Lake Forest Elementary School

2016-17 Schoolwide Improvement Plan

Lake Forest Elementary School

3550 SW 48TH AVE, Pembroke Park, FL 33023

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	

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 is pending approval by the Broward County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Forest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Changing student thinking to succeed in tomorrow's world.

2. School Environment

a. 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 beginning of the year activities, yearly registration forms, parent/teacher conferences and classroom community building activities. Cooperative learning activities and classroom rotations based on units involving Florida Standards provide students with an opportunity to make connections with a wider variety of both teachers and students.

b. 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. The CHAMPS program is implemented school wide to provide a consistent set of behavioral expectations directly connected to both the instructional setting and the school environment as a whole. This information is share with the parents through our school website, at Open House meetings, SAC meetings as well as parent conferences.

c. 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.

d. 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, Orff, Art and Broadcasting clubs
Guidance Groups
Principal passes - rewarding student effort both behavioral and academic
When necessary, referral to outside agencies

3. 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).

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/309005.

2. Description

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

2. 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 share with parents instructional strategies and available resources for them to assist their child at home. 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 Broward Center of Performing Arts, Turnaround artist Carla Dirlikov Canales as well as local artists to assist students in making the connection between the arts, literacy learning and real world application of 21st Century skills. As project/activities arise, Lake Forest will use it's strong relationship with the community to support the school and student achievement.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Boyd, Sharon	Principal
Rodriguez, Cristina	Assistant Principal
Sparks, Lori	Administrative Support
Amara, Stephanie	Instructional Coach
Tyler, Keyunta	Teacher, K-12

b. Duties

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

RtI

The RtI Leadership Team will meet every other Thursday 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. An RtI manual has been developed by support staff to enable teachers to have quick access the RtI process including but not limited to creating academic records, graphs as well as implementing the proper intervention. The manual addresses the Problem Solving process while addressing 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. The RtI Team will decide if, based on data collected and discussed, modifications to current interventions need to be made, new interventions implemented or whether a child is ready to move to consent.

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-Maria Goyeneche
First-Kim Lloyd
Second-Stephanie Amara
Third-Simone Sandoval
Fourth-Carla Torres
Fifth-Lori Sparks Lee

Administration:
Trains faculty on the use and purpose of response to intervention (RtI) through the use of the newly developed manual. 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

Arts Leadership Team:
Disseminate arts integration ideas to the staff, model specific strategies to teachers, provide feedback to teachers on arts related initiatives, organize and plan for various Community/parent arts events.

2. 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 three weeks 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 leadership team 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 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 a consistent method of communication between teachers and parents, 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 for students and summer leadership workshops are also 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 consistently not meeting criteria with Tier I instruction. Students will have the opportunity to receive additional support such as after school tutoring, Academic Camps, Enrichment Clubs.

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. 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)

Nutrition Programs
Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Education curriculum. Our science teacher addresses nutrition through the instruction in and maintenance of the schools 7 raised garden beds and 25+ grow bag planters.
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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Lori Sparks	Teacher
Amy Perez	Teacher
Vernita Hall	Parent
Sadaria Hughes	Business/Community
Sharon Boyd	Principal
Gary Miller	Parent
Keyunta Tyler	Teacher
James Sparks	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC will review last year SIP and student achievement data on Sept. 14, 2016. The parents, business and community members will be given an opportunity to review the 2015-16 FSA results, share their feelings, concerns and suggestions about the SIP and any changes they feel needed to be addressed.

b. Development of this school improvement plan

The SAC will conduct its first full meeting on September 14, 2016, to learn the process and share in the progress on the current year's SIP (2016-2017) 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.

c. 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 new funds (approx. $3,400) to meet the needs of our students.

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

Flocabulary, online literacy component ($1200.00)

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Tyler, Keyunta	Teacher, K-12
Goyeneche, Maria	Teacher, K-12
Rodriguez, Cristina	Assistant Principal
Sparks, Lori	Administrative Support
Boyd, Sharon	Principal
Amara, Stephanie	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative for the 2016-2017 school year is the implementation of the school wide Thinking Maps (TM) program for improving overall student reading. Seven teachers have been trained as Thinking Maps coaches during the summer. They will act as grade level coaches to assist teachers in proper implementation and monitoring of program.

The appropriate school wide assessments, such as FLKRS, RIGBY, BAS, fluency probes, The team will closely monitor the administration of and usage of iReady and School City 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 Community Literacy Night, Trunk or Treat (held on the same night as the book fair family night) "Reading in Weird Places," MyONReader Reading Challenge, and the Literacy Parade.

Within the extended hour, teachers conduct a daily intervention program for specific students, model fluency and expression as well as develop a passion for reading and provide enrichment instruction/ activities for students on level and beyond. With Florida Standards in full implementation, Lake Forest is also implementing the Daily 5 program school wide.

Lake Forest 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 has over the past years volunteers and mentors to read to students. The room contains 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.

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

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

*All teachers attended a two day 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. all targeted to Thinking Maps.

2. 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, assistance from induction coaches, instructional support coach 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.

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

New teachers participate in the district's T.I.E.R. program
New teachers, teachers new to Lake Forest or teachers new to the grade level (whether in T.I.E.R. or not) will be assisted by their team leader 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:
Induction Coach = New teachers
TIF Mentor = teacher in need of growth in a specific area/s
Instructional Support Coach = teachers in need of additional strategies

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 (leveled readers, chapter books, newspapers, weekly 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) .

b. Instructional Strategies

1. 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.

2. 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 additional 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 including enrichment 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. Enrichment groups are also created to enhance on/above performing students through Readers Theater, Literature circles, vocabulary games...)

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

1. 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.
Community Literacy Events are scheduled to promote literacy both in school and in the home.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 implement and monitor our school wide RTI Plan, then we will increase the number of students on grade level as evidence by the Benchmark Assessment System.

G2. If we incorporate a school wide implementation of Thinking Maps aligned with the 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we implement and monitor our school wide RTI Plan, then we will increase the number of students on grade level as evidence by the Benchmark Assessment System. 1a

🔍 G084849

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not fully understand the RTI process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lake Forest Elementary RTI Manual, Diversity Prevention & Intervention (DPI), Journey's Toolkit, Phonics for Reading, Quick Reads, Fundations, Super QAR, Write In Reader,

Plan to Monitor Progress Toward G1. 8

Quarterly Benchmark Assessment System (BAS) assessments and intervention data at RtI meetings

Person Responsible
Cristina Rodriguez

Schedule
Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion
RtI progress monitoring graphs submitted through RtI, BAS reporting sheets

G2. If we incorporate a school wide implementation of Thinking Maps aligned with the standards based instruction then student proficiency will increase in reading. `1a`

🔍 G084850

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal `3`

- Teacher's' lack of understanding and inconsistent implementation of Thinking Maps.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Student journals, district support (induction coaches, instructional support coach, TIF) , 3 instructional coaches, extended school day, Daily 5, Journeys, Think Central, BEEP, United Streaming, Readworks, Soar to Success, LLI, School City

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 Thinking Maps practices accordingly. Administration reviews progress monitoring forms/checklists and conducts individual/team data chats.

Person Responsible
Cristina Rodriguez

Schedule
Monthly, from 9/8/2016 to 5/18/2017

Evidence of Completion
Progress Monitoring data, TM checklists, 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 implement and monitor our school wide RTI Plan, then we will increase the number of students on grade level as evidence by the Benchmark Assessment System. `1`

🔍 G084849

G1.B1 Teachers do not fully understand the RTI process. `2`

🔍 B225618

G1.B1.S1 Teachers in all grades will receive a Lake Forest Elementary RTI Manual and be trained on the RTI Process. Case Managers will be assigned to each grade level to assist and monitor the implementation process. `4`

🔍 S238007

Strategy Rationale

If teachers develop a clear understanding of the RTI Manual, then they will be more readily able to implement and follow through with the RTI Process.

Action Step 1 `5`

Administration will train staff on the new RtI manual, processes, resources, timelines/schedules.

Person Responsible

Cristina Rodriguez

Schedule

Evidence of Completion

Sign in Sheets, Individual acknowledgement forms

Action Step 2 `5`

Case managers will meet with teams regularly to discuss individual struggling students

Person Responsible

Stephanie Amara

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Case Manager logs

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

Case managers will meet regularly with teachers and classroom checks will be conducted to ensure interventions are done with fidelity.

Person Responsible

Cristina Rodriguez

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Data, graphs and anecdotal notes collected at regularly scheduled RtI meetings

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

Administration will monitor implementation of interventions and collection of data

Person Responsible

Cristina Rodriguez

Schedule

On 5/31/2017

Evidence of Completion

Data, graphs and follow up notes shared at bi-weekly RtI meetings.

G2. If we incorporate a school wide implementation of Thinking Maps aligned with the standards based instruction then student proficiency will increase in reading. [1]

🔑 G084850

G2.B1 Teacher's' lack of understanding and inconsistent implementation of Thinking Maps. [2]

🔑 B225621

G2.B1.S1 Teachers in all grades will meet with their respective grade level members in PLCs to analyze student work, discuss and share best practices for implementation of Thinking Maps [4]

🔑 S238008

Strategy Rationale

If teachers develop a higher level of understanding of the impact of Thinking Maps (TM) then implementation of TM instructional strategies will become more consistent.

Action Step 1 [5]

Create PLC calendar

Person Responsible

Sharon Boyd

Schedule

On 8/26/2016

Evidence of Completion

Calendar is posted on CAB conference.

Action Step 2 [5]

Provide teachers with resources and professional development/modeling on Thinking Maps strategies

Person Responsible

Sharon Boyd

Schedule

Monthly, from 8/1/2016 to 8/1/2016

Evidence of Completion

Sign in sheets at initial training and follow up sessions, Thinking Maps checklist for monitoring used during walkthroughs

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

Teachers meet twice a month in PLCs to analyze student work, discuss best practices, conduct data chats plan for instruction based on data and student needs.

Person Responsible

Cristina Rodriguez

Schedule

Biweekly, from 9/8/2016 to 5/18/2017

Evidence of Completion

Classroom walkthroughs, progress monitoring data, data shared PLCs

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

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

Person Responsible

Sharon Boyd

Schedule

Monthly, from 9/8/2016 to 5/18/2017

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 Thinking Maps. Increase in teacher data marks for Domain 1 (Elements 12, 17 & 18)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔍 A307965	Administration will train staff on the new RtI manual, processes, resources, timelines/schedules.	Rodriguez, Cristina	8/23/2016	Sign in Sheets, Individual acknowledgement forms	No End Date one-time
G2.B1.S1.A2 🔍 A307968	Provide teachers with resources and professional development/modeling on Thinking Maps strategies	Boyd, Sharon	8/1/2016	Sign in sheets at initial training and follow up sessions, Thinking Maps checklist for monitoring used during walkthroughs	8/1/2016 monthly
G2.B1.S1.A1 🔍 A307967	Create PLC calendar	Boyd, Sharon	8/3/2016	Calendar is posted on CAB conference.	8/26/2016 one-time
G2.MA1 🔍 M314353	Teachers meet with administration and case managers/team members on a monthly basis to discuss...	Rodriguez, Cristina	9/8/2016	Progress Monitoring data, TM checklists, iObservation results in identified areas, formative assessment data,	5/18/2017 monthly
G2.B1.S1.MA1 🔍 M314351	Teachers will meet to discuss the effectiveness of Thinking Maps based on progress monitoring....	Boyd, Sharon	9/8/2016	Student work samples and progress monitoring data that show achievement/ growth based on an increase of the number of teachers effectively utilizing Thinking Maps. Increase in teacher data marks for Domain 1 (Elements 12, 17 & 18)	5/18/2017 monthly
G2.B1.S1.MA1 🔍 M314352	Teachers meet twice a month in PLCs to analyze student work, discuss best practices, conduct data...	Rodriguez, Cristina	9/8/2016	Classroom walkthroughs, progress monitoring data, data shared PLCs	5/18/2017 biweekly
G1.MA1 🔍 M314350	Quarterly Benchmark Assessment System (BAS) assessments and intervention data at RtI meetings	Rodriguez, Cristina	8/22/2016	RtI progress monitoring graphs submitted through RtI, BAS reporting sheets	5/31/2017 quarterly
G1.B1.S1.MA1 🔍 M314348	Administration will monitor implementation of interventions and collection of data	Rodriguez, Cristina	8/31/2016	Data, graphs and follow up notes shared at bi-weekly RtI meetings.	5/31/2017 one-time
G1.B1.S1.MA1 🔍 M314349	Case managers will meet regularly with teachers and classroom checks will be conducted to ensure...	Rodriguez, Cristina	8/31/2016	Data, graphs and anecdotal notes collected at regularly scheduled RtI meetings	5/31/2017 biweekly
G1.B1.S1.A2 🔍 A307966	Case managers will meet with teams regularly to discuss individual struggling students	Amara, Stephanie	9/1/2016	Case Manager logs	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. If we implement and monitor our school wide RTI Plan, then we will increase the number of students on grade level as evidence by the Benchmark Assessment System.

G1.B1 Teachers do not fully understand the RTI process.

G1.B1.S1 Teachers in all grades will receive a Lake Forest Elementary RTI Manual and be trained on the RTI Process. Case Managers will be assigned to each grade level to assist and monitor the implementation process.

PD Opportunity 1

Administration will train staff on the new RtI manual, processes, resources, timelines/schedules.

Facilitator

Cristina Rodriguez

Participants

Classroom teachers grades K-5

Schedule

G2. If we incorporate a school wide implementation of Thinking Maps aligned with the standards based instruction then student proficiency will increase in reading.

G2.B1 Teacher's' lack of understanding and inconsistent implementation of Thinking Maps.

G2.B1.S1 Teachers in all grades will meet with their respective grade level members in PLCs to analyze student work, discuss and share best practices for implementation of Thinking Maps

PD Opportunity 1

Create PLC calendar

Facilitator

Sharon Boyd

Participants

All teachers

Schedule

On 8/26/2016

PD Opportunity 2

Provide teachers with resources and professional development/modeling on Thinking Maps strategies

Facilitator

James Dean (Thinking Maps)

Participants

Teachers

Schedule

Monthly, from 8/1/2016 to 8/1/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration will train staff on the new RtI manual, processes, resources, timelines/schedules.				$0.00
2	G1.B1.S1.A2	Case managers will meet with teams regularly to discuss individual struggling students				$0.00
3	G2.B1.S1.A1	Create PLC calendar				$0.00
4	G2.B1.S1.A2	Provide teachers with resources and professional development/modeling on Thinking Maps strategies				$18,928.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3336	500-Materials and Supplies	0831 - Lake Forest Elementary School	Other		$18,928.00
			Notes: Thinking Maps purchase PD and materials for all teachers			
					Total:	$18,928.00