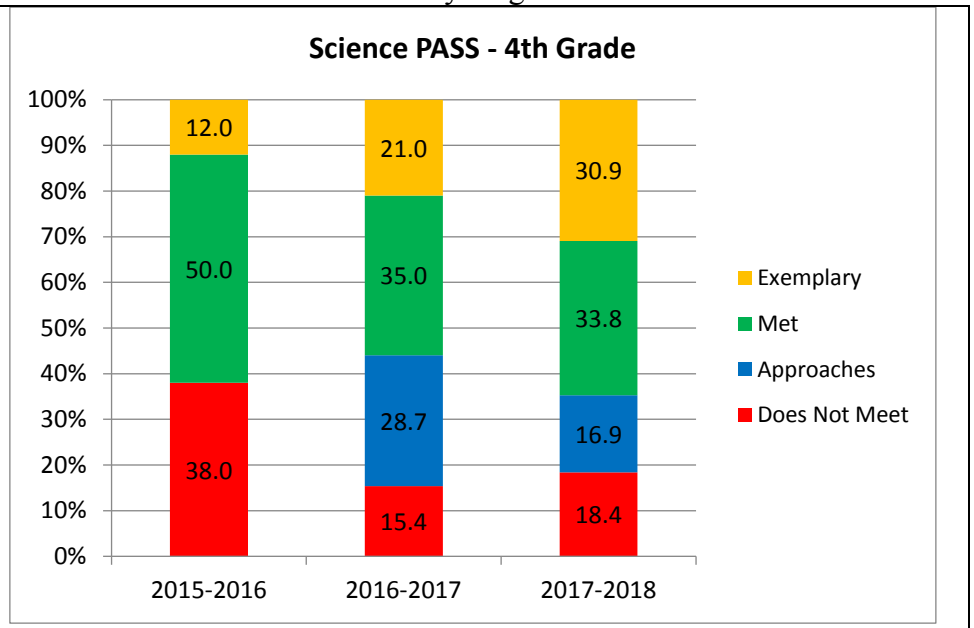




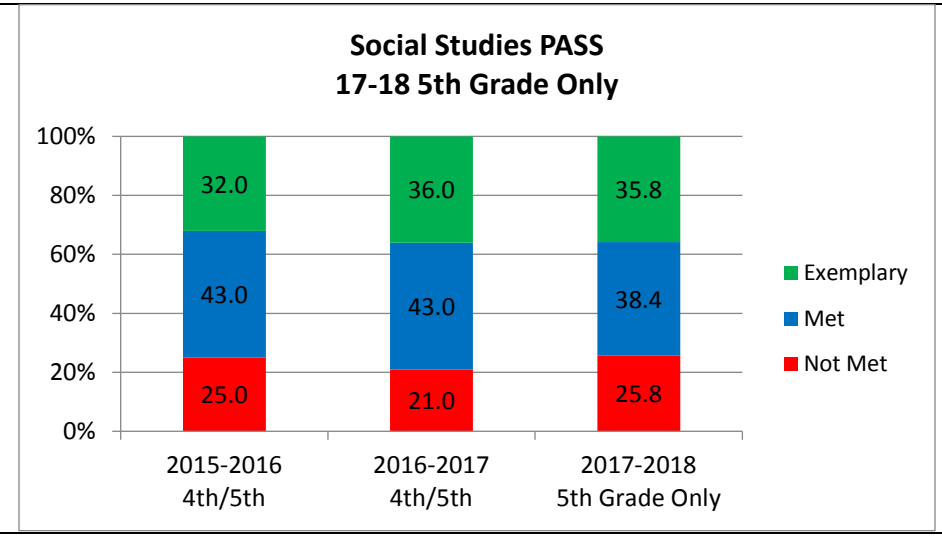


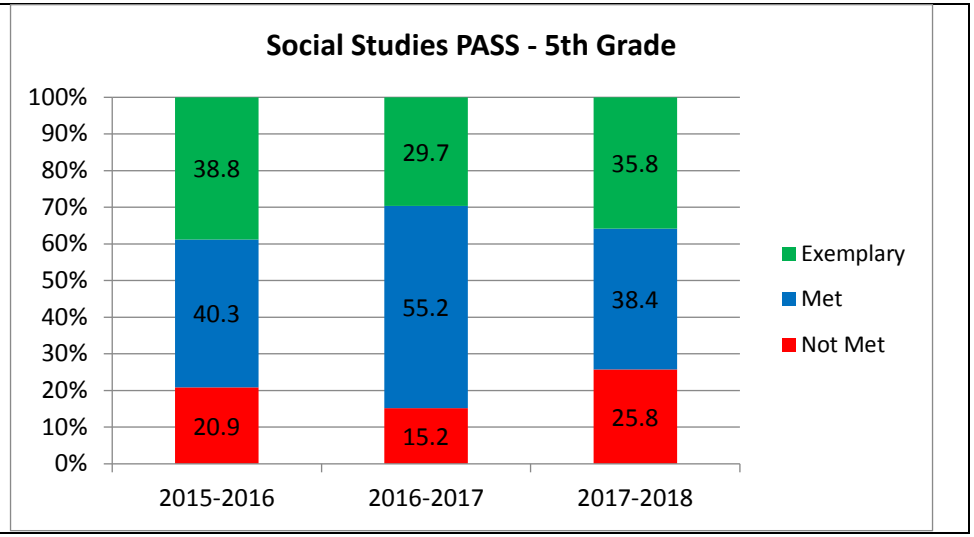
Science test scores for 4th and 5th grade students are illustrated in the first graph for 2015-2016 and 2016-2017. Only 4th grade tested Science in 2017-2018.





Social Studies test scores for 4th and 5th grade students are illustrated in the first graph for 2015-2016 and 2016-2017. Only 5th grade tested Social Studies in 2017-2018.





Discipline

There were a total number of 29 students suspended in 2018-2019 through March 28, 2019. It should be noted that the total number of students suspended include suspensions issued by other schools prior to students' enrollment in Lake Forest Elementary.

School Year	Total Suspensions on Record at LFES
2016-2017	56
2017-2018	92
2018-2019*	63

** As of March 28, 2019*

The Lake Forest suspensions for 2016-2017 through 2018-2019 were examined by student subgroups. The table below reflect the total number of suspensions disaggregated by grade level.

Year	Kindergarten (4/5)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2016-2017	6	4	1	7	6	9
2017-2018	0	11	10	5	9	16
2018-2019*	4	6	5	4	3	7

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
2016-2017	8	12	1	2	1	2	4	1	2	0
2017-2018	12	14	2	8	1	5	7	2	0	0
2018-2019*	7	15	0	2	0	3	1	1	0	0

From the preceding table, one may conclude that 82.8% of the students who were suspended were male in the 2018-2109 school year. Student suspensions were further disaggregated by meal status. The following table reflects these figures.

Year	Free/Reduced	Paid
2016-2017	27 (82%)	6 (18%)
2017-2018	39 (76.5%)	12 (23.5%)
2018-2019*	19 (66%)	10 (34%)

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 67.9% (16-17), 68.9% (17-18), and 65.4% (18-19) 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 years 2009-2019.

Identification of Achievement Gaps and Root Causes with Priorities

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee.

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. 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, which is still implemented today.

In 2018-2019, the PBIS/SEL (Social-Emotional Learning) committee was formed. This committee was formed to revamp PBIS. They were also charged with leading the faculty with how to help meet the social-emotional needs of our students as well as academic needs.

The PBIS/SEL committee reviews the expectations with the faculty at the beginning of each school year. The administration talks with and models the expectations at each station around the school. They do this twice a year; once at the beginning of school and once again after the break in December. The guidance counselor at Lake Forest offers small-group counseling. School Supplies are also provided to any child who cannot bring them from home. In 2018-2019, we also implemented Backpack Buddies. Five local churches donate bag of non-perishable food items to go home with students that have this need.

Lake Forest also offers an after-school extended day program which provides supervised homework assistance. Beginning in 2017 Lake Forest formed a partnership with the Mosaic Program held at Aldersgate United Methodist, a neighborhood church. The program operates Monday – Friday. The Mosaic Program 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 V: Quality Planning

The graphs in Section III, Student Achievement, illustrate students' test scores on State Testing. 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. Our school houses four self-contained special education classes. Moving forward, we plan to work more specifically with special education students in their weakest areas to help them achieve at higher rates. Teachers were able to choose one focus area to write a class goal on this year. Reading, writing, and math goals are for students in grades K5 – 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. In the lower grades, we utilize a Response to Intervention System to target our "at-risk" population.

First Grade Readiness Screening/Progress Monitoring: FastBridge 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. FastBridge 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. Kindergarten and first grade students who are "at risk" meet daily with a reading interventionist using SOAR to Success (1st and up) and ERI (K5).

All data is entered into the FastBridge tracking program. The fall benchmark test screens for fluency in the following areas: letter identification, sound identification, nonsense word reading, and phoneme segmentation. These students are progress monitored every two weeks. When students meet the benchmarks, they are dismissed from the reading intervention program. The FastBridge 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 December 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 FastBridge tracking program which gives teachers an overview of the progress of all first graders.

Our teachers also have weekly planning sessions where they use the District's Google Landing Page as a guide for creating quality lessons. Grade levels create common formative assessments to use to help guide instruction. Teachers use MasteryConnect/TE21 benchmarks in ELA, Math, Science, and Social Studies, (depending on district requirements at each grade level). Writing benchmarks are administered at the appointed dates given to us by the district.

Part VI: Professional Development

Past and Present Professional Development

Throughout each school year, teachers disaggregated classroom, grade level, and school data. They 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 2019-2020 were planned.

In an effort to increase student achievement a variety of professional development opportunities were planned. The faculty will be getting a reboot in Balanced Literacy training. This training is on-going throughout the district. Training sessions are conducted throughout the district by district ELA Consultants, the Instructional Coach, and Literacy Mentors. The faculty also received training in the areas of Math, ELA, Writing, ESOL, PBIS, virtual field trips, Google training, Google Platform, disaggregation of data, SC Ready, SC PASS, RTI, FastBridge, Project Read: Written Expression (18-19), Project Read: Comprehension (19-20), and ACES Adverse Childhood Experiences training.

Professional Development for the 2019-2020 school year will focus on South Carolina college and Career Ready Standards for all grades in both Math, ELA, Balanced Literacy, Writing instruction, Science, Social Studies, common summative and formative assessment, authentic assessment, disaggregating of data, Google Platform, Learning Targets and technology, (Chromebooks, iPads, educational apps, website, etc.). Following district initiatives we will continue training in multi-tiered support systems, Inclusive Practices, Digital Leader Core, and STEM/STEAM.

Part VII: Leadership

Faculty Council

At Lake Forest, the Faculty Council consists of the principal, the assistant principal, administrative assistant, and the members of the team. Faculty Council 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, administrative assistant 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:

- Every Student Succeeds
- Individuals With Disabilities 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
- Faculty Council- 4th Wednesday of each month
- Faculty meeting- 3rd Wednesday of each month
- Vertical teams- 1st Wednesday of each month
- Professional Development- 2nd Wednesday of each month
- Grade Level Meetings – Weekly
- Leadership Team – Each Thursday
- Administrative Team- Each Thursday
- SIC-2nd Friday
- PTA Board – 3rd 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

- Faculty Council -Minutes reported to all faculty/staff during grade level meetings. Minutes are also emailed after the monthly meeting.
- SIC-Minutes distributed to members electronically; available upon request.
- PTA Board-Minutes distributed to members; available upon request.
- Grade Level Meetings-Minutes are saved on Google Drive each week.
- Vertical/Committee Team Meetings- Minutes are found on Google Classroom each month.

School Improvement Council (SIC) Members	
Aaron Conley-Chair Shavon Davis Kendra Robinson Julie Cooke Chris Sloan Curry Wilson Laurie DeMint	Travis Cross Julia McKissick Andi Tilley Kanisha McCrea Philip Yanov Julie Bridges Sara Glenn

PTA Executive Board Members	
Shavon Davis (Co-President) Kendra Robinson (Co-President) Jessica Turner (Vice-President/Memberships) Brandy Laster (Hospitality/Room Mom Co-Coordinator)	Perry Behrens (Treasurer) Lauren Mabry (Secretary) Liz McCall (Volunteer Coordinator) Melanie Edmonds (Room Mom Co-Coordinator)

Part VIII: Partnerships

Introduction

In Part III, Beliefs about Curriculum, Instruction, and Assessment, the following tenet was stated: "Education is a responsibility that involves 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.

School Year	PTA Funds Raised	PTA Volunteer Hours Logged
2016-2017	$40,000.00	12,653
2017-2018	$72,000.00	13,200
2018-2019*	$47,000.00	4,537

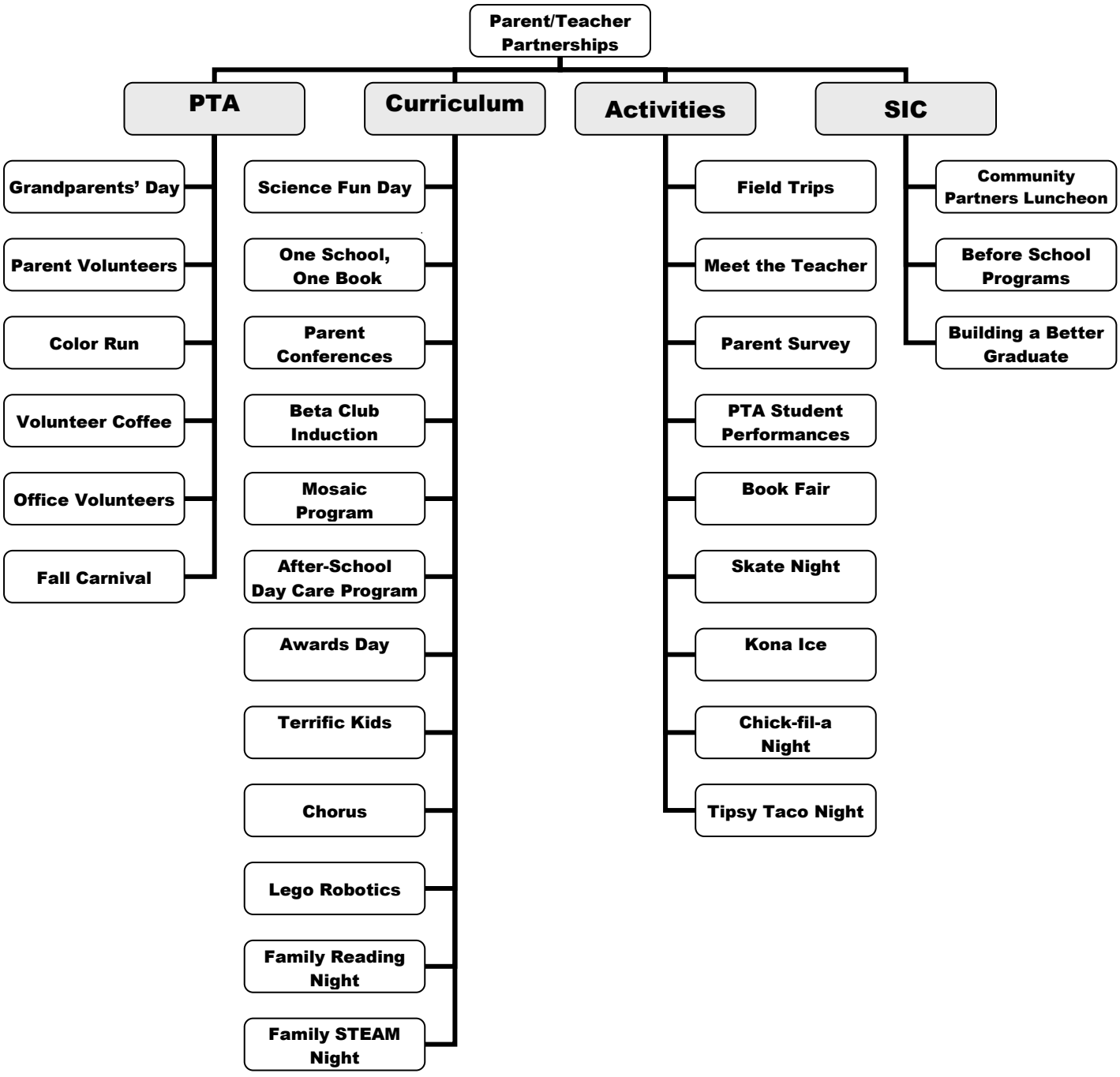
Information is only through 03/27/2018.

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

Description	2016-2017	2017-2018	2018-2019
Student Awards	$4,000.00	$2,000.00	$500.00
Classroom Materials	$2,500.00	$2,500.00	$2,500.00
PBIS	$2,000.00	$1,000.00	$500.00

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.

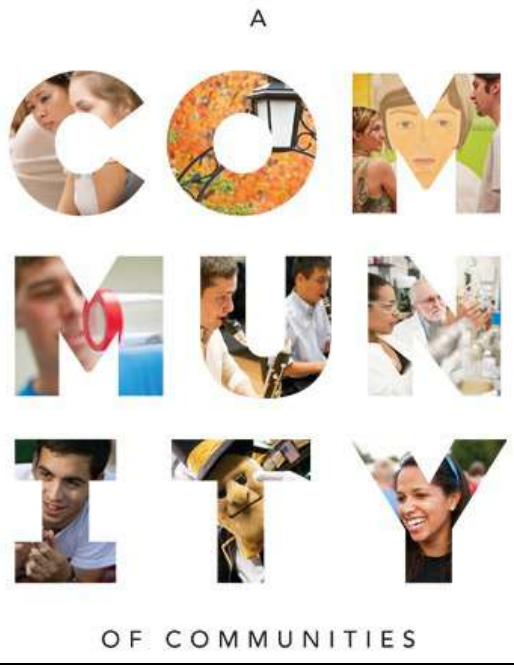


Partnerships to Increase Community Involvement

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. Additionally, the local hockey team, the Swamp Rabbit sponsors the Terrific Kids Program at Lake Forest.

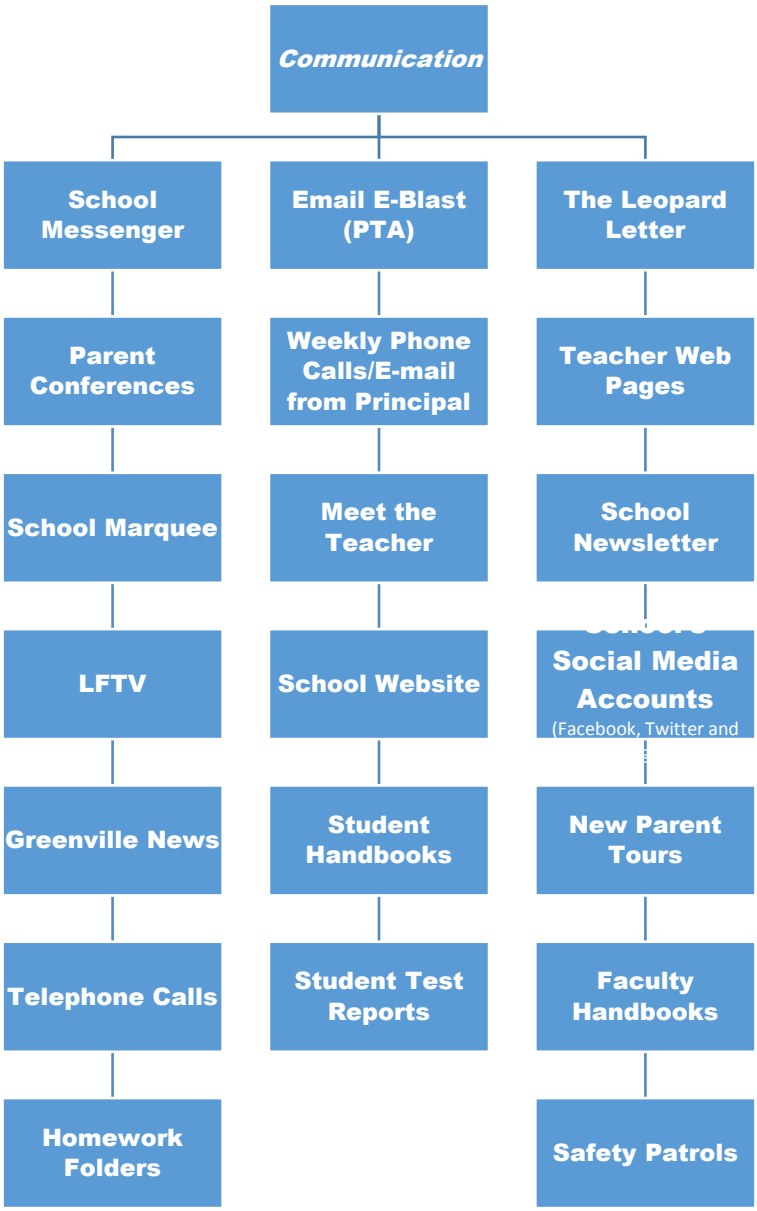
Area businesses have supported the school in a variety of ways as well. A chart to represent examples of community and local business involvement is included below:

Community Partners and Community Supported Activities			
Red Ribbon Week	SIC	Publix Charities	PTA Board
Chick-Fil-A Night Taylors	Swamp Rabbits Hockey Team	Taylors Roller Skating	Volunteer Tutors
Edwards Road Baptist Church-Good News Club	Aldersgate United Methodist Church	Terrific Kids-Greenville-Eastside Kiwanis	The Edge Community Church
Public Education Partners	Edwards Rd. Baptist Church	Greenville Public Library	Character Education
Science Fun Day	Tipsy Taco	Grandparent's Day	United Way
General Mills Box Tops for Education	Publix Card Rebates	Wade Hampton High Athletes	Scholastic Book Fair
Bi-Lo Bonus Card Rebates	Ingles Advantage Cards Rebates	League Job Shadow	Safe Kids Upstate
Mosaic Program	Greenville First Assembly of God	Campbell's Soup Can Labels	Greenville Symphony
Children's Hospital	Therapy Dogs	Awards Day	Rotary Club
John Knox Presbyterian Church			



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 continuously trying to improve 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. The weekly update provided by Mrs. Cooke, goes out as a phone call message as well as an e-mail. Building partnerships is an ongoing process. There is a continuous need for improvement. Examples of our efforts to facilitate communication are represented in the following diagram:



Part IX: School Action Plan

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 44.2% in 2016-17 to 52.6% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.4% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	44.2% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 45.6**	**47**	**48.4**	**49.8**	**51.2**	**52.6**
		School Actual Elementary 45.9					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	August 2019-June 2020	Administrative Team	District Funded	District Funded	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Implement coaching cycles to improve common planning and instruction	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	August 2019-June 2020	Instructional Coach Administrative Team	$0	District Funded	Mastery Connect/TE21 Coaching Cycles

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52.7% in 2016-17 to 58.5% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.96% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	52.7% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 53.7**	**54.6**	**55.6**	**56.5**	**57.5**	**58.5**
		School Actual Elementary 55.9					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	August 2019-June 2020	Administrative Team	District Funded	District Funded	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Implement coaching cycles to improve common planning and instruction	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	August 2019-June 2020	Instructional Coach Administrative Team	$0	District Funded	Mastery Connect/TE21 Coaching Cycles

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 0.96% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	65.7	66.6	67.6	68.5	69.5
		School Actual Elementary 64.7					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	August 2019-June 2020	Administrative Team	District Funded	District Funded	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Implement coaching cycles to improve common planning and instruction	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	August 2019-June 2020	Instructional Coach Administrative Team	$0	District Funded	Mastery Connect/TE21 Coaching Cycles

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 1.4% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**75.6**	**77**	**78.4**	**79.8**	**81.2**
		School Actual Elementary 74.2					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**81**	**84**	**87**	**90**	**93**
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	August 2019-June 2020	Administrative Team	District Funded	District Funded	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Implement coaching cycles to improve common planning and instruction	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	August 2019-June 2020	Instructional Coach Administrative Team	$0	District Funded	Mastery Connect/TE21 Coaching Cycles

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC SDE Website	36% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 37.9**	**39.8**	**41.7**	**43.6**	**45.4**	**47.4**
SC READY ELA SC SDE Website		**School Actual Hispanic 36**					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**

SC READY ELA SC SDE Website		**District Actual Hispanic 34**					
SC READY ELA SC SDE Website	16 % Meets Expectations and Exceeds Expectations	**School Projected AA 19**	**30**	**33**	**36**	**39**	**42**
SC READY ELA SC SDE Website		**School Actual AA 27**					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA 25**					
SC READY ELA SC SDE Website	12 % Meets Expectations and Exceeds Expectations	**School Projected SWD 15.2**	**21.2**	**24.2**	**27.4**	**30.6**	**33.8**
SC READY ELA SC SDE Website		**School Actual SWD** 18					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	**14**	**17**	**20**	**23**	**26**

SC READY ELA SC SDE Website		**District Actual SWD 12**					
SC READY ELA SC SDE Website	18 % Meets Expectations and Exceeds Expectations	**School Projected LEP 15.2**	**35.9**	**38.8**	**41.7**	**44.6**	**47.5**
SC READY ELA SC SDE Website		**School Actual LEP 33**					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**					
SC READY ELA SC SDE Website	33 % Meets Expectations and Exceeds Expectations	**School Projected SIP 36**	**39**	**42**	**45**	**48**	**52**
SC READY ELA SC SDE Website		**School Actual SIP 36**					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38**	**38**	**41**	**44**	**47**	**50**

SC READY ELA SC SDE Website		**District Actual SIP 33**					
SC READY Math SC SDE Website	46 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic 47.3**	48.6	49.9	51.2	52.5	53.8
SC READY Math SC SDE Website		**School Actual Hispanic 46**					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**					
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	**School Projected AA 27.5**	36.5	39	41.5	44	46.5
SC READY Math SC SDE Website		**School Actual AA 34**					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**

SC READY Math SC SDE Website		**District Actual AA 28**					
SC READY Math SC SDE Website	13 % Meets Expectations and Exceeds Expectations	**School Projected SWD 16.2**	27,2	30.4	33.6	36.8	40
SC READY Math SC SDE Website		**School Actual SWD** 24					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD 16**					
SC READY Math SC SDE Website	34 % Meets Expectations and Exceeds Expectations	**School Projected LEP 36**	42	44	46	48	50
SC READY Math SC SDE Website		**School Actual LEP 40**					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**

SC READY Math SC SDE Website		**District Actual LEP 42**					
SC READY Math SC SDE Website	45% Meets Expectations and Exceeds Expectations	**School Projected SIP 48**	48	51	54	57	60
SC READY Math SC SDE Website		**School Actual SIP 45**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual SIP 38**					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities for instructional strategies for diverse learners	August 2019-August 2020	Instructional Coach Administrative Team	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
2. Implement Professional Learning Community support in schools (Data Teams, Grade Level Meetings, Curriculum Committee Meetings)	August 2019-August 2020	Instructional Coach Administrative Team	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans, Instructional Rounds, and Agendas from meetings
3. Implement coaching cycles to improve common planning and instruction	August 2019-August 2020	Instructional Coach Administrative Team	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Fountas and Pinnell	Criterion Reference Measure	**School Projected**					
		School Actual	**Baseline will be established in Spring 2019**				
Fastbridge	Norm Reference Measure	**School Projected**					
		School Actual	**Baseline will be established in Spring 2019**				

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 –41 % Grade 5 –34 %	Grade 2 –41 % Grade 5 – 34%	Grade 2 –41 % Grade 5 –34 %	Grade 2 –41 % Grade 5 –34 %
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual**	Grade 2 – 43% Grade 5 –30 %				
Fountas and Pinnell		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
Fastbridge		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**District Actual**	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #6:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Balanced Literacy with fidelity across all schools.	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
2. Coach teachers in instructional best practices using the district coaching framework	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
3. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	August 2019-June 2020	Administrative Team	$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**

		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Develop training opportunities for schools to help existing teachers work with diverse students.	August 2019-June 2020	Instructional Coach Administrative Team	$0	NA	Professional Development opportunities targeting student diversity.
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE School Report Card Survey	94.3	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 85.1					
SC SDE School Report Card Survey	98	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 87.1					

SC SDE School Report Card Survey	95.7	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 92.4					
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students **86**					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers **97**					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents **88**					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	August 2019-June 2020	Principal	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	August 2019-June 2020	Administrative Team School Counselor	$0	NA	Tips received from multiple stakeholder groups

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18 90	**School Projected**	x	x	x	x	x
		School Actual 90					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18 89	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 90					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	August 2019-June 2020	Administrative Team School Counselors	$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	August 2019-June 2020	Instructional Coach Administrative Team School Counselors	$0	NA	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students	August 2019-June 2020	Administrative Team School Counselors	$0	NA	Documentation of communicating protocol to staff

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
	(2016-17) **95.1**	**School Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**School Actual 94.92**					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Consistently monitor attendance trends	August 2019-June 2020	Attendance Clerk Administrative Team	$0	NA	Attendance reports Review of attendance policies
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	August 2019-June 2020	OnTrack Coordinator/Team Attendance Clerk Administrative Team	$0	NA	Students are identified and appropriate supports are assigned
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 8** **Lonely ≤ 11** **Angry ≤ 10**	**Afraid ≤ 8** **Lonely ≤ 11** **Angry ≤ 10**	**Afraid ≤ 7** **Lonely ≤ 10** **Angry ≤ 9**	**Afraid ≤ 7** Lonely ≤ 10 Angry ≤ 9	**Afraid ≤ 6** **Lonely ≤ 9** **Angry ≤ 8**
		School Actual Afraid –9 % Lonely –12 % Angry –11 %	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**
		District Actual **Afraid – 5%** **Lonely – 10%** **Angry – 8%**	**Afraid – 5%** **Lonely – 10%** **Angry – 8%**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	August 2019-June 2020	OnTrack Team Administrative Team	$0	NA	All schools using OnTrack process
2. Implement relationship-building programs/strategies in schools	August 2019-June 2020	Administrative Team School Counselor	$0	NA	Programs implemented with fidelity
3. Each school will ensure its character education program addresses bullying behaviors	August 2019-June 2020	Administrative Team School Counselor	$0	NA	Appropriate programs utilized by schools

Lake Forest School Report Card Link:
https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA2Mw