

Broward County Public Schools

Lake Forest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	18
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	0

Lake Forest Elementary School

3550 SW 48TH AVE, Pembroke Park, FL 33023

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students with equitable learning opportunities through engaging instruction, high expectations and relevant content while cultivating the well-being of students and staff in a safe learning environment

Provide the school's vision statement.

To empower students to pursue their aspirations and equitably prepare them to contribute to society by practicing the core values of the school: Respect, Ownership and Determination

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lizano, Denise	Principal	The instructional leader supervises all aspects of the learning environment which includes promoting the vision and mission of Broward County Schools, as well as evaluating the effectiveness of instructional programs through ongoing data analysis and progress monitoring. Responsibilities also include managing the budget, building capacity throughout the school through trainings and professional development, and establishing the school culture to ensure a safe and secure environment for all stakeholder.
Rodriguez, Cristina	Assistant Principal	The instructional leader supervises all aspects of the learning environment which includes promoting the vision and mission of Broward County Schools, as well as evaluating the effectiveness of instructional programs through ongoing data analysis and progress monitoring. Responsibilities also include managing the budget, building capacity throughout the school through trainings and professional development, and establishing the school culture to ensure a safe and secure environment for all stakeholder.
Campbell, Tonya	School Counselor	Oversees some aspects of the school-level counseling program which includes programs for social emotion learning, and character development.
Hamilton, Shelly Ann	Reading Coach	Oversee all aspects of the ELA Curriculum, support teachers with instructional delivery, organize/provide professional development based on teachers' needs and/or requests, and analyze/disaggregate school-wide data to make informed decisions for reading pull-out and push-ins groups and make adjustments to the ELA instructional focus when and where needed.
Griffith, Ruth	Science Coach	Oversee all aspects of the science curriculum, support teachers with instructional delivery, organize/provide professional development for teachers, and analyze/disaggregate school-wide data to make informed decisions for science for groups and make adjustments to the science instructional focus when and where needed.
Sandoval, Simone	Other	Oversee all aspects of the cluster curriculum, support teachers with instructional delivery, organize/provide professional development where needed, meeting with parents and teachers for IEP meetings, and provide cluster teachers with support and/or make adjustments to the cluster instructional focus.
White, Tykeshia	Other	Oversee all aspects of the cluster curriculum, support teachers with instructional delivery, organize/provide professional development where needed, meeting with parents and teachers for IEP meetings, and provide cluster teachers with support and/or make adjustments to the cluster instructional focus.
Clark, Angela	Math Coach	Oversee all aspects of the Math Curriculum, support teachers with instructional delivery, organize/provide professional development based on teachers' needs

Name	Position Title	Job Duties and Responsibilities
		and/or requests, and analyze/disaggregate school-wide data to make informed decisions for reading pull-out and push-ins groups and make adjustments to the Math instructional focus when and where needed.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders is through SAC and/or PTA meetings, parent links and newsletter sent out by the principal, and handing out flyers. When a school event is going to be held all stakeholders are notified in a variety of ways in a timely manner to ensure that the information is shared in multiple languages, ways and time. This will allow all stakeholders time to make the necessary arrangements to attend. Surveys are sometimes used to get the input of stakeholders to decide on certain initiatives/programs that the school may be interested in implementing. Their input was used in the SIP development process in that after results (surveys) discussions are done in SAC and/or PTA meetings to make a final decision.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap through the Instructional Leadership Team (ILT) where the team will progress monitoring students throughout the different grades and analyze data, as well as ILT will engage in data chats with grade level, as well as individual teachers based on PM1 and PM2 data. The school will revise the plan, as necessary, to ensure continuous improvement based on results from PM2.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes

ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	43	33	23	18	27	29	0	0	0	173	
One or more suspensions	0	0	2	3	4	7	0	0	0	16	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	23	39	32	39	28	23	0	0	0	184	
Level 1 on statewide Math assessment	0	21	19	33	24	23	0	0	0	120	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	9	14	35	27	8	0	0	0	94	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	29	27	39	31	24	0	0	0	158

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	12	17	28	12	10	0	0	0	80
Students retained two or more times	1	11	14	0	4	6	0	0	0	36

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	52	21	23	31	23	22	0	0	0	172
One or more suspensions	0	0	0	2	7	5	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	30	35	23	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	24	36	19	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	16	12	14	12	0	0	0	57

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	12	32	31	34	0	0	0	114

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	10	11	23	5	14	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	52	21	23	31	23	22	0	0	0	172	
One or more suspensions	0	0	0	2	7	5	0	0	0	14	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	30	35	23	0	0	0	88	
Level 1 on statewide Math assessment	0	0	0	24	36	19	0	0	0	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	16	12	14	12	0	0	0	57	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	12	32	31	34	0	0	0	114

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	10	11	23	5	14	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	56	53	40	58	56	31		
ELA Learning Gains				59			43		
ELA Lowest 25th Percentile				55			37		
Math Achievement*	54	62	59	56	54	50	34		
Math Learning Gains				79			40		
Math Lowest 25th Percentile				78			53		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	48	54	37	59	59	36		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	35	59	59	70			26		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	41			
HSP	51			
MUL				
PAC				
WHT				
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	53			
AMI				
ASN				
BLK	60			
HSP	56			
MUL				
PAC				
WHT				
FRL	59			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			54			55					35
SWD	24			38			37				4	
ELL	17			51			46				5	35
AMI												
ASN												
BLK	39			48			52				5	30
HSP	41			64			59				5	38
MUL												
PAC												
WHT												
FRL	41			56			53				5	33

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	40	59	55	56	79	78	37					70
SWD	22	47	46	36	69	67	19					
ELL	28	55	36	60	77	75	24					70
AMI												
ASN												
BLK	37	59	63	53	84	84	42					
HSP	43	61	46	61	74	71	28					63
MUL												
PAC												
WHT												
FRL	40	59	56	56	79	78	39					67

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	31	43	37	34	40	53	36					26
SWD	19	19		17	31		20					
ELL	32	60		39	42		58					26

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	27	37	43	30	42	62	30					
HSP	37	61		38	35		50					26
MUL												
PAC												
WHT												
FRL	34	45	41	37	42	59	33					16

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	56%	-3%	54%	-1%
04	2023 - Spring	39%	61%	-22%	58%	-19%
03	2023 - Spring	31%	53%	-22%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	62%	-17%	59%	-14%
04	2023 - Spring	56%	65%	-9%	61%	-5%
05	2023 - Spring	63%	58%	5%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	46%	4%	51%	-1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Last year data didn't count towards a school grade, however, students' achievement in math decreased by 2%. The contributing factors were the implementation of the new Florida Achievement Student Thinking (F.A.S.T.) assessment that was computer-based, and the new standards and curriculum that teachers and students needed to learn.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showed the greatest decline from the prior year was math proficiency. Explain the factor(s) that contributed to this decline. The contributing factors were the implementation of the new Florida Achievement Student Thinking (F.A.S.T.) assessment that was computer-based, and the new standards and curriculum that teachers and students needed to learn.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No data to compare.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Science. What new actions did your school take in this area Fair Gain standards were taught by the Science coach and the introduction of the Science ELO camp.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are the following: reading and math proficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Reading and Math for school improvement in the upcoming school year.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data, Math showed a decrease in achievement and it is important to maintain high expectations to increase the overall proficiency in Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 67% of students in grades K-2 score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST Star Math assessment.

By June 2023, 59% of students in grades 3-5 score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST Cambium Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Using the district progress monitoring tool three times for the year, Topic Assessments and F.A.S.T. results.

Person responsible for monitoring outcome:

Angela Clark (angela.clark@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

MDIS math intervention system and Envision resources to address the area of focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It is District approved instructional and intervention resources.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Math coach will provide ongoing support in planning and/or modeling lessons for teachers, as well as house in-house district training to assist teachers in the implementation of the curriculum.

Person Responsible: Angela Clark (angela.clark@browardschools.com)

By When: ongoing

The Math coach will provide ongoing support in planning and/or modeling lessons for teachers, as well as house in-house and/or district training to assist teachers in the implementation of the curriculum.

Person Responsible: Angela Clark (angela.clark@browardschools.com)

By When: ongoing

The Math coach will arrange ongoing support through members from the Math department in the District to come and give trainings to assist teachers in the implementation of the curriculum.

Person Responsible: Angela Clark (angela.clark@browardschools.com)

By When: ongoing

The administration will conduct observations using the observation tools and provide feedback in a timely manner. Provide opportunities for teachers and coaches to share best practices.

Person Responsible: Denise Lizano (denise.dopico-lizano@browardschools.com)

By When: ongoing

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Being identified for the RAISE program, ELA will be the area of focus in all grade levels with an emphasis on phonological awareness and phonics for Lake Forest Elementary. Decoding and encoding and phonemic awareness were challenges students encountered in all three grade levels which affected their word recognition skills and reading comprehension skills, as a result students were deficient when correctly answering oral and/or written questions based on what they heard or read. The focus was chosen based on the data collected from STAR progress monitoring assessment for Early Literacy and Reading for Kindergarten, 1st and 2nd grades, respectively regarding students who scores fifty (50) or above percentile, where the overall scores were 20%, 35% and 29% respectively.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Being identified for the RAISE program, ELA will be the area of focus in all grade levels with an emphasis on Language (Listening) Comprehension for Lake Forest Elementary. Background knowledge, vocabulary, language structure and literacy knowledge were challenges students encountered in all three grade levels which affected their reading comprehension skills, as a result students were deficient when reading and correctly answering questions. The focus was chosen based on the data collected from FAST PM 1 progress monitoring assessment for grades 3-5. The overall school ELA proficiency was 14%, where the overall scores were 10%, 15% and 18% respectively.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By June 2024, student proficiency will increase from 60% to 65% of students in grade K will score proficient (on grade level) or higher as measured by FAST STAR PM3 progress monitoring assessment.

By June 2024, student proficiency will increase from 44% to 51% of students in grade 1 will score proficient (on grade level) or higher as measured by FAST STAR PM3 progress monitoring assessment.

By June 2024, student proficiency will increase from 33% to 40% of students in grade 2 will score proficient (on grade level) or higher as measured by FAST STAR PM3 progress monitoring assessment.

Grades 3-5 Measurable Outcomes

By June 2024, student proficiency will increase from 34% to 51% of students in grade 3 score proficient (on grade level) or higher as measured by FAST Cambium PM3 progress monitoring assessment.

By June 2024, student proficiency will increase from 42% to 51% of students in grade 3 score proficient (on grade level) or higher as measured by FAST Cambium PM3 progress monitoring assessment.

By June 2024, student proficiency will increase from 57% to 67% of students in grade 3 score proficient (on grade level) or higher as measured by FAST Cambium PM3 progress monitoring assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will be progress monitored through iReady Fall, Winter and Spring reading diagnostics, and Benchmark Advance week 3 unit assessments, as well as FAST PM2 progress monitoring assessment. Data will be used to drive instruction to ensure that teachers are remediating and/or reteaching based on students needs. Instructions will be modified to ensure the lessons are being differentiated in small groups to meet students needs. Instructional walkthroughs will be conducted by administrations and instructional coaches, with feedback given to teachers in a timely manner. This will inform teachers of their practice regarding the glows (strengths) and grows (areas of improvement). Data will be reviewed and discussed at data chat meetings with teachers.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lizano, Denise, denise.dopico-lizano@browardschools.com

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Benchmark Advance curriculum which is district adopted will be used to support the B.E.S.T. standards. Monitoring will be done by using the week 3 assessment for each unit. Other programs that will be used to monitor progress will be Reading Horizon Discovery and Elevate (where applicable), Benchmark Advance Intervention, and SIPPS. Students' progress will be monitored using each specific program's assessment resource that is provided and will be used to monitor components of reading including word recognition and listening (language) comprehension.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The programs are District adopted and have been identified as effective evidence-based resources/ programs that supports the Science of Reading, and have proven that with effective implementation and using them to teach with fidelity will improve student achievement and minimize students deficiencies. Teachers will be focusing on accelerating learning by using the Benchmark Advance Curriculum through effective lesson planning embedding vocabulary, and building background knowledge.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Grade levels and/or teachers will meet and plan with instructional coach to plan lessons. This will allow teachers to learn how to integrate standards to ensure that standards are not being taught in isolations, as well as standards are being taught spirally. Additionally, teachers will learn how to be strategic when choosing books for Read-a-louds and/or teaching integrated standards. The instructional coach will co-plan and/or model lessons with and/or for teachers as support to ensure that teachers are supported with effectively implementing the curriculum.	Hamilton, Shelly Ann, shelly-annmelecia.hamilton@browardschools.com
Progress monitoring of students in ELA and conducting data chats with teachers at the grade level will be used to inform instructions. Assist with motivating students as they work towards meeting their goals and mastering skills/standards. Trends and patterns observed during instructional rounds will be shared by administration and instructional coaches with teachers in the form of feedback to teachers.	Lizano, Denise, denise.dopico-lizano@browardschools.com
ESSER teacher and Resource teacher will provide push-in and/or pull-out small group support in reading instruction for grades K-2 and grades 3-5. Targeting students will be students who are not already receiving services. These groups will be monitored and will be reviewed after the mastery assessment or the post-test for resources being used.	Hamilton, Shelly Ann, shelly-annmelecia.hamilton@browardschools.com
Professional Learning support will be ongoing throughout the year with support from Instructional facilitators from the South Region District, the Elementary Learning Department and from the school's instructional coach. The focus on professional learning will be based on the Science of Reading, as well as the instruction needs as indicated by teachers.	Hamilton, Shelly Ann, shelly-annmelecia.hamilton@browardschools.com
Extended learning opportunity will be provided in the following format: After School from 3:15 - 4:15 on standards/skills based on data.	Hamilton, Shelly Ann, shelly-annmelecia.hamilton@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated in SAC meetings, parent links and copies made multiple language made available to parent on the school's website. SIP progress is shared during SAC meetings via emails and data chats with teachers and other stakeholders.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress by planning family nights, open house, PTA meetings and ongoing Parent-Teacher Conferences during the school year. Also, agendas and communication folders are used by teachers on a daily basis to communicate with parents keeping them informed on their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum includes but not limited to quality professional learning communities in which teachers are able to review student data, share best practices for remediation and enrichment for all learners. The schoolwide area of focus is Reading with of the Science of Reading (SoR). To further strengthen reading, the reading coach will provide ongoing trainings to increase teachers knowledge about the focus of the district, as well as areas in which changes/tweaks will be made to improve student learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Title 1 liaison closely monitors school activities and functions and collect the necessary artifacts to be in compliance under Federal law. In addition, the school's guidance provides local resources and programs to meet the needs of our families.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas this is done by the school guidance counselor created a school-wide life-skill plan to foster character building through positive character traits, Social-emotional learning through the bucket-Filler program, as push in class to teach guidance lessons that promotes mental health, positive self-esteem and among others.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services by conducting behavioral assemblies, school-wide positive behavior plan, CHAMPS program, and a HERO plan that is behavior prevention and intervention. These are all tier-1 intervention models. Tier II would include conferencing with administration and/or guidance counselor to develop an individualized behavior plan to be implemented and monitored in the classroom with identified students who have been moved beyond Tier I universal behavior interventions. For Tier III behavior issues, school will include District support by following the behavior matrix.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects is done curriculum coaches to improve instructions and utilize data. They are also encouraged to attend district trainings in their respective District areas. There is also weekly, PLC and team meetings on a weekly basis in which teachers are engaged in lesson planning and revising instruction based upon data from assessments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have a preschool program in which they received copies of the Kindergarten IFC so teachers are aware of the academic expectations as students are getting ready to transition to the next grade level. Also, there is Kindergarten Round Up where parents are invited to the school to meet with the principal and visits classrooms and given resources to practice with their child at home to get them ready for the next grade level.