Lake Forest Elementary School

2015-16 School Improvement Plan

Lake Forest Elementary School

3550 SW 48TH AVE, Pembroke Park, FL 33023

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Broward County School Board on 1/20/2016.

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.

Table of Contents

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)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 Category	Region	RED
Priority	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a stimulating and challenging learning environment that meets the needs of all students and enables them to reach their maximum potential.

Provide the school's vision statement

Changing student thinking to succeed in tomorrow's world.

School Environment

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

At Lake Forest, communication between the student and the teacher is the critical connection that provides a means to create a better atmosphere for a classroom environment. The more effectively the teacher connects or communicates with his/her students, the more likely they will be able to help students reach a higher achievement level. Teachers participate in a variety of activities learning to assist and mentor students in improving their ability to form effectively communicate and build lasting relationships. Lake Forest will learn about students cultures through yearly registration forms, parent/ teacher conferences and classroom community building activities.

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

All faculty and staff model, teach, and encourage the character traits set forth by the School Board of Broward County. Teachers and staff are trained on diverse learners, including but not limited to anti bullying, sexual harassment, and conflict mediation. Guidance counselor provides students with discussions on safe people on campus and procedures to follow if a student ever needs assistance. All teachers continually work towards building classrooms that promote risk taking and collaborative learning. The school wide Positive Behavior Plan outlines several components that allows students the opportunity to learn about each other in such an environment. Grade level assemblies are scheduled to assist students in learning about the behavior and learning expectations of the school. This information is also share with the parents at Open House meetings

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

Lake Forest has developed and implemented a positive behavior plan encompassing all areas of the campus and personnel within the school. Staff follows clear guidelines regarding the discipline matrix. The CHAMPS program is implemented in all classrooms setting behavioral expectations in the learning environment. The Hero online behavior management system monitors positive behaviors throughout the week and rewards students for consistently following the expected behaviors of being a Lightning R.O.D. (Respect - Ownership - Determination
S.M.A.R.T rules are posted in every classroom and throughout the campus and reviewed on a daily basis
Speak in a proper tone of voice

Move quietly and properly
Always do your best
Respect yourself and others
Think before you act
Administration conducts grade level behavior assemblies to set forth expectations for the school year.
Incentive programs are developed to reward and encourage positive behavior.

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 Forest has a variety of programs and incentives to meet the social-emotional needs of students. These include, but are not limited to:
Gems and Gents mentoring program
Listeners
Peer Mentors
Science and Broadcasting clubs
Guidance Groups
Principal passes - rewarding student effort both behavioral and academic
When necessary referral to outside agencies

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/178687.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Lake Forest Elementary builds and sustain partnerships with the community based on input from parents in SAC meetings and parent surveys. Our school will conduct Parent events to instruct parents about the new standards, instructional strategies and available resources. These will be made available in the evening and on weekends. We will include the community in Fundraisers, Career Day, School Beautification Days, and Sponsorship of Clubs - Recycling. As a part of the Turnaround Arts initiative, Lake Forest will partner with local artists to assist students in making the connection between literacy learning and real world application. As project/activities arise, Lake Forest will use it's strong relationship with the community to support the school and student achievement.

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
Boyd, Sharon	Principal
Rodriguez, Cristina	Assistant Principal
Goyeneche, Maria	Other
Scott, Cynthia	Teacher, K-12
Sparks, Lori	Administrative Support

Duties

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

The RtI Leadership Team will meet every other Wednesday during the school year. Each RtI meeting will include a review of intervention data concerning academic and/or behavior concerns. All members of the team will attend the meetings along with the classroom teachers of each student being discussed. A schedule has been given to all teachers and support staff. All information from these meetings will be entered onto the Academic or Behavioral District Intervention Record Forms. The team will utilize a Problem Solving process to address the following questions:
1. What do you know from looking at the data?
2. What is an area of concern? Academic or Behavior?
3. What patterns do you observe?
4. Does the student need to move to a Tier 2 or 3 intervention? What data supports up your answer?
5. What other data sources will help to clarify and improve my teaching practice(s)?

6. How do the programs you have in place connect with the concerns identified? Are the interventions put in place already working? What data supports up your answer?

7. What can you do about what the data revealed? Does the intervention need to be modified or reviewed?

The RtI Leadership Team provides support, input on strategies and assistance with analyzing current progress monitoring data at meetings. Based on data collected and discussed, determination will be made upon modifications to current interventions, new interventions or whether formal evaluation is needed by the school psychologist. The RtI Team will decide if formal testing is necessary. Additionally, based on data collected by the leadership team, informed decisions will be made in the development and maintenance of the strategies noted and in the School Improvement Plan.

Grade Level Case Managers:

Kindergarten-Stephanie Amara

First-Kim Lloyd

Second-Lori Sparks

Third-Simone Sandoval

Fourth-Maria Goyeneche

Fifth-Jenelle Gordon

Administration:

Trains faculty on the use and purpose of response to intervention (RtI). The assistant principal will schedule the RtI meetings throughout the year. Maintains documentation of student identification, assessments, progress monitoring and tier placement.

Reading Coaches:

Provide the school site specific assessments in Reading. The coach will assist teachers and model specific programs and participate in PLC's geared to proper implementation of programs in collecting and maintaining data for identified students to bring to all RtI meetings.

Math/Science Coach:

Provide the school site specific assessments in Math and science. The coach will assist teachers and model specific programs and participate in PLC's geared to proper implementation of programs in collecting and maintaining data for identified students to bring to all RtI meetings.

Guidance Counselor:

Serves as leader for this team. Provides expertise related to the child's developmental needs, extended counseling and community resources available to support the student and family as needed.

School Psychologist:

Participates in the selection of data reviewed and asks appropriate questions which guide the interventions and the frequency used. This will enable the support provided to be applicable and useful if the student must be referred for evaluation under IDEA.

Team Leaders:

Collaborate with team members to assist with grade level collection of data.

Training will be done during select teacher planning and will focus on how to implement interventions and document them appropriately. Training will be provided by RtI Coach provided by the district, administration, Guidance, ESE Specialist, Autism Coach and/or School Psychologist

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

Within the first ten days of school, all students are given initial assessments/placement tests that are used to appropriately place them into small groups for targeted instruction. Student progress is monitored weekly by teacher and monthly by administration.

The guidance counselor develops an agenda for students progress to be reviewed by the team. The

students retained or continuing in the RtI process (Tier 2 & 3) from the previous year are reviewed first. Data is reviewed and supports are discussed. The team establishes a timeline for the teacher to follow regarding implementation of intervention and collection of data. Ongoing monitoring allows the team to modify curriculum or adjust behavior plans as necessary. Follow up dates are always given to the teacher prior to leaving the meeting.

Title I - Funds provide additional teachers to assist students, particularly low performing students. Staff development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support students learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component, Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities and summer leadership workshops are supported with Title 1 funds.

Supplemental Academic Instruction

Supplemental Academic Instruction (SAI) funds are used to support students who are not meeting appropriate grade level expectations. The school targets students who have been retained or who are not meeting criteria with Tier I instruction. Students will receive additional support such as after school tutoring, FCAT Camps, Writing Camps, Enrichment Clubs and Off-Track Tutoring.

Violence Prevention Programs

Lake Forest Elementary implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Through district support, gang prevention and bullying awareness is provided to students so they have an educational awareness and resistance that will deter them from engaging in activities that may be harmful to themselves or others such as the Get Real About Violence program. Lake Forest also consistently utilizes the Character Education Program as a preventative way to reinforce positive behavior and characteristics among students. In addition, Lake Forest has implemented the Gems and Gents program to address specific needs and emotional support to students transitioning through adolescence. The program provides educational and community based learning experiences for the mentees involved in the program.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Education curriculum.

Commit 2 Be Fit is the state initiative that Lake Forest has taken a vested interest in. The program is designed for third grade students to encourage better nutrition and increase physical activity. Commit 2 Be Fit also provides resources for parents, teachers and students. Through our school wide curriculum, teachers and staff are emphasizing the importance of physical activity and health awareness.

The Healthy Schools Program is designed to support our students efforts to improve nutrition, physical activity, health, and wellness. The Healthy Schools programs focuses on healthy eating, exercise, and good food choices.

Head Start

To ensure school readiness, the Head Start Program provide literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. The connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end-of-the-year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the Head Start students' progress in the program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lori Sparks	Teacher
Maria Goyeneche	Teacher
Amy Perez	Teacher
Vernita Hall	Parent
Sadaria Hughes	Business/Community
Nathaniel Wood	Business/Community
Sharon Boyd	Principal
Marilyn Montanez	Parent
Gary Miller	Parent
Yanira Montanez	Parent
Jacqueline Alvarado	Teacher

Duties

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

Evaluation of last year's school improvement plan

SAC will review last year SIP and student achievement data on August 26,2015. The parents, business and community members were given an opportunity to share their feelings, concerns and suggestions about the SIP and any changes they feel needed to be addressed.

Development of this school improvement plan

The SAC will conduct its first full meeting on September 8, 2015, to learn the process and share in the progress on the current year's SIP (2015-2016) as well information from the previous year's assessments. The group members will review the by-laws. The parents, business and community members were given an opportunity to share their feelings, concerns and suggestions about the SIP and any changes they feel needed to be addressed. Teachers participate in PLCs to discuss progress of the plan and additional areas that may need to be addressed.

Preparation of the school's annual budget and plan

SAC members are informed of the school' s annual budget. They work throughout the year as a collaborative group to decide how to spend this year's accountability funds (approx. $3,900) to meet the needs of our students.

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

Primary literacy resources ($2200.00)

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Alvarado, Jacqueline	Teacher, K-12
Goyeneche, Maria	Teacher, K-12
Rodriguez, Cristina	Assistant Principal
Sparks, Lori	Administrative Support
Boyd, Sharon	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the 2015-2016 school year is the implementation of the LLI (leveled Literacy Program) program for improving overall student reading. The LLT will administer the appropriate school wide assessments, such as FLKRS, RIGBY (4) times a year. The team will closely monitor the administration of and usage of iReady and Reflex (math) throughout the year.
Additionally, the LLT has 3 scheduled parent events to increase the role the parents play in the academic
success of their children. The members of the LLT also resume the leadership role in helping plan and initiate professional development for the school staff. Quarterly, Lake Forest also promotes our reading initiative with activities like "Reading in Weird Places," AR Reading Challenge, and the Literacy Parade.
Within the Power Hour, teachers conduct a Read Aloud, implement a daily intervention program for specific students and model fluency and expression as well as develop a passion for reading. With Florida Standards in full implementation, Lake Forest is also implementing the Daily 5 program, school wide.

Lake Forest has partnered with Broward Sheriff's Office and Scholastic Book to create a Reading Oasis Room for students and parents to use to read. This room was completed in early 2015 and will have volunteers and mentors to read to students. The room will contain over 1000 books at varying reading and interest levels for students to pick from.Technology has also been funded for the room so students can read and learn digitally.
We also partner with Watkins Elementary and Pembroke Park Montessori schools to promote literacy through parent nights for pre-K students, and provide a venue for the ECE (Early Childhood Education) Dept to hold workshops for teachers throughout the district.

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 attended a week long pre-preplanning trainings address the literacy focus in the school, to learn different strategies to encourage positive working relationships to gain student achievement and instructional strategies to integrate the arts.
*PLCs will also be conducted to allow teachers communicate best practices, effective instructional strategies, ideas, activities, etc.

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

* When positions need to be filled at Lake Forest, team members of the vacant position share their expectations of the position. Resumes are scrutinized and multiple references are contacted to ensure we are obtaining the most qualified person available.

* Staff members participate in a variety of school wide professional development and committee meetings that enable them to learn necessary skills/procedures and to voice their opinion in how processes are implemented.

* In-house mentoring and coaching by experienced teachers will provide new teachers, teachers new to the grade level and teachers new to Lake Forest with assistance for learning processes and procedures related to the school, instructional practices and for behavior management purposes.

* Professional Learning Communities (PLCs) will be organized to facilitate teacher learning and collaboration of ideas.

* Morale boosting activities will be provided by the school's social committee to provide a forum for teachers to release tensions and share successes within the classroom/school.

* Administrators will maintain an open door policy to allow teachers to voice opinions, concerns and present possible solutions to existing problems.

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

New teachers participate in the district's NESS program

New teachers, teachers new to Lake Forest or teachers new to the grade level (whether in NESS or not) will be provided with a mentor to assist with any or all of the following:

* Collecting and analyzing student data, diagnostic assessments and progress monitoring

* Discussions of areas of success and/or areas of need

* Appropriate curriculum for individual students

Teachers are paired with experienced teachers that act as a sounding board and resource for information and guidance for operational and/or academic procedures as well as behavior support. Coaching and mentoring also include providing experienced teachers with the instructional strategies they are not proficient in (i.e. technology as an instructional tool, consistent small group instruction...)

Pairings for teachers are as follows:

Teacher - Coach/Mentor

Terri Fulmore - Lori Sparks

Jane Ross - Lori Sparks

Diane Morrison - Maria Goyeneche

Jamie Delerme - Maria Goyeneche

Latrice Daniels - Daniel Fiore

Celma Gonzalez - Daniel Fiore

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

Lake Forest created a grade level thematic unit plan along with the Districts "Focused Units of Study" (FUOS) which are aligned with Florida Standards. These units are outlined using the Florida Standards in conjunction with Journeys/ Reading/Go Math series. Many teachers supplement with other materials and resources (Chapter books, newspapers, weekly readers, leveled readers...) During classroom walkthroughs, teacher observations, PLC discussions and team meetings administration, team leaders and support personnel are identifying the standards being taught, how they are assessed, remediated and enriched (CARE) .

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

Teachers follow the grade level thematic units and the District's Focused Units of Study (FUOS). At the end of a teaching cycle, teachers meet for a PLC to discuss student achievement data regarding standards that were taught during that cycle. Students are identified as proficient in the skill (to be enriched), close to attaining (needing additional practice) or in need of intensive remediation. Since each cycle targets a group of different standards in reading and math, the type of remediation is tailored specifically for that group of skills. Types of remediation and enrichment include but are not limited to small group instruction (Leveled Literacy Intervention LLI, Phonics 4 Reading, Fundations) teacher led peer tutoring, guided questioning during Real Aloud using targeted question stems, computer based instruction targeting specific skills, Khan Academy, research projects, group projects involving Thinking Maps and all these can be implemented across the content areas.

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: Extended School Day

Minutes added to school year: 10,800

All students in K-5 are receiving and additional 60 minutes on intensive reading instruction daily. This Power Hour follows a specific criteria for the students it serves. The instructional model can be a combination of at least 1 30-intervention group/enrichment activities, as well as additional programs/strategies that meet the needs of the students in the classroom. [10 min fluency, 20 min.-Read Aloud with guided questions , vocabulary instruction, phonics and grammar instruction] in addition to the 90 minute literacy block.

Strategy Rationale

If students possess the foundation skills needed to be successful in reading then there will be an increase in reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Boyd, Sharon, sharon.boyd@browardschools.com

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

Data from BOY assessments, classroom assessments Rigby/BAS, ORF=fluency, BAS (District based assessment) information and previous years end of year assessments are used to place students in the appropriate groups. Data is collected based on the program used (fluency - Quick Reads...) and analyzed bi-weekly to ensure students progress..

Student Transition and Readiness

PreK-12 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

Throughout the school year parents are invited to many different trainings and programs. At all of our parent trainings and student programs, the area of academics and curriculum is addressed. These meetings are informative and target various aspects of their child's educational experience. Two such parent trainings will be held in the first quarter of the 2015-2016 school year.
In the Spring, the school provides Kindergarten Round-Up for the incoming school age students. Parents and guardians are given information regarding "What Every Kindergarten Student Needs to Know" and additional resources parents can use to help prepare their child/ren for Kindergarten. Students and parents are given a complete tour of the school, visiting classrooms, cafeteria and important points of interest on campus.
All PLACE, Head Start and other anticipated Kindergarten students are invited. The school surveys the existing K-5 families to determine how many incoming students will be attending Lake Forest Elementary.

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

Lake Forest will hold the annual Career Day, to promote awareness of careers within the community. Volunteers from various walks of life deliver 20-30 minute presentations to students sharing age appropriate information on their job/career and student's career planning.

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

404

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we consistently implement the school wide Positive Behavior Plan then student achievement will increase.

G2.   If we incorporate visual thinking strategies (VTS) including but not limited to Thinking Maps and graphic organizers, aligned with standards based instruction then student proficiency will increase in reading.

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

G1. If we consistently implement the school wide Positive Behavior Plan then student achievement will increase. 1a

🔍 G062509

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0

Resources Available to Support the Goal 2

- Hero behavior monitoring system - P Maynes
- CHAMPS - RtI personnel
- Brag tags, principal passes...
- Turnaround Arts activities and/or events

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge and consistent implementation of the plan

Plan to Monitor Progress Toward G1. 8

Administration will review and analyze quarterly discipline reports and performance data to determine the level of correlation.

Person Responsible
Cristina Rodriguez

Schedule
Monthly, from 8/31/2015 to 5/20/2016

Evidence of Completion
Discipline data, beginning and end of year assessments, progress monitoring assessments.

G2. If we incorporate visual thinking strategies (VTS) including but not limited to Thinking Maps and graphic organizers, aligned with standards based instruction then student proficiency will increase in reading. 1a

G062482

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0

Resources Available to Support the Goal 2

- Student journals, district support, webinars, 3 instructional coaches, extended school day, Daily 5, Journeys, Think Central, BEEP, United Streaming, Readworks, Soar to Success, LLI, Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Teacher's' inconsistent implementation of Visual Thinking Strategies VTS.

Plan to Monitor Progress Toward G2. 8

Teachers meet with administration and case managers/team members on a monthly basis to discuss progress monitoring tools, localized assessments and make decisions on how to adjust VTS practices accordingly. Administration reviews progress monitoring forms and conducts individual/team data chats.

Person Responsible
Cristina Rodriguez

Schedule
Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion
Progress Monitoring data, iObservation results in identified areas formative assessment data,

Action Plan for Improvement

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.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If we consistently implement the school wide Positive Behavior Plan then student achievement will increase. `1`

🔑 G062509

G1.B1 Teachers lack of knowledge and consistent implementation of the plan `2`

🔑 B160542

G1.B1.S1 Professional development on SWPBP including CHAMPS and Hero `4`

🔑 S172042

Strategy Rationale

Teachers cannot ensure student understanding of SWPBP if they do not possess the proper understanding themselves.

Action Step 1 `5`

Based on feedback from several community meetings in the 2014-2015 school year, professional development was planned for and scheduled for content during 2015-16 pre-planning for all faculty.

Person Responsible

Cristina Rodriguez

Schedule

On 7/24/2015

Evidence of Completion

Schedule and agendas

Action Step 2 5

Teachers will attend training for Hero and CHAMPS.

Person Responsible

Sharon Boyd

Schedule

On 8/7/2015

Evidence of Completion

Sign in sheets, monthly Hero report, implementation of CHAMPS program through classroom walkthroughs

Action Step 3 5

Follow up/ongoing to initial PD at monthly team meetings with case manager.

Person Responsible

Cristina Rodriguez

Schedule

Monthly, from 9/18/2015 to 5/27/2016

Evidence of Completion

Monthly Hero reports, RtI conversations documented by case manager, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will provide targeted feedback on implementation of SWPBP through classroom walkthroughs and monitoring of the Hero program.This will include information presented at RtI meetings.

Person Responsible

Sharon Boyd

Schedule

Weekly, from 8/31/2015 to 5/20/2016

Evidence of Completion

iObservation, Hero program reports and RtI graphs, quarterly discipline reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor consistent participation in the Hero by monthly reports, data and information being shared during RtI meetings and progress monitoring data is reviewed.

Person Responsible

Cristina Rodriguez

Schedule

Monthly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Hero points, RtI graphs for behavior, discipline data, progress monitoring data

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G2. If we incorporate visual thinking strategies (VTS) including but not limited to Thinking Maps and graphic organizers, aligned with standards based instruction then student proficiency will increase in reading. `1`

🔍 G062482

G2.B1 Teacher's' inconsistent implementation of Visual Thinking Strategies VTS. `2`

🔍 B160435

G2.B1.S1 Teachers in all grades will meet with their respective grade members in PLCs to discuss and share best practices for implementation of VTS `4`

🔍 S171885

Strategy Rationale

If teachers develop a higher level of understanding of the impact of VTS then implementation of VTS instructional strategies will become more consistent.

Action Step 1 `5`

Create PLC calendar

Person Responsible

Sharon Boyd

Schedule

On 8/21/2015

Evidence of Completion

Calendar is posted on CAB conference.

Action Step 2 `5`

Provide teachers with resources and professional development/modeling on VTS strategies

Person Responsible

Maria Goyeneche

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Progress monitoring cycle data, VTS checklist completed during walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers meet monthly with case managers to discuss best practices, conduct data chats including RtI, plan for instruction based on data and student needs.

Person Responsible

Maria Goyeneche

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Classroom walkthroughs, progress monitoring data, data shared @ RtI meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teachers will meet to discuss the effectiveness of VTS based on progress monitoring. Administration will provide feedback to teachers based on classroom walkthroughs.

Person Responsible

Sharon Boyd

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Student work samples and progress monitoring data that show achievement/growth based on an increase of the number of teachers effectively utilizing VTS. Increase in teacher data marks for Domain 1 (Elements 11)

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Create PLC calendar	Boyd, Sharon	8/5/2015	Calendar is posted on CAB conference.	8/21/2015 one-time
G1.B1.S1.A1	Based on feedback from several community meetings in the 2014-2015 school year, professional development was planned for and scheduled for content during 2015-16 pre-planning for all faculty.	Rodriguez, Cristina	7/20/2015	Schedule and agendas	7/24/2015 one-time
G2.B1.S1.A2	Provide teachers with resources and professional development/modeling on VTS strategies	Goyeneche, Maria	9/4/2015	Progress monitoring cycle data, VTS checklist completed during walkthroughs	5/27/2016 monthly
G1.B1.S1.A2	Teachers will attend training for Hero and CHAMPS.	Boyd, Sharon	7/20/2015	Sign in sheets, monthly Hero report, implementation of CHAMPS program through classroom walkthroughs	8/7/2015 one-time
G1.B1.S1.A3	Follow up/ongoing to initial PD at monthly team meetings with case manager.	Rodriguez, Cristina	9/18/2015	Monthly Hero reports, RtI conversations documented by case manager, walkthroughs	5/27/2016 monthly
G1.MA1	Administration will review and analyze quarterly discipline reports and performance data to determine the level of correlation.	Rodriguez, Cristina	8/31/2015	Discipline data, beginning and end of year assessments, progress monitoring assessments.	5/20/2016 monthly
G1.B1.S1.MA1	Monitor consistent participation in the Hero by monthly reports, data and information being shared during RtI meetings and progress monitoring data is reviewed.	Rodriguez, Cristina	8/31/2015	Hero points, RtI graphs for behavior, discipline data, progress monitoring data	5/20/2016 monthly
G1.B1.S1.MA1	Administration will provide targeted feedback on implementation of SWPBP through classroom walkthroughs and monitoring of the Hero program.This will include information presented at RtI meetings.	Boyd, Sharon	8/31/2015	iObservation, Hero program reports and RtI graphs, quarterly discipline reports	5/20/2016 weekly
G2.MA1	Teachers meet with administration and case managers/team members on a monthly basis to discuss progress monitoring tools, localized assessments and make decisions on how to adjust VTS practices accordingly. Administration reviews progress monitoring forms and conducts individual/team data chats.	Rodriguez, Cristina	9/4/2015	Progress Monitoring data, iObservation results in identified areas formative assessment data,	5/27/2016 monthly
G2.B1.S1.MA1	Teachers will meet to discuss the effectiveness of VTS based on progress monitoring. Administration will provide feedback to teachers based on classroom walkthroughs.	Boyd, Sharon	9/4/2015	Student work samples and progress monitoring data that show achievement/ growth based on an increase of the number of teachers effectively utilizing VTS. Increase in teacher data marks for Domain 1 (Elements 11)	5/27/2016 monthly
G2.B1.S1.MA1	Teachers meet monthly with case managers to discuss best practices, conduct data chats including RtI, plan for instruction based on data and student needs.	Goyeneche, Maria	9/4/2015	Classroom walkthroughs, progress monitoring data, data shared @ RtI meetings	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we consistently implement the school wide Positive Behavior Plan then student achievement will increase.

G1.B1 Teachers lack of knowledge and consistent implementation of the plan

G1.B1.S1 Professional development on SWPBP including CHAMPS and Hero

PD Opportunity 1

Teachers will attend training for Hero and CHAMPS.

Facilitator

Micque Feldman, Diversity Department

Participants

Teachers

Schedule

On 8/7/2015

G2. If we incorporate visual thinking strategies (VTS) including but not limited to Thinking Maps and graphic organizers, aligned with standards based instruction then student proficiency will increase in reading.

G2.B1 Teacher's' inconsistent implementation of Visual Thinking Strategies VTS.

G2.B1.S1 Teachers in all grades will meet with their respective grade members in PLCs to discuss and share best practices for implementation of VTS

PD Opportunity 1

Provide teachers with resources and professional development/modeling on VTS strategies

Facilitator

Goyeneche, Maria

Participants

Teachers

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Based on feedback from several community meetings in the 2014-2015 school year, professional development was planned for and scheduled for content during 2015-16 pre-planning for all faculty.**				**$0.00**
2	G1.B1.S1.A2	**Teachers will attend training for Hero and CHAMPS.**				**$0.00**
3	G1.B1.S1.A3	**Follow up/ongoing to initial PD at monthly team meetings with case manager.**				**$0.00**
4	G2.B1.S1.A1	**Create PLC calendar**				**$0.00**
5	G2.B1.S1.A2	**Provide teachers with resources and professional development/modeling on VTS strategies**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	500-Materials and Supplies	0831 - Lake Forest Elementary School	School Improvement Funds		$2,000.00
			Notes: Purchasing resources for students in grades K-5 including but not limited to Reader's Theater sets, to assist with implementation of the VTS.			
					Total:	**$2,000.00**