Lake Eola Charter School

2015-21 School Improvement Plan

Lake Eola Charter School

135 N. Magnolia Ave, Orlando, FL 32801

www.lecs.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Charter K-8	No	N/A

Alternative/ESE Center	Charter School	Minority
No	Yes	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A	A	A	A

School Board Approval

This plan does not require Orange County School Board approval

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	NotinDA-None

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Eola Charter School provides instruction using best practices to develop the 5 C's (Computation, Comprehension, Critical Thinking, Character, Community Engagement) in our family of learners.

Provide the school's vision statement

To create a demonstration school that moves the mission to maximum implementation.

School Environment

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

We have many active culture and interest clubs on campus where students interact with teachers and one another. These groups deliver exhibitions and programs on campus throughout the year to grow awareness of our diversity and establish relationships among students and teachers. Teachers attend extracurricular, culture, arts, and academic events to support students and interact with their families.

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

The administrative team and other staff members are an active presence during the entire school day supervising all areas of campus before school, during class change, lunch, and after school. We have a positive approach to discipline, hold a zero tolerance bullying policy, and offer guidance to students in need. The accessibility of school leadership not only minimizes disruptions, but serves as a means to build rapport with the students. Students find the administration approachable and can seek them out for support if needed. Administrators, faculty, staff and students are provided with the Code of Student Conduct and implement the code with consistency. Teachers are expected to provide a safe, respectful environment that promotes learning and appropriate interactions between students. The Director supports students, families and staff and provides resources, as needed. After school clubs and activities are offered such as Science Club, Circus Club, Battle of the Books, Tutoring, and many others.

Entrance to the school is through the main office using an intercom locking system. This is where parents and guests are watched, via camera system, by the main office as they state their name and business. The Administration will grant access based on this information. Other access areas to the school are locked at all times and accessed only by key.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each year we deliver instruction on the code of conduct and review its expectations throughout the year with teachers and students. Teachers are given a refresher on discipline expectations during pre-planning and as needed, throughout the year. The

Principal follows the behavioral consequences matrix to ensure that students are treated equally. Teachers meet frequently to discuss behavioral concerns and to align their practices. The administrative team works with guidance to develop goals for reducing behavioral issues and promoting positive behavior on campus. There is an ongoing commitment to high quality instruction to maintain student engagement and minimize discipline issues. Teachers are expected to develop positive relationships with students in order to identify students with increased needs and to prevent academic or discipline issues.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Lake Eola Charter School's Director currently serves as the guidance counselor. The Director is available to provide one-on-one or group meetings to address social-emotional issues. There are many methods of requesting a counseling meeting with the Director: students are able to request a meeting; a student may be referred by a teacher or other staff member. LECS has also employed a part-time Learning Specialist to assist with any special education needs and this individual may also recommend additional services be provided.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Lake Eola Charter School monitors students attendance as an early warning indicator.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	1	4	1	0	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students exhibiting two or more indicators	1	2	2	1	2	2	8	1	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Lake Eola Charter School intervention strategy includes tardiness and absences. Students that arrive after the gate closes at 7:57 AM will report to the office with a parent and receive a tardy slip. Any child entering through the front door is considered tardy. The tardy policy is as follows: Third tardy – warning letter Fourth through ninth tardy – 30 minute detention Tenth through thirteen tardy – in-school suspension Fourteenth through nineteenth tardy – out-of-school suspension Twentieth or more – recommendation for termination of placement at LECS

When students accumulate 5 unexcused absences within the school year, the school shall notify the parent and institute interventions. When students accumulate 10 unexcused absences within the school year, the school MUST report the student to the school social worker. When the students accumulate 15 days of unexcused absences students will be reported to CINS/FINS (Children in Need of Services/Families in Need of Services) as a habitual truant. Additionally, students will be recommended for retention and/or termination of placement at LECS.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school requires parental Involvement of a minimum 25 volunteer hours or 30 volunteer hours for more than one child in the school.
Description

A family with one child enrolled is required to contribute at least 25 hours, while families with two or more children must contribute at least 30 hours of volunteer service. Example of activities include but not limited to: assisting teachers in the classroom, presenting art or music instruction, lunchroom duty, chaperoning, assisting sponsored clubs', etc.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our School Advisory Council and Board of Directors provides some outreach to the local community for the support of our school. There is a coordinated effort to recruit local businesses to extend the school resources and to provide additional opportunities for students, through the Partners in Education Program. We also reach out to the community to provide items for fundraising events to promote our Arts program.

Currently we have community members serving on the School Advisory Council and the Board of Directors. We have many partners in education which support our students by providing service and volunteer time. We have many community

volunteers that judge our Science Fair, Oration contest and participate in the Silent Auction.

Here at Lake Eola Charter School our students also give back to the community by participating in service projects. Projects include but are not limited to cleaning up local lakes and parks, donation of food and blankets for the homeless, and raising funds for local charities and efforts such as the Pulse Victims.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Schendel, LuAnne	Director
Morell, Sharon	Assistant Director
Bishop, Beth	Teacher's Aide
Larr, Maria	Administrative Assistant
Demyan, Joe	Teacher, K-12
Eginton, Cissie	Teacher, K-12
Friedman,Jillian	Teacher, K-12
Gainey, Dene	Teacher, K-12
Hernandez, Alyssa	Teacher, K-12
Hill, Sheldon	Other, Physical Health Education
Honsberger, Christie	Learning Specialist
Madewell, Bob	Teacher, K-12
McCormick, Mary	Teacher, K-12
Narvaez, Karely	Teacher, K-12
Renner, Wyanetha	Other, Speech, Language
Ross, Wendy	Teacher, K-12
Stucker, Michelle	Learning Specialist
Thompson, Nicole	Teacher, K-12
Urtz, Charles	Teacher, K-12
Whitmer, Christina	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team is comprised of administrators, faculty and staff who focus on the leadership responsibilities of the comprehensive charter school. The Administrators and Faculty of the school will be responsible for the collection/analysis of data, differentiation of instruction, and the implementation of instructional strategies within the classroom to meet student needs. Administration and Faculty meet once a month to discuss/review common assessment data and instructional techniques.   Within each cluster of faculty there is a lead that serves as a mentor to others and assists with curriculum and testing. All faculty are encouraged to attend professional development opportunities and then bring the knowledge to the team.

The administration and teachers work together to ensure that all teachers, regardless

of their subject area, are teaching reading and writing. Teachers experience support in teaching reading in the content area. In addition, there are opportunities for vertical alignment throughout the school to ensure that we are building on skills each and

every year. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Here at Lake Eola Charter School we work as a whole team, (Teachers, Administration, Parents, Student and Governance) to identify and align available resources to be sure that every student succeeds in their education. The Board of Directors evaluates, prepares and approves an annual budget based on the Orange County Public Schools and State of Florida funding. In addition, when additional resources are needed for services and program, the entire leadership including but not limited to: Board of Directors, School Advisory Council, Parent Teacher Student Association, and Community Members come together to raise any additional funds needed to meet the students of Lake Eola Charter School's needs.

Board of Directors

The Board of Directors of Lake Eola Charter School shall have control and jurisdiction over the affairs and property of the Corporation, subject to the Articles of Incorporation and the By-Laws of the school. Paid teachers, support staff and the Director shall work for and under the supervision of the corporation and its Board of Directors.

The Board is responsible for assisting in preserving the Charter School Mission and general plan, and the final approval for the hiring of instructors and staff, preparation of the school's annual budget (as required by Florida statute s.229.555) and the School Improvement Plan. Development of the budget and school improvement plan includes suggestions from the SAC surveys from parents, students and faculty.

Membership:

NAME	TITLE
Santurri, Ryan	President, Parent Representative
Dixon, Sherri	Vice-President, Community Member
Early, Lisa	Treasurer, Community Member
Eng, Alex	Secretary, Community Member
Dierking, John	Community Member
Hoffman, Elizabeth	Community Member
Madewell, Bob	Faculty Representative
Schendel, LuAnne	LECS Director

School Advisory Council –

Membership:

NAME	TITLE
Craner, DeVonna	Chairman and Curriculum Committee
Morell, Sharon	Vice-Chairman/Technology & Facility Committee
Bacon, Jasmine	Secretary/Fundraising Committee
Jillian Friedman	Curriculum Committee
Goodsell, Cate	Curriculum Committee
Thompson, Nicole	Teacher Representative
Schendel, LuAnne	LECS Director

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The SAC reviewed the SIP and data at the end of the 2014-15 school year and determined areas of need for the 2015-16 school year. The SAC helped to refine goals for this year's SIP.

The school's budget and improvement plan was prepared by the Board of Directors. Each year, the principal reviews the budgetary priorities with the SAC in order to ensure a culture of transparency and to provide the framework for decision making, related to the expenditure of school improvement funds.

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

The legislature has not provided school improvement funds and funding is not presently available to schools and SACS.

The school improvement plan for years past has included items such as new clubs, tutoring, facility improvements, communication, technology, increased scores on the English and Math FCAT. Although here at Lake Eola Charter School we do not have a set budget for the SIP, we have budget line items to support the plan. The line items include facilities, technology, supplies, etc.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Parent Teacher Student Association (PTSA)

Membership:

NAME	TITLE
Goodsell, Cate	President
Goodsell, Craig	Vice President
Wright, Ally	Vice President
Ziegler, Tim	Vice President
Minton, Amy	Secretary
Finley, Maggie	Treasurer
Bolling, Dan	Parliamentarian/Historian
Hernandez, Alyssa	Teacher Representative
Bolling, Summer	Student Representative
Boston, Adley	Student Representative
Boston, Analyn	Student Representative
Wright, Sidney	Student Representative

Duties

The role of the PTSA (Parent Teacher Student Association) is to build strong working relationships among parents, teachers, students and schools, in support of students. This role includes recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities, fundraising for student, teacher and school needs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

All teachers meet together based on their instructional content to collaborate. These groups meet multiple times each month to allow teachers the opportunity to discuss student needs, write lesson plans, review assessment data, design interventions, and receive professional training. Based on these collaborations, we have developed Reading buddies and Cluster 2 visits the Cluster 3 Science Fair each year.

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

The school's administrative and resource staff collaborate to recruit, develop and retain highly qualified teachers with the following processes:
1. Consistent Interview process is used to identify highly qualified candidates.
2. High Quality Staff Development Program is used to identify staff priorities and to provide support to new and experienced teachers.

3. Professional Learning Communities are used to provide ongoing, high quality professional development that focuses on student results and school

outcomes.

4. Progress monitoring and data conversations are held to identify areas of strength and need in order to improve the instructional process and student achievement.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each new teacher is provided a mentor to support them throughout the year. Mentors are assigned to the new employee who teach a similar grade level. Mentors provide support through meetings, peer observations, and side-by-side coaching. The Administrative team also provides support through lesson plan reviews, instructional rounds, and one on one conversations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The faculty, using national standards, creates a living curriculum each summer for the students. Since the school implements a non-textbook curriculum, resources are pulled from primary source materials, Web sites, and practical application exercises. Teachers facilitate learning rather than "pouring it in." This approach develops ownership on the part of students and fine tunes their critical thinking skills. Lessons are differentiated to meet each student where he or she is rather than where their ages dictate they should be. If a student is in need of acceleration, learning activities are directed toward that goal; conversely, if students are in need of re-teaching, their activities take that direction with the goal of attaining grade level expectations.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All students receive evaluations to determine what level each child is performing at instead of dictating their needs based on their ages. Students challenged by the state reading assessment receive intervention in addition to 90 minute block reading classes where differentiated instruction is provided based on needs. Students challenged by the math assessments are taking grade Math along with pull out support to provide assistance with the skills required for success on future math state assessments. For Cluster 3 (middle school) students are placed based on Math scores. For students who are performing at higher levels of Math, Florida Virtual Online School is available.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Afterschool Tutoring

Reading, Math and Science Afterschool Tutoring

Strategy Rationale

Students need to build foundational reading, math and science skills by receiving supplementary instruction to fill in the skill gaps that exist with the new standards. The extended learning strategy is used to support students to avoid academic failure. The strategy is used to personalize mentoring that focuses on individual improvement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Joe Demyan, Jillian Friedman and Bob Madewell

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance and achievement data is collected monthly to determine progress and the effectiveness of the intensity of the strategy.

The school will utilize after-school time to meet with each student individually to review grades, behavior, and GPA. Guidance is provided to the students so that performance at school will improve.

Student Transition and Readiness

K-8 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All entering Kindergarten students are assessed for school readiness. Summer programs are established for students at-risk. All new students to the school are given grade level assessments to determine placement.

All students are assessed at Reading and Math levels when exiting to be sure all exit requirements are met.

To exit each grade level all students must demonstrate adequate academic growth through tests or their portfolio. In addition, students 3rd grade through eighth grade are given the FSA Reading and Math exams. Students below FSA proficient levels are required to engage in summer remediation. Students not meeting minimum requirements are placed with the learning specialist for support.

Every year multiple events and communication with parents occur to discuss student performance including, but not limited to:

- Fall back to school night to review scope and sequence benchmarks that students will be evaluated on.
- Progress reports three times per year.
- Mandatory parent teacher report card conference at the end for first trimester.
- An Action Plan is established for any at-risk student. Parent and school team will meet each trimester to monitor progress and create next steps.
- Spring student led portfolio review.
- Detailed report cards are distributed with teacher comments each trimester.
- At any time a parent teacher conference can be requested.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Grade 7th students participate in Career Exploration. Additionally, LECS has a partnership with Full Sail University which provides career exploration. Beginning in grade 4 CAPE digital programming commences.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal	B = Barrier	S = Strategy	1 = Step(s)

Strategic Goals Summary

G1: Increase proficiency levels in all subjects areas/grade levels.

G2: Seek out and evaluate new programs to support/enhance curriculum

G3: Maintain facility to ensure a safe and healthy environment for students and staff.

G4: Maintain effective and efficient operational processes.

G5: Improve dissemination of information for the LECS community.

G6: Increase level of Parent and Community involvement.

G7: Ensure financial stability and identify long term financial needs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Goal 1: Increase proficiency levels in all subject areas/grade levels.

Indicator	Annual Target
State Assessments	80%

Resources available to support the goal

- Learning Specialist for small group remediation/instruction in reading.
- Small group instruction in classrooms that target skills development in Language Arts, Math, Social Studies and Science.
- After school tutoring for "at risk" students in Math and Language Arts.
- Specialized reading programs for "at risk" students.
- Summer School remediation in Language Arts and Math.
- Leveled reading material to meet differentiated reading levels.

Targeted Barriers to Achieving the goal

- Students entering school without grade level skills.
- Limited hours for Learning Specialist.
- Availability of online resource tools.

G1.B1.S1: All students receive pre assessment upon school entry.
1. Develop procedures to pre-assessing students upon school entry to identify skill level.
2. Identify assessment tools for assessment administration.
3. Allocate resources to perform assessments.
4. Assign necessary support tools to student.

G1.B2.S1: Identified "at risk" students are given small group instruction with learning specialist
1. Adjust budget to increase learning specialist hours.

2. Identify/hire second learning specialist
3. Prepare schedule and assign at risk students with small group learning support from specialist.

G1.B3.S3: Provide identified "at risk" students access on-line support tools.
1. Research and identify on-line support tools.
2. Obtain funds to support on-line access to tools.
3. Train learning specialist in use of tools.
4. Train at risk student in use of tools.
5. Identify regular usage of tool to build skills.
6. Monitor progress.

G2: Seek out and evaluate new programs to support/enhance curriculum.

Indicator	Annual Target
On line and new programs	1

Resources available to support the goal

- Implement specialized programs such as, but not limited to; Moby Max, Yoga, Conscious discipline and/or Google Classroom.

- Offer enrichment activities for students, both in class and independent study.

- Enable ongoing and continuous opportunities for teacher collaboration within and outside of LECS.

Targeted Barriers to Achieving the goal

- Matrix of existing resources and programs to support current curriculum needed.
- Staff dedicated hours for research/implementation of programs and technology.
- Adequate Funding for specialized programs.

G2.B1.S1: Develop matrix of existing resources and programs to support current curriculum.
1. Develop committee to Identify and document existing tools/programs within school
2. Assign team to gather and assimilate data on programs, purpose, cost and targeted learning benefits.
3. Assign personnel to consolidate information and create Matrix.

G1.B2.S1: Identify and allocate personnel to research new programs and technology.
1. Identify/hire personnel to assume research responsibilities.
2. Develop medium for information to be shared.
3. Develop process to pilot new programs and monitor success.

G1.B3.S1: Determine method of funding new programs and/or technology.
1. Identify funding source for new program/technology.
2. Execute fundraising if necessary.
3. Allocate funding in annual budget to support continued use of program.

G3: Maintain facility to ensure a safe and healthy environment for students and staff.

Indicator	Annual Target
Parent/Staff/Student Surveys	75%

Resources available to support the goal
- Current budget line items

Targeted Barriers to Achieving the goal
- Limited Capital Outlay funding from state resources.
- Limited internet capability and technology hardware.
- No technology support specialist.

G3.B1.S1: Identify all funding sources from state.
1. Continue to work with county to identify all funding resources.
2. Prepare long term maintenance plan and allocate Capital Outlay.
3. Determine need for fundraising efforts to support Capital Outlay.

G3.B2.S1: Identify and incorporate into budget internet capability, hardware and software needs to support learning.
1. Work with internet providers to develop improved capability
2. Incorporate line item in budget.
3. Identify ongoing technology hardware needs
    1. Determine funding opportunities for new technology.
    1. Work with finance to incorporate into capital budget.
    1. Identify fundraising to support technology needs above budget allocations.
G3.B2.S1: Identify funding opportunities to support new programs and technology.
1. Identify funding source for new program/technology.
2. Execute fundraising if necessary.
3. Allocate funding in annual budget to support continued use of program.

G3.B3.S1: Retain technology support staff.
1. Allocate funding in budget to support staff need.
2. Hire consultant or staff to support need.

G4: Maintain effective and efficient operational processes

Indicator	Annual Target
Parent/Staff/Student Surveys	75%

Resources available to support the goal
- Current school procedures
- Current staff knowledge

Targeted Barriers to Achieving the goal
- Limited staff to cover administrative tasks
- Limited time to share practices and cross train
- Lack of formalized, documented School Operations Manual

G4.B1.S1: Secure additional staffing resources to cover administrative tasks

1. Identify all administrative tasks needs to effectively run daily operations
2. Identify staffing gaps and needs for additional staff support

G4.B2/B3.S1: Identify cross training needs and establish a School Operations Manual.
1. Identify and document all administrative processes
2. Provide opportunities for staff to cross train in different administrative tasks
3. Allocate personnel and time towards the documentation of operational procedures into School Operations Manual.

G5: Improve dissemination of information for the LECS community.

Indicator	Annual Target
Parent/Staff/Student Surveys	75%

Resources available to support the goal

- E-mail, website, Shutterfly, academic reporting, homework page, electronic volunteer system, and newsletter.

Targeted Barriers to Achieving the goal
- Limited budget to support new communication software
- Parental access irregularity.
- Multiple avenues for information dissemination
- Multiple academic reporting formats for parents

G5.B1/2.S1: Research, identify and implement centralized information and communication system.
1. Research current programs and document all communication needs and current systems used
2. Identify new or existing program that can be used to warehouse all information and act as a central point for communication of school events
3. Secure system that can consolidate communication processes and needs.
4. Convert and consolidate information dissemination needs under one umbrella.

G5.B3.S1: Identify an academic reporting schedule within each cluster.
1. Document procedures for reporting academic performance
2. Develop timeframes that will support different academic reporting methods i.e; narrative, graded, numeric grades.
3. Document reporting timeframe for each Cluster/grade and communicate to parents.

G6: Increase level of Parent and Community involvement.

Indicator	Annual Target
Volunteer Hours	3800 hrs
Conferences/Portfolio Review Day	90% attendance
New Community Partnerships	1

Resources available to support the goal

- Student family members over the age of 18.
- Volunteer system.
- Adequate volunteer opportunities in all areas of LECS community.
- Mandatory parent conferences/review meetings.
- Parent Teacher Student Association.
- Community members interactions

Targeted Barriers to Achieving the Goal

- Lack of volunteers
- Availability of Activities
- Lack of community partnerships

G6.B1/2.S1: Identify additional volunteer methods in which parents can support the school.
1. Increase the penalty amount for families not meeting the volunteer hour requirement.
2. Provide opportunities for volunteers to engage in support activities during non-school hours.

G6.B3.S1 Aggressively seek new community partnerships.
1. Provide incentives for colleges to collaborate and develop mentorship programs.
2. Educate businesses in the community about LECS and encourage partnerships.
3. Seek out community services and integrate these services within the school programs (libraries, museums, community centers, etc.)
4. Build upon existing business relationships.
5. Build incentives for school board to actively solicit business partnerships.

G7: Ensure financial stability and determine long term financial needs.

Indicator	Annual Target
Budget/Accounting Processes	Annual Audit

Resources available to support the goal

- Outside Accounting Firm.
- Dedicated staff member for all aspects of financial needs/reporting.
- Current budget and financial reports
- Accounting software system.
- Online County accounting system.
- Fundraising opportunity and community support.

Targeted Barriers to Achieving the goal

- Cross training of other staff members
- Limited staff support.
- Policy, procedures and training manual.
- Long term capital and technology funding

G7.B1/2/3.S1: Maintain healthy financial condition of the school and meet necessary accounting rules/regulations.

1. Prepare budgets, financial reports and manage accounting processes to support school operations.
2. Identify a support person to assist current accounting personnel while also receiving cross training support.
3. Create a detailed manual of all accounting practices and procedures.

G7.B4.S1: Identify long term capital and technology funding needs.
1. Prepare long term capital plan that includes building, equipment and technology needs.
2. Determine fundraising needs to support plan above the current PECO allocation from the county.