2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Forest Elementary School

3550 SW 48TH AVE
Pembroke Park, FL 33023
754-323-6350

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	94%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lake Forest Elementary School

Principal
Sharon Boyd

School Advisory Council chair
Lori Sparks

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Felicia Santomaggio	K-Teacher
Jacqueline Alvarado	1st-Teacher
Latrice Daniels	2nd-Teacher
Katrina Mays	3rd-Teacher
Lisa Foster	4th-Teacher
Terri Fulmore	5th-Teacher
Kim Lloyd	ESE Specialist
Simone Sandoval	Autism Coach
Stephanie Amara	Reading Resource Specialist
Cristina Rodriguez	Assistant Principal
Sharon Boyd	Principal

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Lake Forest Elementary SAC (School Advisory Council) is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and other business and community members who are representative of the ethnic, racial and economic community served by the school. The positions held are Administrator: Sharon Boyd, Chair: Lori Sparks, Secretary:

Jacqueline Alvarado, SAF Chair/IZ Rep: Gary Miller, BTU Rep: Nicole Coletti, Gifted Rep/Non-instructional: Jacqueline Isme, Parent: Vernita Hall, ESOL Rep: Virginia Huamani ESE Rep: Jihane Hanby Business Partner: (ASP) Athina Giha, Teacher: Jacqueline Alvarado

Involvement of the SAC in the development of the SIP

The members of the SAC from 2012-2013 school year were invited to attend all or part of the day long planning and development of the SIP. 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 SIP committees monthly to discuss progress of the plan and additional areas that may need to be addressed.
The SAC will meet in the beginning of the year, August 28th, to learn the process and share in the progress on the current year's SIP (2013-2014).

Activities of the SAC for the upcoming school year

* Information sharing on the implementation of Common Core State Standards - parents will be informed on strategies and resources used to implement the CCSS, progress monitoring data and plans to adjust instruction/staff development based on data and current trends.
* Monitoring the implementation and the effectiveness of the School Improvement Plan, specifically understanding the new format.
* Assist parents with additional resources available to all parents such as BEEP and SBBC website.

Projected use of school improvement funds, including the amount allocated to each project

Upgrade technology within the school - Mimio system w/MacBook $2200.00
Purchase resources for interventions, progress monitoring and diagnostic assessments $1487

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sharon Boyd		
Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor's Degree: Elementary Education Early Education Masters Degree: Educational Leadership Certification School Principal (All Levels) ESOL Endorsement Bachelor's Degree: Business Management
Performance Record	2012-2013 School Grade D Lake Forest Elementary Principal Reading: 44%, Math: 50% Science: 43%, Writing:84% Learning gains reading: 66% Learning gains math: 58% Lowest 25% reading:71% Lowest 25% math: 55% 2011-2012 School Grade C Lake Forest Elementary Principal Reading: 44%, Math: 50% Science: 43%, Writing:84% Learning gains reading: 66% Learning gains math: 58% Lowest 25% reading:71% Lowest 25% math: 55% 2010-2011 Boulevard Heights Elementary School, Assistant Principal School Grade A Reading: 74%, Math: 76% Science: 57%, Writing: 91% Learning gains reading: 59% Learning gains math: 61% Lowest 25% reading:58% Lowest 25% math: 65% AYP not met

Cristina Rodriguez		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Bachelor's Degree in Elementary Education Master's Degree in Educational Leadership Reading Endorsement ESOL Endorsement
Performance Record	2012-2013 School Grade D Lake Forest Elementary Assistant Principal Reading: 44%, Math: 50% Science: 43%, Writing:84% Learning gains reading: 66% Learning gains math: 58% Lowest 25% reading:71% Lowest 25% math: 55% 2011-2012 School Grade C Lake Forest Elementary Assistant Principal Reading: 44%, Math: 50% Science: 43%, Writing:84% Learning gains reading: 66% Learning gains math: 58% Lowest 25% reading:71% Lowest 25% math: 55% 2010-2011 Pembroke Pines Elementary Reading Coach Grade: B 77% meeting high standards in Reading 82% meeting high standards in Math 45% meeting high standards in Science 86% meeting high standards in Writing Met AYP

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Stephanie Amara		
Full-time / School-based	Years as Coach: 7	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Elementary Education 1-6 Reading K-12 ESOL Endorsement
Performance Record	2012-2013 Lake Forest Elementary School Grade D Reading: 44%, Math: 50% Science: 43%, Writing:84% Learning gains reading: 66% Learning gains math: 58% Lowest 25% reading:71% Lowest 25% math: 55% 2011-2012 Lake Forest Elementary School Grade C Reading: 44%, Math: 50% Science: 43%, Writing:84% Learning gains reading: 66% Learning gains math: 58% Lowest 25% reading:71% Lowest 25% math: 55% 2010-2011 B Olsen Middle 2009-2010 A Olsen Middle 2008-2009 District Level 2007-2008 District Level 2006-2007 District Level

Classroom Teachers

# of classroom teachers
52

 # receiving effective rating or higher
48, 92%

 # Highly Qualified Teachers
100%

 # certified in-field
47, 90%

 # ESOL endorsed
41, 79%

 # reading endorsed
2, 4%

 # with advanced degrees
19, 37%

 # National Board Certified
8, 15%

 # first-year teachers
4, 8%

 # with 1-5 years of experience
8, 15%

 # with 6-14 years of experience
32, 62%

 # with 15 or more years of experience
8, 15%

Education Paraprofessionals

# of paraprofessionals
19

 # Highly Qualified
19, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

* 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 by experienced teachers will provide new teachers 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.
Pairings for teachers are as follows:
Teacher - Mentor
Dana Mandel - Melissa Rodriguez
Jessica Hoisington - Marta Delgado
Nina Brick - Jacqueline Alvarado
Anna Riley - Janice Walker
Keyunta Tyler - Traci Smith
Cynthia Scott - Danielle Lafontant
Maria Goyeneche - Sandra Rodriguez
Kim Graziani - Lisa Foster
Diane Morrison - Indra Evans
Ruth Griffith - Kristy Rosario
Michelle Gomez - Marta Delgado

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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-Felicia Santomaggio

First-Kim Lloyd

Second-Simone Sandoval

Third-Cristina Rodriguez

Fourth-Jenelle Gordon

Fifth-Stephanie Amara

Administration:

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

Reading Coach:

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.

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 Monday afternoon team meetings and regularly scheduled PLCs and will focus on how to implement interventions and document them appropriately. Training will be provided by Administration, Guidance, ESE Specialist, Autism Coach and School Psychologist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Teams meet regularly to discuss grade level issues and student progress. The team then develops a progress monitoring plan to put into place interventions and specific instructional strategies that target the identified deficiencies. This plan is submitted to administration The teams then meet the following week to discuss individual student issues (Data Chats) and reports the concerns/progress to administration on the proper Data Chat Form.

All teachers participate in school improvement committees based on specific curriculum areas. These committees meet monthly to review progress on the SIP and provide a report of information to the SAC committee for that month.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The managed data related to behavior will include teacher anecdotal records, frequency and duration charts (FBA's and PBIPS), parent contact logs, counseling referrals, student case management systems, attendance and referrals to members of our school support team. Positive interventions (cafeteria plan, Principal Passes...) are put in place to help motivate and reward students to make better behavior/life choices.

Academically, baseline, mid-year and end of the year systems related to the managed data for academics will include grades, school site specific assessments (labeled via the electronic grade-book), FAIR assessments, graph data from Destination Reading and Math, iStation online assessments, Quick Reads, FCAT Explorer (reading, math & science for 5th grade), Soar to Success Phonics for Reading, Intermediate Rewards, district interims (BAT 1 & 2) and annual assessments (FCAT).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Based on data collected and discussed, determination will be made upon modifications to current interventions, new interventions or whether the school psychologist administers formal evaluation. 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.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,400

Targeted students are invited to attend after school tutoring. Students are placed in groups based on their primary area of weakness using data from placement tests of researched-based programs and FAIR assessments. (Phonics, fluency, vocabulary or comprehension)

Strategy Purpose(s)

• Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from FAIR assessments, classroom assessments ORF=fluency, BAT 1 (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..

Who is responsible for monitoring implementation of this strategy?

Reading Resource Specialist

Strategy: Before or After School Program

Minutes added to school year: 300

Students in grade 4 will be provided the opportunity to attend an after school writing camp held during the week preceding the FCAT 2.0 writing assessment.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are placed in groups by previous writing scores and given daily tasks targeted at improving vocabulary, editing skills and overall writing. Assignments/tasks are reviewed daily by instructional staff.

Who is responsible for monitoring implementation of this strategy?

4th grade team leader

Strategy: Extended Day for All Students

Minutes added to school year: 2,400

Off track tutoring will be provided for targeted students in grades 2-5, during the off track weeks in November and March. Students will receive additional instruction for 3.5 hours a day for 5 days (each week mentioned). Students are grouped by areas of deficiency and instructed accordingly. Students receive instruction in reading and math with daily emphasis on vocabulary development.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are given a pre and post test in both reading and math.

Who is responsible for monitoring implementation of this strategy?

Administration
Reading Coach

Strategy: Before or After School Program

Minutes added to school year: 360

Targeted students will be invited to participate in a bi-weekly enrichment club. Students will be guided in the use of critical thinking skills and project based learning.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Student work samples will be utilized to determine the effectiveness of the enrichment club.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sharon Boyd	Principal
Cristina Rodriguez	Assistant Principal
Stephanie Amara	Reading Coach
Kim Lloyd	ESE Specialist
Jenelle Gordon	Certified School Counselor
Simone Sandoval	Autism Coach
Annie Bensuaski	School Psychologist
Felicia Santomaggio	K - Team leader
Jacqueline Alvarado	1st - Team leader
Latrice Daniels	2nd - Team leader
Katrina Mays	3rd - Team leader
Lisa Foster	4th - Team leader
Terri Fulmore	5th - Team leader

How the school-based LLT functions

The Literacy Leadership Team has scheduled meetings on a monthly basis. The team discusses procedures and assessments already in place. If additional meetings are needed then they will be scheduled. This team will plan and help implement the appropriate intervention programs that need to be implemented based on student achievement. The team will ensure that the appropriate assessments are being utilized.

Major initiatives of the LLT

The major initiative for the 2013-2014 school year is the implementation of the iStation program for monitoring progress of student reading. The LLT will administer the appropriate school wide assessments, such as FAIR, FLKRS, fluency tests, BOY inventory and placement tests. The team will closely monitor the administration of and usage of iStation throughout the year.
Additionally, the LLT has 3 scheduled parent nights 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.

With Common Core almost to full implementation, Lake Forest is focusing on developing and maintaining classroom libraries. Teachers will collaborate with other team members for best practices in using class libraries.
In addition to the libraries, teachers of all grade levels will be utilizing the program "Elements of Vocabulary" to enhance students daily vocabulary and word choice.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

By teaching through thematic units all teachers are instructing and reinforcing reading skills through literature and material through other content areas. Staff development time is allotted for creating these thematic units. Teachers plan and collaborate together to gain a clearer understanding of the most effective instructional practices and resources available.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.
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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Lake Forest will hold the second annual Career Day in January, 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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	37%	No	57%
American Indian				
Asian				
Black/African American	52%	34%	No	57%
Hispanic	51%	38%	No	56%
White	60%	60%	No	64%
English language learners	43%	7%	No	49%
Students with disabilities	37%	20%	No	43%
Economically disadvantaged	51%	36%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	21%	25%
Students scoring at or above Achievement Level 4	49	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	30%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	115	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	35	63%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	52	57%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	19%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	69	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		75%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	35%	No	62%
American Indian				
Asian				
Black/African American	55%	30%	No	60%
Hispanic	64%	42%	No	68%
White	57%	60%	Yes	61%
English language learners	49%	21%	No	54%
Students with disabilities	43%	25%	No	49%
Economically disadvantaged	56%	34%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	23%	28%
Students scoring at or above Achievement Level 4	38	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	89	42%	45%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	57%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	21%	33%
Students scoring at or above Achievement Level 4	15	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	392	49%	60%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	27	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	19	5%	3%
Students who are not proficient in reading by third grade	190	52%	42%
Students who receive two or more behavior referrals	23	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	6%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Lake Forest Elementary will utilize the Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase proficiency by maximizing student engagement through the implementation of Common Core State Standards.

Goals Detail

G1. Increase proficiency by maximizing student engagement through the implementation of Common Core State Standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Literacy: Daily 5 Program, Istation, Journeys Reading program aligned to the Common Core State Standards Think Central, BEEP, United Streaming, Readworks.org, Elements of Vocabulary Math: Go Math Resources, Think Central, Soar to Success, Daily Math,

Targeted Barriers to Achieving the Goal

- Teachers are not familiar with the implementation of the effective student engagement strategies and have a limited understanding of the appropriate resources to select for instructional purposes.

Plan to Monitor Progress Toward the Goal

Teachers meet with case managers (Support Staff) on a monthly basis to discuss progress monitoring tools, localized assessments and make decisions on how to adjust instructional practices/resources accordingly. Administration reviews Data Chat and MPM (Monthly Progress Monitoring) forms and conducts individual/ team data chats as necessary.

Person or Persons Responsible
Administration Case Managers Teachers

Target Dates or Schedule:
Monthly Data Chats

Evidence of Completion:
Data Chat Report Form (individual students) Monthly Progress Monitoring Form (grade level concerns) BAT I and BAT II Istation Reports 2013-2014 FCAT 2.0 data

Action Plan for Improvement

Problem Solving Key

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

G1. Increase proficiency by maximizing student engagement through the implementation of Common Core State Standards.

G1.B1 Teachers are not familiar with the implementation of the effective student engagement strategies and have a limited understanding of the appropriate resources to select for instructional purposes.

G1.B1.S1 Teachers in all grades will meet with their respective grade level team members to discuss strategies to increase student engagement, plan, and identify resources needed for thematic units throughout each trimester.

Action Step 1

Teachers will provided immediate feedback on levels of student engagement.

Person or Persons Responsible

Administration Peer Reviewer

Target Dates or Schedule

Every teacher will receive at least 3 class reviews throughout the year

Evidence of Completion

School created student engagement checklist.

Facilitator:

Team Leaders

Participants:

All instructional staff

Action Step 2

Teachers will identify what strategies and resources they will be using for instructional purposes to increase student engagement.

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Daily - throughout the school year

Evidence of Completion

Lesson plans Thematic units Classroom walkthroughs

Facilitator:

Nina Brick, Kimberly Graziani, Maria Goyeneche, Katrina Mays, Felicia Santomaggio

Participants:

All instructional staff

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

Teachers meet weekly to discuss best practices, conduct data chats, plan for instruction based on data and student needs. Administration/case managers provide guidance at these meetings. Teachers meet monthly for PLCs to discuss research-based programs and resources for effective implementation.

Person or Persons Responsible

Administration Team Leaders/Case managers

Target Dates or Schedule

Weekly throughout the year.

Evidence of Completion

Team Leader minutes Improved teacher practices that lead to increased student achievement School created student engagement checklist

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will meet on a weekly basis to discuss the effectiveness of strategies and resources utilized throughout their thematic units and modify how they're used based on student work samples collected. Team leaders will compile data from school created student engagement checklist.

Person or Persons Responsible

Instructional staff Team Leaders

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Student work samples that show achievement/growth based on an increase of the number of teachers effectively engaging students as indicated by the students engagement checklist

G1.B1.S2 Teachers will receive training in science/STEM curriculum then participate in planning sessions to learn to create & deliver lessons that enhance student learning through collaborative hands-on activities.

Action Step 1

Schedule teacher training on gardening and environmental studies (Ag in the classroom, Garden Delights, Healthy Children...)

Person or Persons Responsible

Stem Coordinator/Science Teacher Stem Facilitator

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in Sheets Campus Gardens and Environmental Activities

Facilitator:

Karen Page, Cicily Collins

Participants:

Stem Coordinator/Science Teacher Stem Facilitator

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Administration will attend team meetings and/or review team minutes when teachers discuss and plan STEM type activities relevant to thematic units planned for the trimester. Team leader will guide team through a review of resources and lesson planning for engaging hands-on learning.

Person or Persons Responsible

Administration Team Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations Team Minutes

Plan to Monitor Effectiveness of G1.B1.S2

Teams will meet bi-weekly to discuss upcoming science lessons and methods used to enhance students learning through hands-on campus wide gardening/environmental activities. Minutes will be kept on team discussions. Administration will provide feedback to teachers based on classroom observations. Teachers that achieve positive results related to implementing successful hands-on activities may be asked to share their process with colleagues on other teams/grade levels.

Person or Persons Responsible

Team Leaders Administration

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Classroom/Campus Observations Team Minutes BAT 1 & 2 Florida Achieves Science Reports

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase proficiency by maximizing student engagement through the implementation of Common Core State Standards.

G1.B1 Teachers are not familiar with the implementation of the effective student engagement strategies and have a limited understanding of the appropriate resources to select for instructional purposes.

G1.B1.S1 Teachers in all grades will meet with their respective grade level team members to discuss strategies to increase student engagement, plan, and identify resources needed for thematic units throughout each trimester.

PD Opportunity 1

Teachers will provided immediate feedback on levels of student engagement.

Facilitator

Team Leaders

Participants

All instructional staff

Target Dates or Schedule

Every teacher will receive at least 3 class reviews throughout the year

Evidence of Completion

School created student engagement checklist.

PD Opportunity 2

Teachers will identify what strategies and resources they will be using for instructional purposes to increase student engagement.

Facilitator

Nina Brick, Kimberly Graziani, Maria Goyeneche, Katrina Mays, Felicia Santomaggio

Participants

All instructional staff

Target Dates or Schedule

Daily - throughout the school year

Evidence of Completion

Lesson plans Thematic units Classroom walkthroughs

G1.B1.S2 Teachers will receive training in science/STEM curriculum then participate in planning sessions to learn to create & deliver lessons that enhance student learning through collaborative hands-on activities.

PD Opportunity 1

Schedule teacher training on gardening and environmental studies (Ag in the classroom, Garden Delights, Healthy Children...)

Facilitator

Karen Page, Cicily Collins

Participants

Stem Coordinator/Science Teacher Stem Facilitator

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in Sheets Campus Gardens and Environmental Activities

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase proficiency by maximizing student engagement through the implementation of Common Core State Standards.	$1,500
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Title I	$1,500	$1,500
Total	$1,500	$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase proficiency by maximizing student engagement through the implementation of Common Core State Standards.

G1.B1 Teachers are not familiar with the implementation of the effective student engagement strategies and have a limited understanding of the appropriate resources to select for instructional purposes.

G1.B1.S1 Teachers in all grades will meet with their respective grade level team members to discuss strategies to increase student engagement, plan, and identify resources needed for thematic units throughout each trimester.

Action Step 2

Teachers will identify what strategies and resources they will be using for instructional purposes to increase student engagement.

Resource Type

Evidence-Based Materials

Resource

"The Daily 5" by Gail Boushey: resource for literacy

Funding Source

Title I

Amount Needed

$1,500