

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. James William Dick

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lake Forest East Elementary School

(As it should appear in the official records)

School Mailing Address 124 West Front Street

(If address is P.O. Box, also include street address.)

City Frederica State DE Zip Code+4 (9 digits total) 19946-9703

County Kent County State School Code Number* 150658

Telephone 302-335-5261 Fax 302-335-5273

Web site/URL http://www.lf.k12.de.us/east E-mail jwdick@lf.k12.de.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Jason Conway

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jaconway@lf.k12.de.us

Other)

District Name Lake Forest School District Tel. 302-284-3020

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Danny Aguilar

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	44	49	93
1	55	38	93
2	49	32	81
3	44	47	91
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	192	166	358

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 20 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 56 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 16%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1	319
(5) Total transferred students in row (3) divided by total students in row (4)	0.163
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 6 %
20 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Creole, Spanish
8. Students eligible for free/reduced-priced meals: 63 %
 Total number students who qualify: 199

Information for Public Schools Only - Data Provided by the State

The state has reported that 63 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|---|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>10</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>14</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	94%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2006

15. Please summarize your school mission in 25 words or less: Lake Forest East's mission is to give our students the knowledge, skills, and attitudes to become successful, responsible citizens in this ever-changing world.

PART III – SUMMARY

Lake Forest East Elementary School is a beautiful school built in 1932 and nestled in the small town of Frederica, Delaware in Kent County. Frederica, a town with a population of approximately 800 people formally known as Johnny Cake Landing, was incorporated in 1826. This little town is well known for its ship building and later for cannery. Also, ILC Dover has been building spacesuits for 50 years in Frederica, Delaware. The community of Frederica is proud of its history and strong involvement with East Elementary. Lake Forest East houses approximately 360 students in grades kindergarten through third. Our student population is diverse in ethnicity as well as socioeconomics. Approximately 20% of our students are able to walk to school from their homes in Frederica, the remainder are bussed from rural coastal settings such Bower's Beach.

East Elementary has gone through many changes since the school doors opened in 1932. Transitioning from a K-6 school to today as a K-3, East Elementary is wonderful little school where staff work together to provide a high quality education and caring atmosphere. Our mission is to provide a learning environment that will build self-esteem and confidence, enhance technological and economic awareness, set high expectations to maximize learning, and to form a community-wide commitment that will meet the diverse needs of our students and the challenges of a changing world. In each area of curriculum and in each of our classrooms, students are actively engaged in instruction as they work on meeting the Common Core Standards. At East, we celebrate the achievements of each student, as each is truly a cherished member of our family. We believe in and embrace the concept that every child is special and deserves a high quality education as well as a safe and caring atmosphere to learn.

Our entire staff is committed to student achievement as well as to meeting the social and emotional needs of our students. In Delaware, third grade is an accountability year meaning that the test scores in that grade have significant impact on the school as a whole, as well as on each individual child. We are very proud to report that at East Elementary, our third grade accountability measures in 2013-2014 increased to the point where 95% of our students met or exceeded standards in Math and 94% of our third grade students met or exceeded standards in Reading.

The staff at Lake Forest East Elementary School truly values professional development. The entire staff participated in a year-long workshop series on Love and Logic in order to solidify relationships and climate. Teachers and paraprofessionals have been trained in explicit reading instruction for intervention based on individual student needs. Our school has participated in the Vision Network and in the state initiative, Common Ground for the Common Core.

Parents are an integral part of our school at Lake Forest East Elementary School. The doors to our school are always open to them. As a staff, we provide opportunities for our parents to learn about and participate in our curricular program through classroom visitation, volunteering and by offering multiple parent/child curriculum nights. During these events, parents have the opportunity to explore instructional activities with their child. We also offer special events throughout the year, such as Spartan Circle, Art Fair, and Positive Behavior Recognition Ceremonies. We have a very active Parent/Teacher Association. Our PTA serves as a vital partner and commits time, funds, and energy to supplement the educational needs of both our staff and our students.

In 2006, East Elementary received the National Blue Ribbon School award. At that time, Positive Behavior Support Project was just beginning. We have since received achievement of Phase I School Wide PBS for the 2012-2013 and the 2013-2014 school year. Staff development on school climate and safety continues, and we strive for continuous growth in creating a positive school environment. We also received a recognition of Certificate of Compliance to Omnibus School Safety Act.

Between the years 2010 and 2014 East was recognized multiple times as both a Delaware Title I Distinguished School and a National Title I Distinguished School, awarded to schools that have met state targets and closed achievement gaps. Also, in 2014, Lake Forest East received the Certificate of Recognition for Exceptional Student Performance for two or more years.

East has proven to be both creative and adaptive in its effort to meet the ever changing needs of our students. We have shown dramatic improvement and high performance, as measured by our state assessments, despite having over 60% of our students coming from disadvantaged backgrounds and experiencing a dramatic increase in the diversity of our population including increased numbers of students coming from non-English speaking homes and those with special needs. Determined to face changes in testing, lesson planning and implementation, East has shown the ability to adapt in order to achieve success. National recognitions, along with our State recognitions, convey to the community and school personnel the high quality of education provided to the students.

In conclusion, Lake Forest East may be a small school in a small town, but we have strived to make big accomplishments. Through the bonding and hard work of leadership, staff, parents, and students, we are proud of the well-rounded education we are able to provide to all in our school family.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Lake Forest East we use the Common Core State Standards to drive our instruction. These standards, along with data, are used to plan horizontally and vertically creating an effective scope and sequence for planning. Our goal is to present the information effectively and to provide seamless and consistent learning from grade to grade.

In reading and math, we differentiate by developing learning units based on these standards using research-based resources. We also supplement our curriculum with multiple programs and technological resources. Our units provide opportunities for small group, individual exploration, and tutoring. Grade level teachers meet weekly to design, analyze and refine units and/or lesson plans to adapt them to the students' needs.

East's reading curriculum is immersed fully in the Common Core State Standards. We implement the use of a research based curriculum, and supplemental resources to encompass the five major areas of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension.

Ensuring that students acquire foundational reading skills begins with our school-wide assessments, Kindergarten Assessment of Progress (KAP) and DIBELS. Every kindergarten student takes the KAP at the beginning of the year and the data drives each student's instruction in the five components. Also, DIBELS is given for letter, phoneme segmentation, first sound fluency and nonsense word reading. First grade uses the DIBELS (whole words read, letter sound, and fluency) and STAR Reading. Second and third grade use STAR Reading. This data then drives the instruction during all grade levels' 90 minute reading block and in classroom small group learning time. During this time students receive whole group instruction using Scott Foresman Reading Street as well as other supplements such as white board activities, Daily 5, Reading A-Z, Achieve 3000, Flocabulary, Raz-Kids, and Read Naturally. Small group instruction is used for differentiation and is tailored to meet the student's needs in the areas of Reading. A daily 30 minute intervention block is provided where students work in small groups using explicit instruction to enhance student learning. Our Reading Specialist works with Tier 2 and 3 students. At the end of each RTI cycle students are reassessed. Data is reviewed and information is used to modify instruction, grouping or interventions. This process keeps the focus on students' specific areas of need. East offers a foundation for acceleration class in third grade for those students demonstrating advanced skills in reading at the end of second grade.

The Mathematics curriculum units are created by teacher representatives from each school, together with district curriculum specialists, in order to develop a cohesive researched-based program that is driven by the Common Core Standards.

Students acquire foundational mathematics skills in a variety of ways. Students use manipulatives for many concepts, such as the representation of patterns, numbers, counting, operations, telling time, and money. Classrooms also use small group teaching for initial and differentiated instruction. Computer assisted instruction is used for reinforcement and intervention. Following assessments, both formative and summative, customized small groups are created to reteach students that require additional help with a concept, and accelerate those who are ready to explore and gain deeper understanding.

Teachers also do extended thinking activities based on the skills being learned in class. For students that show success in mathematical concepts above grade level at the end of second grade, East offers a foundation for acceleration class in third grade in order to allow those students the opportunity to further their mathematical abilities beyond their current grade level.

In Science, we use Smithsonian and FOSS Science Kits, which offer interesting and kinesthetic opportunities for the students to engage with the concepts and skills being taught. They also introduce the students to living creatures and real world experiences. The teachers collaborate during Professional

Learning Communities (PLC) to assure that lessons include those standards that have not be taught through using the kits.

Social Studies concepts are embedded in our English Language Arts curriculum.

We use Learning Focused Strategies in the creation of both daily and unit plans.

2. Other Curriculum Areas:

At East, we are aware that a healthy art community consists of art creators, art critics and educated viewers. The goal is to provide every child the understanding of the technical, critical and visual aspects of art. They focus on fine art methods and techniques, basic creative expression and visual communication skills, cultural and historical insight and influence, and the ability to use critical analysis and aesthetic reflection in everyday life. It is through these practices that students develop a full appreciation of the fine arts.

The related arts teachers strive to support the district's mission of providing every student with the knowledge, skills and attitudes that will help them to become successful and responsible citizens. For this to occur, each child needs to receive a balanced and quality education which encompasses an enriched and diverse range of content areas. It is our goal to provide them with the knowledge, attitudes and basic skills that will enable them to grow and succeed in their future endeavors. To ensure that education occurs at a healthy and appropriate developmental level, the State and National Standards have been mapped in a district wide scope and sequence. This way, each standard is appropriately and effectively introduced, reinforced, refined and evaluated at the appropriate level of development.

Each related arts teacher's Learning Focused Units are directly drawn from the State and National Standards. The information is presented in a friendly and grade level appropriate format with differentiation occurring as needed. The teachers use various summarizing strategies to monitor student growth and use data to adjust their instruction to meet each child's individual needs.

Our visual arts, technology, physical education, and music education teachers support the curriculum by integrating the Common Core State Standards with their own State and National Content Area Standards. This ensures that our students' education is balanced and adaptive.

In Computer class, it is understood that advocacy is key for continued success in our ever-changing and advancing society. Students focus on developing keyboarding skills and fine motor skills. They also use selected software to chart and graph information, create text documents, and present materials by creating PowerPoint presentations.

In order to instill the importance of reading, the Librarian exposes our students to books that aide in developing their background knowledge. In cooperation with the Imagination Library Program, district families with children from birth to age five have the opportunity to receive a book monthly in the mail.

Music class provides a balanced education for all students through vocal and instrumental performances and aesthetic awareness of the basic music elements. Students learn these concepts through collaboration and teacher input and through school and community events.

In Physical Education, the students focus on developing physically and mentally. They work on exercises to develop coordination and balance while refining fine motor skills and develop an appreciation for physical fitness. They also focus on team building, strategic planning, lifetime fitness skills, and spatial awareness. In conjunction with physical education, students receive thirty minutes of daily recess.

It is understood that a healthy art community consists of art creators, art critics, and educated viewers. The goal is to provide every child the understanding of the technical, critical, and visual aspects of art. They focus on fine art methods and techniques, basic creative expression, and visual communication skills, cultural and historical insight and influence, and the ability to use critical analysis and aesthetic reflection in everyday life. It is through these practices that students develop a full appreciation of the fine arts.

ESL provides differentiated English language instruction to support the content areas for students with English as their second language. Collaboration with teachers ensures that educational plans are specifically tailored to meet the needs of each English Language Learner. The ESL teacher also develops strategies that teachers can implement within the regular classroom.

As demonstrated by the focus of our curriculum content areas, Lake Forest East is dedicated to making education a driving force in the lives of our students. We focus on providing the knowledge, attitudes and abilities that will enable them to succeed in higher education and the work place. By encouraging our students to be lifelong learners, we try to inspire them to become active, engaged, and healthy members of society.

The related arts specialists also work to implement and utilize the latest technologies which are available for the classroom. This presents the material to the students in exciting and engaging formats and allows for greater expansion of basic skills and practices. This also ensures that our students will have the ability to adapt and succeed in an ever changing world.

3. Instructional Methods and Interventions:

East differentiates in all classrooms by using small group instruction. Data is used to place students into small groups for reading, writing and math. The data is reviewed throughout the school year and changes to the small groups are made as needed. Each grade level has mobile lab, 4-5 classroom computers, tablet lab shared for second and third grade, interactive white boards, document cameras, and access to numerous computer programs and websites. The technologies, computer programs and websites help to differentiate both small group and large group instruction.

Boost, Plug-In, and Reading Master allow teachers to differentiate by assessing student's needs for intervention groups. These programs work to achieve student reading strategies for reading words and understanding meaning for a fuller comprehension. The computer programs Achieve 3000, Read Naturally, and Raz-Kids can be modified for individual student need. These programs can be used independently, as well as being accessible from the home. Reading A-Z is used in all classrooms to develop phonics, fluency, and comprehension. Reading A-Z allows a teacher to focus on a skill pertaining to Common Core Standards. These informational and fiction readers help build background knowledge that gives the students a stronger foundation for learning.

An example of differentiated instruction in an inclusion classroom would be to base their learning on their modalities. Lessons are modified to include manipulatives, songs/poems/rhymes, scaffolding, and visuals. Depending on the lesson, students may be taught whole group, small group, or individually. Some students require direct, scripted instruction such as repetitive rote learning.

For the more intensive special needs learner, services for ELA and math in a smaller group setting may be received. The teacher, along with a paraprofessional, provide direct instruction for primarily individual and/or two or three students at a time. Lessons goals for these students are individualized and based specifically on their Individual Education Plans. The majority of these students also receive services through occupational therapy and/or speech. Instruction for these students relies on a lot of repetition and routine. A primary focus is letter, sound, segmentation, number recognition, and number sense. Visuals are utilized through all subjects with support from interactive white board, posters, and visuals for students.

On the other end of the spectrum, students with higher ability levels are placed in accelerated intervention programs. These students are exposed to grade level content and are expected to be consistently challenged with activities that fall within a higher depth of knowledge. In second and third grade students may do Mountain Math and reading chapter books which further their learning on the skill being taught or higher Common Core Standards. Third grade students placed in the foundations accelerated program begin to learn fourth grade content by March of each year.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Over the last five years, Lake Forest East Elementary has experienced significant gains in both reading and math scores on standardized assessments. Although an expected dip in scores occurred when Delaware students were assessed using DCAS (Delaware Comprehensive Assessment System) versus the former standardized test, DSTP (Delaware State Testing Program), East students made steady growth across all represented subgroups. Over the years, we have been able to increase the number of students working at an advanced level of proficiency from 50% to 73%; overall having 94% working at or above the standard set by the State of Delaware. Similar trends were set in math as well, with the number of students working at an advanced level increasing from 28% to 41%; overall having 95% working at or above the grade level standard.

Analyzing test and progress monitoring data has allowed teachers, as interventionists, to develop specific, targeted intervention plans to improve subgroup performance. As a result, we have seen phenomenal increases in student performance over the last few years. For example, special education students now meet the standard at a rate of 75%, up from 29% four years ago. In three years, English Language Learners went from 0% meeting the standard, to 100%. Mirroring the national trend, our African American population has performed below expectations. Now, the achievement gap is closing, going from 60% up to 88% of those students now meeting the standard in reading. Similar trends were seen in math as well.

It is important to note that greater than 60% the students represented in current data qualify for free and/or reduced lunch. Our students come to school every morning and are fed breakfast in their classrooms. By starting their day with a full stomach, all students are able to have basic needs met so that they can better receive instruction. This, as well as teams putting forth an "all hands on deck" approach, attention to individual learning needs, and our in-depth knowledge of Common Core Standards are likely contributors to Lake Forest East's successful testing trend over the last several years.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

A variety of assessments are used across grade levels to inform instruction and improve school performance. DCAS has been used in second and third grade to monitor student growth toward Common Core Standards. Grades K-3 use district created unit assessments to assess students' learning after completing units of study developed based on Common Core States Standards utilizing Learning Focused strategies. Teams meet after assessments are administered to analyze student performance and develop effective reteaching strategies. Also, our teachers have become well versed in acceleration strategies that help students more readily understand concepts and gain broader meaning; truly spanning a depth of knowledge necessary today.

In addition to unit assessments, students complete quizzes, assessment prompts, and summarizing strategies as part of Learning Focuses strategies. Students also are assessed and progressed monitored via STAR Reading and STAR Math (Renaissance Learning), to provide a variety of data, allowing teachers to create intervention groups, restructure groups, and provides a wealth of reports to share with parents for conferences. Younger students are progress monitored using DIBELS for a variety of data including fluency and decoding. Our Kindergarten students are assessed using a screening tool called DIAL to help address initial concerns and allow for dialog with parents.

Parent-teacher conferences are scheduled twice a year. At this time, data is shared, in addition to a variety of test data and other information pertinent at the child. Teachers also meet with students on a regular basis to review scores on report cards (quarterly), interims (quarterly), and progress monitoring results (determined by grade level). Also, the Instruction Support Team which includes meets every six weeks to review assessment data and create an action for Tier II and Tier III students.

Monthly newsletters and Lake Forest East's website are other ways parents can keep abreast of East's performance, as well as reviewing our Balanced Score Card.

Assessments utilized at Lake Forest East can be viewed as ingredients, and the teachers can be seen as chefs creating a masterpiece. Blending together well crafted, standards based lessons, combining small group instruction, implementing Individual Education Plans across all disciplines, planning and carrying out reading and math interventions, success is bound to be the outcome.

Part VI School Support

1. School Climate/Culture

Lake Forest East is a small school with a small faculty. This allows everyone to feel like family, from administration to staff to parents and students. It is an ingrained feeling amongst the staff to care about all facets of the students' lives. To be sure that we are accomplishing this, each year our school conducts a School Climate Survey where parents rate their feelings on various aspects of the school. These results are used to monitor and adjust what we need to provide to satisfy our families. Since 65% of our students qualify for free or reduced lunch, we often have to find ways to assist our families and students with basic needs, because until these are met, learning becomes a difficult task to accomplish.

East has found numerous ways to address the many needs of our students on all levels. To ensure that all of our children are getting nutritional food while at school, we provide a free breakfast to all students, along with participating in the free and reduced lunch program. Also, free healthy fruit and vegetable snacks are provided to all students two to three times per week.

Our guidance counselor and family crisis counselor addresses many of our students' social and emotional needs. Grief groups are run for students experiencing the loss of a loved one. Since we are located near the Dover Air Force Base, many of our students have parents in the military. A special group is run to address the fears and emotions that children of these families experience as their parents are deployed. Social groups are run for children who have difficulty getting along with others. Parents with outside difficulties are met with to help address these issues to try to make their lives better. Additionally, bi-weekly guidance lessons are provided to every classroom covering many social issues such as bullying, listening, and friendship.

The school nurse address the many health issues of the students, not only in regards to in-school illnesses, but also as the health needs of families dictate. The nurse provides all classes with lessons on hand washing and germ prevention, bicycle safety, and dental health. Additionally, as needed, doctor appointments are set up for students and the nurse provides transportation to these appointments. The dental clinic is scheduled to visit our school for those children needing these services and the Lions Club is scheduled each year to perform vision checks on all kindergarten students along with providing help with purchasing eyeglasses, as necessary.

To ensure that all students have the opportunity to get a well-rounded experience at our school, a Glee Club and Art Club for second and third graders is provided after school each week. Additionally, our students have the opportunity to participate in Odyssey of the Mind. All of these after-school activities are provided by East teachers. We also participate in the Positive Behavior System where we give recognition for good behavior through daily rewards, which tie in to a mid-quarter and end of marking period school-wide celebration.

Finally, to address the academic success of our students, we provide small group interventions for reading and math for all students, which are geared to each student's particular abilities and needs. Tutoring is provided after school for second and third grade students. The state DELS Survey is given to all kindergarten students at the beginning of the year. This survey assesses, through observation, students' abilities in social, emotional, motor, and academic skills. The East kindergarten teachers worked to design additional materials and scheduling to enhance the results of this survey.

Without the feelings of closeness and caring that are an integral part of our staff, these types of services and activities would not be able to be a part of our school. Beyond that, the caring of the staff would not be there if not for the professionalism and importance afforded to them by the school administration. It is all of these components together that allow East to foster the family atmosphere for all who walk through our doors.

2. Engaging Families and Community

The staff at Lake Forest East recognizes and embraces the fact that strong family involvement is necessary for a successful school program. To this end, there are numerous opportunities at East to engage families and community members in school events centering around curriculum, special events, and community relationships.

Our curriculum events include PE Fitness Night, Curriculum Night, Common Core Night, Minecraft EDU Parent Training, Open House, and Conferences. At each of these events, teachers relay to parents information regarding the topic through hands-on experiences. Specifically, at the kindergarten level, our kindergarten team designed the KAP (Kindergarten Assessment of Progress), which has been approved for use in the state of Delaware. This computer-based assessment is based on Common Core Standards and is given to all incoming kindergarten students at East during registration. Immediate results are printed for parents and teachers, allowing parents to see the exact results of their child and allowing teachers to make more informed and appropriate class groupings. We also hold a Kindercamp where incoming kindergarten students and parents visit the school for a fun and event filled day, allowing all to become familiar with the school, routines, classes, and teachers, lessening many of those first-day jitters. Additionally, Parent Conferences are a chance for teachers and parents to discuss the growth and goals of each child and provide parents with specific ways that they can encourage and promote their child's education.

Special Events are a common element of our school, involving students, parents, and school staff. Each month Spartan Circle is held where parents and children, with assistance from school staff, are invited to come together to accomplish a specific craft. This is an engaging and exciting time where parents can come to the school for a fun and enjoyable experience. Other examples of this same philosophy include our Field Day, our Art Fair, displaying all students' work from art classes throughout the year, our Fall Ball, which is a dress-up dance and activity night sponsored by our PTA, our Back to School Picnic, where families come together for a night of fun and food before school starts while also getting to visit their child's new teacher and classroom, and our PBS Recognition Ceremonies, held monthly, where students, who have been recognized by their teacher for special behavior and academic successes, are celebrated with their families.

Finally, our community relationships focus on involving families in supporting community projects in various ways. These events include collecting Pasta for Pennies to support research for childhood leukemia, Pink for a Purpose, where students, staff and parents can get pink hair extensions with donations going to help prevent breast cancer, Jump Rope for Heart, which involves students getting sponsor donations for the amount of time they jump rope, helping the American Heart Association, our Book Fairs where proceeds are used to purchase new books for our library, the kindergarten field trip to the local library, and our Fire Prevention Week involving our kindergarten classes visiting the Frederica Fire Company and then the Fire Company visiting the other grades at our school to promote fire prevention awareness.

It is the firm belief at Lake Forest East that bringing families, community and school together enhances the success of our students. Allowing parents to come into the school in a non-threatening, fun, yet educational way bridges that gap that often occurs between schools and parents who, themselves, may not have had the best experience with school in their past. Engaging families in the education of their children is something we feel to be paramount to reaching success.

3. Professional Development

Professional Development at Lake Forest East is an integral part of the education of the students here. Professional Development revolves around both special presenters for specific trainings, along with PLC, Professional Learning Community, meetings.

In planning special presentations and trainings, the needs of our students and teachers are taken into consideration to determine the most important needs. Some of the trainings revolve around specific

teaching methods, while others focus on programs used to enhance student learning. Additionally, all professional development topics are geared to all grade levels. Since it is the philosophy at Lake Forest East that all teachers are crucial to the education of all children, kindergarten through third grade teachers are included in all trainings. This allows all teachers to experience what is going on in all grade levels and their role in having students reach their highest potential, both at their grade level and in the student's future education.

Trainings at Lake Forest East cover a wide range of topics. Methods of teaching trainings include Reading Intervention Boost and Plug In Programs, Writer's Workshop, Learning Focused, Common Core, Curriculum Development, Smarter Balanced, and the use of the Dreambox Learning system for math intervention. Additional topics focus on methods of working with ways to support all students in the classroom. These include behavior training with the Behavior Doctor, the Love and Logic system, and Whole Brain Teaching. Also, two of our kindergarten teachers were presenters at the Delaware State Kindergarten Conference on assessing kindergarten students efficiently and appropriately. Finally, a discussion and review of the school was presented by Homeland Security to ensure that we are keeping both students and staff safe on a daily basis and ready for any unknown circumstance.

As stated above, PLC, or Professional Learning Community, meetings are an integral part of every week at Lake Forest East. Grade level teams meet for ninety minutes on a weekly basis. These meetings allow teachers to discuss student progress and team needs by looking at student data and expected growth. It is in these meetings that curriculum, student groupings, and intervention needs are intensely sorted through. Lessons and assessments are shared amongst the teachers to assist in finding the best and most appropriate manner to present material for success. Additionally, every six weeks the PLC Team meets as an IST, Instructional Support Team. The IST team consists of the grade level teachers, reading specialist, school counselor, family counselor, and principal. It is this group that monitors and adjusts intervention tiers and needs for those students who are struggling the most. In this way teachers are being sure that all children are receiving what they need to be successful.

In short, all trainings, presentations, and grade level meetings at Lake Forest East are geared to make sure that all children, regardless of family life, background, or educational need, is allowed to reach their highest potential and feel proud of their success.

4. School Leadership

Lake Forest East has one official administrator/principal, but has many leaders. Teachers, paraprofessionals, support staff, counselors, parents and mentors take on many roles in the distributed leadership style of this school.

A School Improvement Team with representation from all stakeholders meets each year to review the data and past challenges and successes and uses this information to plan everything from budget distribution, to staff assignment, to scheduling (master, grade level and intervention). Individual student needs are well as the needs of grade level teams are considered so that resources are allocated to help provide support appropriately.

Each grade level has a designated team leader who helps their team collect and interpret valuable data, create instructional units based on the students' needs and grade level standards, and help shape professional development on instructional strategies to meet the needs of their particular population within the context of larger school wide initiatives.

Our Special Education Coordinator works with all staff to ensure that IEPs are completed in compliance with State and Federal regulations and are implemented in classrooms. He also holds monthly meetings with all special education staff to ensure clear communication of new or ongoing policy or regulation changes and to address changing needs.

Our school is unique in that our Instructional Support Team (IST) is composed of the grade level teachers with the addition of key supporting staff. Previously, the IST was composed of counselors, the reading specialist, the principal, and school psychologist. Teachers submitted referrals and data for review to the team and possible interventions or movement in the Response to Intervention model (RtI) were suggested. Now, all teachers from a grade level who actually work with the students daily are joined by the supporting staff and meet every six weeks to review student concerns and address them creatively through intervention that they control.

School level committees also support the implementation of district policies and ensure a safe, positive, productive school climate. Teachers, other staff and parents, as well as the administration serve on various school committees such as Liaison Team, School Safety and Appearance Committee, Positive Behavioral Support Team (PBS) and School Leadership (vertical team of grade level chairs). Each of these groups review data such as discipline data, school climate surveys, attendance data, and PBS participation rates to help analyze issues and promote continued growth for students, staff and parents.

The collaborative effort of the school wide teams ensure that students are our focus. Their achievement may only be measured publicly at one grade level by the national accountability guidelines, but their success is felt and measured, and addressed daily by the shared leadership that the staff embraces. Each students' positive school experience and individual achievements are due to the shared leadership and depth or ownership of all staff at Lake Forest East.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Delaware Comprehensive Assessment System (DCAS)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	95	79	84	69	87
Advanced	41	38	25	28	40
Number of students tested	79	81	85	61	87
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	92	75	77	62	81
Advanced	33	29	20	7	29
Number of students tested	52	51	51	29	41
2. Students receiving Special Education					
Meets Standard and above	93	56	59	25	73
Advanced	20	19	24	0	18
Number of students tested	15	16	17	8	11
3. English Language Learner Students					
Meets Standard and above	100	75	0	60	
Advanced	13	25	0	20	
Number of students tested	8	4	2	5	
4. Hispanic or Latino Students					
Meets Standard and above	93	80	70	83	57
Advanced	29	20	20	17	29
Number of students tested	14	15	10	6	7
5. African- American Students					
Meets Standard and above	88	65	73	50	69
Advanced	25	24	0	10	15
Number of students tested	16	17	15	10	13
6. Asian Students					
Meets Standard and above		100	0	100	
Advanced		0	0	100	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	1	2	0
7. American Indian or Alaska Native Students					
Meets Standard and above	100	0	100	67	0
Advanced	33	0	0	0	0
Number of students tested	3	1	2	3	1
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	96	85	86	75	91
Advanced	46	46	31	32	42
Number of students tested	54	54	62	44	67
10. Two or More Races identified Students					
Meets Standard and above	100	75	100	0	100
Advanced	33	25	40	0	83
Number of students tested	6	8	5	2	6
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Delaware Comprehensive Assessment System (DCAS)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	94	79	84	75	91
Advanced	73	51	53	50	34
Number of students tested	80	80	85	60	85
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	91	80	79	68	85
Advanced	64	48	37	32	18
Number of students tested	53	50	51	28	39
2. Students receiving Special Education					
Meets Standard and above	75	63	47	29	100
Advanced	50	25	24	29	0
Number of students tested	16	16	17	7	9
3. English Language Learner Students					
Meets Standard and above	100	33	0	40	
Advanced	75	0	0	20	
Number of students tested	8	3	2	5	
4. Hispanic or Latino Students					
Meets Standard and above	93	79	60	67	71
Advanced	57	50	40	17	29
Number of students tested	14	14	10	6	7
5. African- American Students					
Meets Standard and above	88	71	73	60	77
Advanced	56	29	33	30	8
Number of students tested	16	17	15	10	13
6. Asian Students					
Meets Standard and above		100	0	100	
Advanced		0	0	100	
Number of students tested	0	1	1	2	0
7. American Indian or Alaska Native Students					
Meets Standard and above	100	0	100	33	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	33	0	0	0	0
Number of students tested	3	1	2	3	1
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	98	81	86	81	92
Advanced	80	55	60	58	39
Number of students tested	55	53	62	43	65
10. Two or More Races identified Students					
Meets Standard and above	67	88	100	50	100
Advanced	67	88	60	0	50
Number of students tested	6	8	5	2	6
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES: