

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAKE FOREST ELEMENTARY SCHOOL

District Name: Broward

Principal: Sharon Boyd

SAC Chair: Heather Paschal

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 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%  Boulevard Heights Elementary School, Assistant Principal 2010-2011 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  2009-2010 School Grade A Reading: 80%, Math: 79%

Principal	Sharon Boyd	BA: Elem. Education Early Education MA: Educational Leadership ESOL Endorsed BA: Business Management	1	6	<p>Science: 49%, Writing: 91% Learning gains reading: 68% Learning gains math: 62% Lowest 25% reading: 55% Lowest 25% math : 65% AYP - not met</p> <p>2008-2009 School Grade A Reading: 84%, Math: 87% Science: 57%, Writing: 94% Learning gains reading: 71% Learning gains math: 74% Lowest 25% reading: 59% Lowest 25% math : 62% Met AYP</p> <p>2007-2008 School Grade A Reading: 76%, Math: 83% Science: 37%, Writing: 98% Learning gains reading: 67% Learning gains math: 77% Lowest 25% reading: 59% Lowest 25% math : 72% Met AYP</p> <p>2006-2007 School Grade A Reading: 72%, Math: 75% Science: 36%, Writing: 96% Learning gains reading: 72% Learning gains math: 73% Lowest 25% reading: 77% Lowest 25% math : 69% Met AYP</p>
Assis Principal	Cristina Rodriguez	Bachelor's Degree in Elementary Education  Master's Degree in Educational Leadership  Reading Endorsement ESOL Endorsement	1	1	<p>2011-2012 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%</p> <p>2010-2011 Pembroke Pines Elementary School 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</p> <p>2009-2010 Pembroke Pines Elementary School Grade: A 80% meeting high standards in Reading 81% meeting high standards in Math 43% meeting high standards in Science 85% meeting high standards in Writing Met AYP</p> <p>2008-2009 Pembroke Pines Elementary School Grade: A 80% meeting high standards in Reading 80% meeting high standards in Math 42% meeting high standards in Science 89% meeting high standards in Writing Met AYP</p> <p>2007-2008 Pembroke Pines Elementary School Grade: A</p>

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Stephanie Amara	Elementary Education 1-6 Reading K-12 ESOL Endorsed	6	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%  2006-2007 District Level 2007-2008 District Level 2008-2009 District Level 2009-2010 A Olsen Middle 2010-2011 B Olsen Middle  2009-2010 61%R 62%M 96%W 46%S 2010-2011 60%R 61%M 93%W 39%S  2009-2010 AYP NO within the White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities in both Reading and Math 2010-2011 AYP NO within the White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities in both Reading and Math
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### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	In-house Mentoring Experienced and highly successful teachers will mentor any teacher new to Lake Forest Elementary or new to a grade level or instructional assignment.	Administration	On-going	
2	Learning Communities	Administration	On-going	
3	Morale Boosting Activities	Administration	On-going	
4	Administrative Open Door policy	Administration	On-going	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	0.0%(0)	11.3%(7)	66.1%(41)	22.6%(14)	40.3%(25)	100.0%(62)	9.7%(6)	12.9%(8)	58.1%(36)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cynthia Scott	Lisa Pederson	Ms. Pederson is new to her first grade placement. Ms Scott has experience in both first grade curriculum and in mentoring.	This mentor and the mentee will be meeting bi-weekly to discuss student data, diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Celma Wongden	Jacqueline Alvarado	Ms. Alvarado is new to the school. Ms. Wongden has experience in both first grade curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data, diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Jeaneth Ponce	Marta Delgado	Ms. Delgado is new to the school. Ms. Ponce has experience in both first grade curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Melissa Rodriguez	Amber Pacheco	Ms. Pacheco is new to the school and to the team. Ms. Rodriguez has experience in both fourth grade curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Heather Paschal	Valerie Stovall	Ms. Stovall is new to the school and to the county. Ms. Paschal has experience in both fourth grade curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
			The mentor and the mentee will be meeting

Indra Evans	Anna Riley	Ms. Riley is new to the school. Ms. Evans has experience in both third grade curriculum and in mentoring.	bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Nicole Coletti	Lori Sparks	Ms. Sparks is new to the school. Ms. Coletti has experience in curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Janice Walker	Love Antoine	Ms. Antoine is new to the school. Ms. Walker has experience in both second grade curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.
Indra Evans	Dale Kaplan	Ms. Kaplan is new to the third grade placement. Ms. Evans has experience in both third grade curriculum and in mentoring.	The mentor and the mentee will be meeting bi-weekly to discuss student data diagnostic assessments and progress monitoring. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the same team, focusing on appropriate curriculum for individual students.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Title 1 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 student 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 are supported with district Title 1 funds.

#### Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title 1 funds.

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

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 1 instruction. Students will receive additional support such as after school tutoring, FCAT Camps, Writing Camps 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. This 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.

Housing Programs

NA

Head Start

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This 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.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sharon Boyd (Principal) Cristina Rodriguez (Assistant Principal) Stephanie Amara (Reading Coach) Kim Lloyd (ESE Specialist) Jenelle Gordon (Guidance Counselor) Simone Sandoval (Autism Coach) Mary Claire Mucenic (School Psychologist) Theresa Reynolds (Social Worker) Felicia Santomaggio – K, Omar Quijada – 1st, Janice Walker – 2nd, Maria Goyeneche – 3rd, Melisa Rodriguez – 4th, Sandra Rodriguez – 5th (Team Leaders)

#### Case Managers:

Kindergarten - Felicia Santomaggio

First - Kim Lloyd

Second - Cristina Rodriguez

Third - Stephanie Amara

Fourth - Jenelle Gordon

Fifth - Simone Sandoval

#### Principal:

Trains faculty on the use and purpose of response to intervention (RtI). The principal will schedule the RtI meetings throughout the year.

#### Assistant Principal:

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 conduct 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 Thursday afternoon PLCs and will focus on how to implement interventions and document them appropriately. Training will be provided by Guidance Counselor, ESE Specialist, Autism Coach and School Psychologist.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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 students 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?
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?
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.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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, DAR's, CORE Assessments, BATs, weekly reading and math assessments will be given in grades 3-5 utilizing FCAT Testmaker and the annual assessment (FCAT). This will allow for routine review of Tier 1 data.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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. 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, Quickreads, Soar to Success Phonics for Reading, Intermediate Rewards, district interims and the annual assessment (FCAT).

Describe the plan to train staff on MTSS.

On-going professional development will be provided during grade level collaborative planning and Professional Learning Community meetings. The leadership team will provide input on staff Professional Development needs specific to AYP sub-groups and targeted benchmarks.

Describe the plan to support MTSS.

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.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Sharon Boyd (Principal) Cristina Rodriguez (Assistant Principal) Stephanie Amara (Reading Coach) Kim Lloyd (ESE Specialist) Jenelle Gordon (Guidance Counselor) Simone Sandoval (Autism Coach) Mary Claire Mucenic (School Psychologist) Felicia Santomaggio – K, Omar Quijada – 1st, Janice Walker – 2nd, Maria Goyeneche – 3rd, Melisa Rodriguez – 4th, Sandra Rodriguez – 5th (Team Leaders)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team has scheduled meetings on a monthly basis. 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 for student achievement, The team will ensure that the appropriate assessments are being utilized.

What will be the major initiatives of the LLT this year?

The LLT will administer the appropriate school wide assessments, such as FAIR, FLKRS, fluency tests and FCAT TestMaker (Flash Focus). Additionally, the LLT has eight 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. Furthermore, the team will model lessons in classrooms to support the reading instruction.



## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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 students. All PLACE, Head Start and other anticipated Kindergarten students are invited. The school surveys the existing K-5 students to determine how many incoming students will be attending Lake Forest Elementary in the Fall. This also provides us with the names of existing families that need to be invited to the Spring Kindergarten Round-Up. Lake Forest disseminates information about the Round-Up through newsletters, parent link, the marquee and community meetings. Additionally, if a student is already in one of the Early Childhood programs at the school, the meetings are conducted throughout the year to provide transitional information to the respective parents.

To ensure school readiness, the Head Start program has implemented a new literacy, math and curricula. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end of the year Creative Curriculum report, detailing students' ongoing assessment is placed in the students' cumulative folder to familiarize kindergarten with the HS progress in the program.

ESE Preschool students will be matriculated to home schools via IEP annual or interim meetings. Student services will be provided based on needs identified by IEP data in four domains: Curriculum, Social-Emotional, Independent Functioning and Communication, current school and home school will collaborate to arrange a tour/visit. Questions will be addressed as needed. Brochures are handed out to each parent stating "What your kindergarten student needs to know".

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The school's recent data shows we had an average proficiency level of 44% in reading. We began using a more structured method of Response to Intervention, professional learning communities and regularly scheduled data chats. We have been identifying trends and implementing interventions to address the needs of struggling students and enrich those in need.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (87)	30% (104)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not having common planning time to create lessons that address the benchmarks.	Grade level teams will meet every other Monday for data chats after dismissal. Collaboratively, team members will discuss data results/struggling students and/or implementation of lessons and strategies designed to address the benchmarks and increase student achievement.	Administration Case managers	Team Meeting Log Review of lesson plans	Team Meeting Log
2	Implementation of effective teaching strategies and organization of lesson presentation	Teachers will attend bi-weekly PLCs that focus on effective instructional strategies to increase student achievement and to identify ways to improve their organization of lesson presentation.	Leadership Team Administration	Weekly walkthroughs that focus implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Follow up discussions on our bi-weekly PLC days.	iObservation
3	Deficiency in Fluency.	Monitor students via fluency builders in Treasures, Quick Reads, Small Group Instruction and Great Leaps push-in assistance	Reading Resource Specialist	iObservation, grade chair meetings/data chats, ongoing weekly assessments	Progress Monitoring Pre, mid and post Bi-monthly data chats
4	Students do not see a purpose to their learning.	Lake Forest teachers and staff will conduct a Career Day, bring in community/ guest speakers to present real world applications, and plan for hands on student learning	Leadership Team	Student data chats, iObservation/walkthroughs	Assessment checkpoints

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	The results of the Florida Alternate Assessment are used to identify learning gains, develop goals on the students' Individual Education Plan (IEP) and guide classroom instruction. Classroom instruction is therefore based on the students' individual needs which the teacher will use to target to then improve student achievement.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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27% (3)	36% (4)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints on standardized tests	Practice test taking skills using similar time constraints	Classroom teacher	Student data chats, iobservation	Standardized tests practice assessments
2	Limited understanding of how to utilize access points to drive curriculum and instructional strategies.	Teachers will attend bi-weekly data chat meetings with the ESE Specialist or Autism Coach to discuss access points utilization in lesson plans and review student progress.	ESE Specialist Autism Coach Administration	Weekly walkthroughs that focus on strategies utilized by teacher utilizing access points to drive instruction.	Student Progress Report Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students are grouped by reading scores and placed appropriate settings including gifted/high achieving classes. Students are provided enrichment activities throughout the year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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19% (65)	25% (87)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology – Teachers lack expert knowledge of how to integrate technology with reading strategies.	Provide professional development on strategies for integrating technology with reading using digital tools, such as interactive white boards, LCD projectors and document cameras that can project print and digital resources including, but not limited to, BEEP lessons (where Applicable)	Reading Coach Leadership Team Administration	Bi-Weekly CWTs that focus on strategies for integrating technology with reading. Administration will monitor lesson plans.	iobservation Treasures Reading Assessments, BAT and FCAT FAIR
2	Teachers consistently using higher order questioning in whole and small group instruction.	Include higher order questions into the daily lesson plans.	Reading Coach Leadership Team Administration	Weekly CWTs that focus on teacher use of high order questioning. Administration will monitor lesson plans.	iobservation Treasures Reading Assessments, BAT and FCAT FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The results of the Florida Alternate Assessment are used to identify learning gains, develop goals on the students' Individual Education Plan (IEP) and guide classroom instruction. Classroom instruction is therefore based on the students' individual needs which the teacher will use to target to then improve student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	36% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of how to utilize access points to drive curriculum and instructional strategies.	Teachers will attend bi-weekly data chat meetings with the ESE Specialist or Autism Coach to discuss access points utilization in lesson plans and review student progress.	ESE Specialist Autism Coach Administration	Weekly walkthroughs that focus on strategies utilized by teacher utilizing access points to drive instruction.	Student Progress Report Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In order to ensure that students continue making learning gains in reading, we provide students with differentiated instruction. This affords students the opportunity to receive reinforcement or enrichment for lessons. We also provide push-in support for specific interventions, as needed.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (162)	71% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unsure of when to review each benchmark.	Teachers and staff will follow the LFE instructional focus Calendar and implementing the CCSS.	Reading coach Administration	Teachers will track benchmark assessment test scores through Pinnacle.	Treasures Reading Assessments, BAT and FCAT
2	Student understanding of what they need to do to make learning gains.	Administrators and classroom teachers will meet individually with students in grades 3-5 to review progress, achievement goals, and the results of the FCAT simulation assessments and BAT tests.	Administration	Analyze performance on simulation assessment and conduct follow up data chats with individual students as needed. Analyze BAT data and conduct individual student data chats	FCAT simulation assessment and BAT
3	Due to budget restrictions there is a lack of personnel to maintain small group pull-	Utilize support staff, resource teacher and specials teachers (when possible) during "crunch	Administration	Data Chat Logs	Treasures Reading unit and chapter assessments, mini-BATS, BATS

out/push-in. time".

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The results of the Florida Alternate Assessment are used to identify learning gains, develop goals on the students' Individual Education Plan (IEP) and guide classroom instruction. Classroom instruction is therefore based on the students' individual needs which the teacher will use to target to then improve student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (3)	57% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of how to utilize access points to drive curriculum and instructional strategies.	Teachers will attend bi-weekly data chat meetings with the ESE Specialist or Autism Coach to discuss access points utilization in lesson plans and review student progress.	ESE Specialist Autism Coach Administration	Weekly walkthroughs that focus on strategies utilized by teacher utilizing access points to drive instruction.	Student Progress Report Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In order to increase the number of students making learning gains, teachers will provide differentiated instruction and implement intensive interventions as prescribed in the school's RtI process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (45)	77% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited content specific vocabulary knowledge	Students will be exposed to print rich environment and activities which include word walls, content specific vocabulary and key words during daily instruction	Classroom Teacher	Weekly review of journals, student data chats	Teacher observation Weekly/unit assessments
2	4.1. Teacher unsure of how to analyze diagnostic assessment data and make decisions about intervention programs.	4.1. The teachers will attend after school trainings and team meetings that focus on how to analyze diagnostic data and make decisions on intervention programs for individual	4.1. Reading Coach Leadership Team	4.1. Analyze data from intervention specific assessments (Phonics for Reading, Rewards, Great Leaps, etc.)	4.1. Intervention specific assessments, BAT

		students.			
3	4.3 Consistent implementation of oral reading fluency multi-sequence drills.	4.3 Oral reading fluency multi-sequence drills will be utilized on a daily basis to improve fluency.	4.3 Reading Coach Leadership Team	4.3 Observation of student performance in small groups. Oral reading fluency records	4.3 Oral reading fluency probes

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Using 2011 FCAT as baseline data, 43% of our students were proficient in reading. We plan to increase the percentage of students meeting proficiency by 5% each year (AMO), reducing the achievement gap by 50% by 2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	57%	62%	67%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Lake Forest will reduce the % of students not making proficiency in reading by 3% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (128)Black students 53% (51) Hispanic students are not making satisfactory progress in reading.	48% (103)Black students 51% (49)Hispanic students will make satisfactory progress in reading on the 2013 FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to consistently deliver meaningful instruction to meet the needs of various learning styles	Students will receive differentiated instruction and be exposed to a print rich environment with content area specific vocabulary	Classroom Teacher Administration	Classroom Walkthroughs, lesson plan review,	Weekly comprehension assessments, Classroom walkthrough data
2	Students in grades K-5 have limited prerequisite skills in and understanding of grade level vocabulary	Students in grades K-5 will actively engage in vocabulary building word wall activities during center time by practicing and writing using word walls and words to build automaticity.	Reading Coach Classroom Teacher	Teacher observation of students, weekly writing assessments, Classroom walkthroughs	FAIR, ORF probes, Weekly comprehension assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Lake Forest provides ESE services in an inclusion model. Our students are learning best when they are closest to their peers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (43) of students not making satisfactory progress in reading.	30% (17) students will make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge and experiences	Students will participate in daily lessons using various technological resources (BEEP, United Streaming, Khan Academy...) to individualized the learning experiences.	classroom teacher administration	Teacher observation and assessments Classroom Walkthroughs	Weekly assessments, BAT, Destination Reading reports
2	Teacher understanding of their responsibility to implement IEP goals and classroom accommodations	The teachers will attend in-house trainings that focus on how to effectively implement IEP goals and classroom accommodations.	ESE Specialist Autism Coach Administration	Weekly CWTs that focus on implementation of IEP goals and classroom accommodations. Administration will monitor lesson plans.	Trimester IEP progress reports and annual IEP review meetings.
3	Consistent implementation of Differentiated Instructional Strategies.	The teachers will attend in-house trainings that focus on how to better implement differentiated instructional strategies.	Reading Coach ESE Specialist/ Autism Coach Administration	Weekly CWT that focus on strategies teachers and grade level teams are using to differentiate instruction. Bi-Weekly follow up discussions on our PLC days.	Treasures Reading Assessments BAT and intervention specific assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	At Lake Forest, we strive to offer additional services to economically disadvantaged students (before and after school tutoring, counseling services, access to clothing banks...) to enrich their educational experience and enhance their learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:

58% (183) of students on Free or Reduced Lunch are not making satisfactory progress in reading.

46% (146) of students on Free or Reduced Lunch will demonstrate reading proficiency on 2013 FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing additional daily reading instruction to those students identified as needing extra support.	Students identified to be in need of additional support in reading will receive extra support in reading through participation in small group instruction. Intervention decisions will be made based on analysis of diagnostic assessment data.	Reading Coach Administration	Analysis of data from intervention specific assessments along with data chats between teachers and administration	Intervention specific assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Meets Marzano	K-5	Administration Team Facilitators	School-wide	Preplanning, then bi-weekly till May 2013	iobservation Follow up assignments for monthly targets.	Administration
Response to Intervention	K-5	Case Managers ESE Specialist	School-wide	Sept. Early Release	Graphing activity	Administration
Treasures	K-5	Reading Coach	School-wide	Sept. 2012 Jan. 2013	Teachers will participate in Treasure's review sessions to monitor the teaching of benchmarks to ensure the increase of student achievement	Reading Coach
Common Core State Standards	K-2	District	K-2: two members attend training then train team upon return	Oct. 2012	Team minutes	Administration
Marzano - Domains 1-4	K-5	Administration	School-wide	Nov. 2012	iObservations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress monitoring	Super QAR kits, DAR booklets, Phonics 4 Reading, Writer's Log...	Accountability	\$1,500.00
Targeted students in lowest 25%ile	After school or off track tutoring	SAI Funds	\$2,100.00
			Subtotal: \$3,600.00
Technology			



Strategy	Description of Resources	Funding Source	Available Amount
Better utilization of digital classrooms	Appropriate cords for digital devices, bulbs...	Accountability	\$700.00
			Subtotal: \$700.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core training (2-1st and 2-2nd)	subs	Title I	\$400.00
Marzano Domains 1-4	Teacher training: off-track November	Title I	\$7,000.00
			Subtotal: \$7,400.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$11,700.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By June 2013, 39%(40) of students in Kindergarten through fifth grade will demonstrate a proficiency level in Listening and Speaking as determined by the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
35% (37) of students in Kindergarten through fifth grade demonstrated a proficiency level in Listening and Speaking as determined by the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students speaking English as a second language and are unable to comprehend daily classroom instruction.	Students will be placed in a mainstream, print rich environment where vocabulary will be reinforced on a daily basis. Teachers will utilize ESOL strategies when providing instruction.	ESOL Coordinator Administration	Weekly classroom observations will be conducted.	Lesson Plans i Observations

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 15%(15) of students in Kindergarten through fifth grade will demonstrate a proficiency level in Reading as determined by the 2013 CELLA.
2012 Current Percent of Students Proficient in reading:	
11%(12) of students in Kindergarten through fifth grade demonstrated a proficiency level in Reading as determined	

by the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge and vocabulary necessary to comprehend grade level text.	Teachers will provide students with small group instruction, utilize graphic organizers, and ESOL strategies in their daily classroom instruction.	Classroom Teacher	Teachers will analyze student data, determine if students are making progress, and adjust daily instruction if needed.	Weekly Classroom Assessments BAT Mini BAT

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 19%(20) of students in Kindergarten through fifth grade will demonstrate a proficiency level in Writing as determined by the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

15%(16) of students in Kindergarten through fifth grade demonstrated a proficiency level in Writing as determined by the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to write clear thoughts, due to uncertainty over English syntax and vocabulary.	Teachers provide students with monthly writing camps that focus on the writing process and teach students writing strategies. Students will complete a writing prompt every month.	Classroom Teacher	Teachers will analyze monthly writing prompts and adjust classroom instruction accordingly.	Monthly Writing Prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

## Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The school data indicates 30%(105) of students in third through fifth grade scored at Achievement Level 3 on the 2012 FCAT in Mathematics. Lake Forest Elementary utilizes differentiated instruction, hands on activities, and various technology programs to reinforce math concepts and meet the needs of the individual student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (105)	33% (115)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of effective teaching strategies and organization of lesson presentation	Teachers will attend bi-weekly PLCs that focus on effective instructional strategies to increase student achievement and to identify ways to improve their organization of lesson presentation.	Leadership Team Administration	Weekly walkthroughs that focus implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Follow up discussions on our bi-weekly PLC days.	Observation
2	Students do not see a purpose to their learning.	Lake Forest teachers and staff will conduct a Career Day, bring in community/ guest speakers to present real world applications, and plan for hands on student learning	Leadership Team	Student data chats, Observation/walkthroughs	Assessment checkpoints
3	Consistent progress monitoring by teachers.	The teachers will attend grade level team data chats that focus on how to consistently monitor student progress and to use the information gathered to direct instruction.	Leadership Team Administration	Weekly data and progress monitoring chats with same grade level teams.	BAT I & II Go Math chapter test and checkpoint test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	The Florida Alternate Assessment measures student academic performance on the Next Generation Sunshine State Standards Access Points, for students with significant cognitive disabilities. At Lake Forest Elementary, these results are analyzed for the purpose of identifying learning gains, developing goals on the students' Individual Education Plan (IEP) and guiding classroom instruction. Classroom instruction is therefore based on the students' individual needs which the teacher will target to improve student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(5)	54% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of how to utilize access points to drive curriculum and instructional strategies.	Teachers will attend bi-weekly data chat meetings with the ESE Specialist or Autism Coach to discuss access points utilization in lesson plans and review student progress.	ESE Specialist Autism Coach Administration	Weekly walkthroughs that focus on strategies utilized by teacher utilizing access points to drive instruction.	Student Progress Report Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The school data indicates 19% (68) of students in third through fifth grade scored at or above Achievement Level 4 on the 2012 FCAT in Mathematics. Lake Forest Elementary provides acceleration of curriculum and enrichment of math concepts through differentiated instruction, grouping students by test scores in gifted/high achieving classes, increased utilization of critical thinking and problem solving skills, and the use of various technology programs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (68)	23% (79)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology – Teachers lack knowledge of how to integrate technology with math instruction.	Provide professional development on strategies for integrating technology with math using digital tools, such as interactive white boards, LCD projectors and document cameras that can project print and digital resources including, but not limited to, BEEP lessons (where Applicable)	Leadership Team Administration Micro Tech	Analyze usage reports from GO Math Soar to Success, and Destination Success. Administration will monitor lesson plans.	Online assessments BAT I & II Mini-benchmarks Go Math Chapter tests and usage reports
2	Teachers lack consistent implementation of differentiated instruction to increase rigor.	All level 4 and 5 students including gifted and high achievers in grades K-5 will receive differentiated instruction at their level and will be given challenging assignments and group projects that require them to utilize critical thinking and problem solving skills.	Leadership Team Administration	Weekly CWT that focus on strategies teachers and grade level teams are using to differentiate instruction. Bi-Weekly follow up discussions on our PLC days.	Online assessments BAT I & II Mini-benchmarks Go Math Chapter tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Students scoring at or above Achievement Level 7 in mathematics on the Florida Alternative Assessment, fall into the commended performance category and are considered to have mastered and generalized specific mathematics skills. Lake Forest Elementary consistently reviews and analyzes individual student data and adjusts curriculum to challenge and meet the needs of the individual student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2)	21% (3)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of how to utilize access points to drive curriculum and instructional strategies.	Teachers will attend bi-weekly data chat meetings with the ESE Specialist or Autism Coach to discuss access points utilization in lesson plans and review student progress.	ESE Specialist Autism Coach Administration	Weekly walkthroughs that focus on strategies utilized by teacher utilizing access points to drive instruction.	Student Progress Report Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The school data indicates 59% (142) of students made learning gains in mathematics. Lake Forest Elementary provides students with differentiated instruction to meet the needs individual students. Students are provided small group instruction within the classroom to provide additional support as needed. Teachers will attend PLC's on the utilization of Marzano's effective teaching strategies to ensure students continue making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (142)	63% (149)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student understanding of what they need to do to make learning gains.	Administrators and classroom teachers will meet individually with students in grades 3-5 to review progress, achievement goals, and the results of the FCAT simulation assessment, Go Math chapter tests, and Big Idea assessments.	Administration Classroom Teachers	Analyze performance on assessments and conduct follow up data chats with individual students as needed. Analyze BAT data and conduct individual student data chats after each administration of BAT Testing.	BAT Go Math Chapter Tests Big Idea assessments FCAT simulation tests Riverdeep Destination Success
2	Consistent progress monitoring by teachers.	Teachers will attend PLCs that focus on how to implement Marzano's effective teaching strategies and how to use the information gathered to direct	Leadership Team Administration	Bi-Weekly data and progress monitoring chats with same grade level teams.	BAT Go Math Chapter Tests Big Idea assessments FCAT simulation tests Riverdeep

	instruction.		Destination Success
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	The school data indicates 31% (2) of students taking the Florida Alternate Assessment made learning gains in mathematics. Lake Forest Elementary provides these students with differentiated instruction and the use of various technology programs to assist students in making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (2)	34% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to meet the needs of various learning styles and abilities of students with significant cognitive disabilities.	Teachers will provide students with differentiated instruction.	Classroom Teacher ESE Specialist Autism Coach Administration	Weekly classroom observation and analyzing student data.	Observation Weekly Assessments
2	Limited understanding of how to utilize access points to drive curriculum and instructional strategies.	Teachers will attend bi-weekly data chat meetings with the ESE Specialist or Autism Coach to discuss access points utilization in lesson plans and review student progress.	ESE Specialist Autism Coach Administration	Weekly walkthroughs that focus on strategies utilized by teacher utilizing access points to drive instruction.	Student Progress Report Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The school data indicates 58% (38) of students in the lowest 25% made learning gains in mathematics. Lake Forest Elementary provides these students with small group instruction focused on the students specific area of deficiency and continuously monitors student progress and adjusts curriculum accordingly to ensure students continue to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(38)	61% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited content specific vocabulary knowledge	Students will be exposed to print rich environment and activities which include word walls, content specific vocabulary and key words during daily instruction	Classroom Teacher	Weekly review of journals, student data chats	Teacher observation Weekly/unit assessments

2	Consistent implementation of Differentiated Instructional Strategies that target individual needs of our lowest performing students.	The teachers will attend PLCs that focus on Marzano's effective teaching strategies to meet the individual learning needs of students in the lowest 25%.	Leadership Team Administration	Monthly CWT that focus on strategies teachers and grade level teams are using to differentiate instruction. Bi-Weekly follow up discussions on our PLC days.	BAT Go Math Chapter Tests Big Idea assessments FCAT simulation tests Riverdeep Destination Success
3	Consistent progress monitoring by teachers.	The teachers will attend bi weekly data chat team meetings that focus on how to monitor student progress and how to use the information gathered to direct instruction.	Leadership Team Administration	Weekly data and progress monitoring chats with same grade level teams.	BAT Go Math Chapter Tests Big Idea assessments FCAT simulation tests Riverdeep Destination Success

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Using 2011 FCAT as baseline data, 49% of our students were proficient in math. We plan to increase the percentage of students meeting proficiency by 5% each year (AMO), reducing the achievement gap by 50% by 2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	58%	62%	66%	70%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The school data indicated at least 40% of each student subgroups by ethnicity did not make satisfactory progress in mathematics. Lake Forest Elementary provides these students with small group instruction focused on the students specific area of deficiency, continuously monitors student progress, and adjusts curriculum accordingly to provide the assistance needed to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 55% (119) & Hispanic 42% (41) are not making satisfactory progress in mathematics	Black 50% (105) & Hispanic 63% (61) will make satisfactory progress as seen on the 2013 FCAT mathematics assessment.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to consistently deliver meaningful instruction to meet the needs of various learning styles	Students will receive differentiated instruction and be exposed to a print rich environment with content area specific vocabulary	Classroom Teacher Administration	Classroom Walkthroughs, lesson plan review,	Weekly comprehension assessments, Classroom walkthrough data
2	Students need additional time/instruction for skill/concept understanding.	Students in these subgroups will receive additional instruction using Go Math intervention strategies and resources.	Classroom Teachers	Monitor student progress on weekly assessments.	Weekly Mini-Bats BAT Go Math Chapter tests
	Student understanding of	Classroom teachers and	Classroom	Analyze performance on	Weekly Mini-Bats



3	what they need to do to make satisfactory progress in mathematics	Administration will meet with students in these subgroups, in grades 3-5, to review progress, achievement goals and the results of the Benchmark Assessment Test.	Teachers Administration	assessments and conduct follow up data chats with individual students as needed. Analyze BAT data and conduct individual student data chats after each administration of the BAT.	BAT Go Math Chapter tests
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Lake Forest provides ESE services in an inclusion model. Our students are learning best when they are closest to their peers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (41) of SWD not making satisfactory progress in mathematics	33% (18) of SWD will make satisfactory progress in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge and experiences	Students will participate in daily lessons using various technological resources (BEEP, United Streaming, Khan Academy...) to individualized the learning experiences.	classroom teacher administration	Teacher observation and assessments Classroom Walkthroughs	Weekly assessments, BAT, Destination Reading reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

	The school data indicates 51% (164) of our Economically
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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:		Disadvantaged students did not make satisfactory progress in mathematics. Lake Forest Elementary provides Economically Disadvantaged students with small group instruction focused on the students specific area of deficiency and continuously monitors student progress and adjusts curriculum accordingly to ensure students make satisfactory progress in mathematics.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
51% (164)		56% (177)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student understanding of what they need to do to make satisfactory progress in mathematics.	Classroom teachers and Administration will meet individually with Economically Disadvantaged students in grades 3-5 to review progress, achievement goals and the results of the Benchmark Assessment Test.	Administration Classroom Teacher	Analyze performance on assessments and conduct follow up data chats with individual students as needed. Analyze BAT data and conduct individual student data chats after each administration of the BAT.	Weekly Mini-Bats BAT Go Math Chapter tests

*End of Elementary School Mathematics Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interventions for Math	K-5	Sandra Rodriguez (5th Gr Math chair)	School-wide	2nd Thursday of every month	observation	administration
Common Core State Standards - Math	K-5	District	Team member from each team that trains the team	District Schedule	Team Minutes	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted students in lowest 25% tile	After-school/off track tutoring	SAI (amount encumbered in Reading section)	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.O: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			At Lake Forest, our students experience hands-on activities and experiments to enrich concepts taught through text. We also use additional resources to increase students' content learning.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29% (35)			33% (42)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of effective teaching strategies and organization of lesson presentation	Teachers will attend bi-weekly PLCs that focus on effective instructional strategies to increase student achievement and to identify ways to improve their organization of lesson presentation.	Leadership Team Administration	Weekly walkthroughs that focus implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Follow up discussions on our bi-weekly PLC days.	iObservation
2	Students do not see a purpose to their learning.	Lake Forest teachers and staff will conduct a Career Day, bring in community/ guest speakers to present real world applications, and plan for hands on student learning	Leadership Team	Student data chats, iObservation/walkthroughs	Assessment checkpoints
3	1.1. Technology Teacher expert knowledge of how to integrate technology with science instruction.	1.1. Integrating technology and science using digital tools and strategies such as student response devices, interactive white boards (where available), LCD projectors and document cameras	1.1. Leadership Team Administration	1.1. Bi-Weekly CWT that focus on how to integrate technology with science instruction. Bi-Weekly follow up discussions on our PLC days.	1.1. Rubric used for end of the Unit Projects utilizing technology (Powerpoint presentation, Keynote, Kidspiration and Inspiration)

	integrating materials related to science. Utilization of online and district resources such as BEEP, online textbooks, FCAT Explorer, Discovery Education and appropriate websites.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	The results of the Florida Alternate Assessment are used to identify learning gains, develop goals on the students' Individual Education Plan (IEP) and guide classroom instruction. Classroom instruction is therefore based on the students' individual needs which the teacher will use to target to then improve student achievement.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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40% (2)	50% (1) # of students qualifying to take this exam is different that last year.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints on standardized tests	Practice test taking skills using similar time constraints	Classroom teacher	Student data chats, observation	Standardized tests practice assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	At Lake Forest, we enrich science concepts by incorporating the use of various technology programs, curriculum acceleration and individual science experiments for the science fair.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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14% (18)	18% (23)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' limited knowledge of strategies to enrich level 4 and 5 students.	All level 4 and 5 students including gifted and high achievers will receive differentiated instruction at their level and will be given challenging assignments and group projects that require them to utilize critical thinking and problem solving skills.	Leadership Team Administration	Teacher to student feedback sessions using Science Journals	Science journal rubric

		Students will work in interactive groups to complete S.T.E.M. designed lessons.			
2	Lack of time to complete additional hands-on science experiments.	K-5 will have science centers that include various experiments.	Classroom teacher	Teacher to student feedback using Science Journals	Teacher observation and Rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Refresh session for Hands on Science Kits	K-5	Lori Sparks	School-wide	Early Release Days	observation Review of lesson plans	Administration
Experiment preparation sessions	K-5	Team Leader	School-wide	Oct. & Feb.	observation Review of lesson plans	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	At Lake Forest Elementary, we have experienced increases in our writing scores by implementing a monthly writing prompt. We are targeting 3.0 and above in the current and anticipated level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (87) of the students in grade 4 scored a level 3.0-6.0 on FCAT writing.	88% (90) of the students in grade 4 will score a level 4.0-6.0 on FCAT writing.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary Skills	All teachers K-5 will reinforce (WOW) words with fidelity. Teachers K-3 will provide students with daily exposure to Treasures vocabulary. Teachers 4-5 will consistently increase contextual vocabulary knowledge through weekly novel study. Students in K-5 will be provided with weekly writing prompts.	Reading Coach Administration	Scoring of daily writing assignments / weekly writing prompts and individual student conferences to assist in planning for instruction and to determine individual or group areas in need of improvement.	BAT Expository and Narrative Assessment Monthly School Writing Prompt Assessment
2	Lack of organization and structure in writing samples.	Teachers will use both writing frames to create and dissect various writing essays within the classroom and during writing workshops. Teachers will model appropriate writing strategies using anchor	Classroom teachers	Daily as needed and individual student conferences to assist in planning for instruction and to determine individual or group areas in need of improvement.	Expository and Narrative Monthly School Assessment Writing Prompts, Teacher/Peer conferencing, writing samples and rubrics.

		papers.			
3	Unable to transfer knowledge of grammatical concepts from oral language to written language.	Teachers will provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. Teachers will model appropriate writing strategies using anchor papers.	Classroom teacher	Daily as needed and individual student conferences to assist in planning for instruction and to determine individual or group areas in need of improvement.	Expository and Narrative Monthly School Assessment Writing Prompts, Teacher/Peer conferencing, peer editing groups, writing samples and rubrics.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training for Fourth grade teachers	Grade 4	HRD/Talent Development	Grade level	Oct. 2012	Classroom Walkthroughs Lesson plans	Reading Coach/Administration
Common Core Writing Training	K-2	HRD/Talent Development	Grade Level	Oct. 2012	Monthly writing Prompts	Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

N/A			\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Linking writing to Common Core Standards	Substitutes	Title 1	\$1,200.00
			Subtotal: \$1,200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Structured daily writing activities	Writer's Log	Accountability	\$300.00
			Subtotal: \$300.00
			<b>Grand Total: \$1,500.00</b>

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	By June 2013, Lake Forest Elementary will actively work to maintain the attendance rate of 95%. We will continue to improve the excessive absences by 3%. We will continue to actively work to improve the excessive tardies by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% of students were in attendance on a daily basis.	95% of students will be in attendance on a daily basis.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
15% (127) of the students have excessive absences.	12% (105) of the students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
17% (144) of the students have excessive tardies.	14% (122) of the students have excessive tardies

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent lack of information on the importance of regular student attendance	Student attendance rewards, BTIP, Parent Link	Attendance Manager	Parents will be required to review and sign an attendance agreement.	Student attendance records on Pinnacle.
	Invalid phone numbers	Home visit with the	Administration	Review attendance	Decrease in the



2	or disconnected phones	parents to discuss the absence and BTIP letter.	with support from the classroom teacher	record	number of students absent as compared to previous year's data
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Attendance Goal(s)*

Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, Lake Forest Elementary will actively work to decrease the in school suspension rate by 50%. We will actively work to decrease the out-of-school suspension rate by 50%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
20	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
14	7
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom management	PLC's about dealing with a variety of behavior using reference books purchased with Title I monies.	Administration Guidance Counselor	Teacher Observation	DWH reports
2	The effect of students behavior before and after school	Behavior assemblies are scheduled for every grade level to review expectations. Rules both on and off campus are reviewed at the beginning of each trimester.	Assistant Principal	Observations of student behavior at both arrival and dismissal	A reduction in the number of: student disciplinary referrals as seen on the DMS, both student and Parent complaints
3	Students do not internalize the connection between school and their future as productive citizens.	LFE will provide character education, monthly character trait training, goal setting for all students and develop a school-wide positive behavior plan for all students.	Administration	Observation Student observation especially in less structured/high traffic areas.	A reduction in the number of student disciplinary referrals as seen on the DMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

BASIS update training	K-5	Cristina Rodriguez	School-wide	After school Monday in September, in lieu of data chats	graphing activity, review of referral requests to admin/SSW	Administration
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, the percentage of parents participating in school-wide and Title 1 activities will increase by 3%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
42% (379)	45% (372)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Multiple families living together	Mega Skills training	Title 1 coordinator	Title 1 Parent Survey	Sign in Sheets for parent teacher conferences and school wide events (Open

					House...)
2	Lack of Participation by Fathers or father figures	Activities geared toward father (Donuts for Dad, Father's Day Breakfast, Classroom Read Ins, Career Day...)	Title 1 coordinator Reading committee Classroom Teachers	Title 1 Parent Survey	Sign in Sheets for parental involvement activities and workshops
3	Previous negative experiences in a school setting	Provide clear communication to parents for onsite activities, Open House, SAC/SAF meetings, PTO meetings, volunteer opportunities...	Title 1 coordinator	Title 1 Parent Survey	Sign in Sheets for parental involvement activities and/or workshops

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"Differentiated Instruction" - what it means to parents	K-5	Assistant Principal	School-wide	October Planning day	Review of conference and interim forms.	Administration
Communicating and Conferencing	K-5	Administration	School-wide	Pre-planning	Review of conference and interim forms.	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum nights	bags, pencils, light refreshments	Title I	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

# Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal is to provide unique hands-on opportunities to expose students to higher levels of critical thinking and planning through science, mathematics and technology.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of opportunities to participate in real-world, collaborative problem solving activities.	Provide students with hands on activities that relate to real world problems enabling them to plan using critical thinking and problem solving strategies.	Lori Sparks Science/Math Team	Continuous planning and rotation of planting/harvesting of school-wide gardens, writing journals	FCAT 2013

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Garden planning and preparation sessions	K-5	Lori Sparks Susan Clark	Gardening cohort	Preplanning Early Release	Schematics for gardens, schedule for maintenance	Susan Clark

## STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$0.00

*End of STEM Goal(s)*

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## Additional Goal(s)

NA Goal:

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of NA Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Progress monitoring	Super QAR kits, DAR booklets, Phonics 4 Reading, Writer's Log...	Accountability	\$1,500.00
Reading	Targeted students in lowest 25%ile	After school or off track tutoring	SAI Funds	\$2,100.00
Mathematics	Targeted students in lowest 25%ile	After-school/off track tutoring	SAI (amount encumbered in Reading section)	\$0.00
Writing	N/A			\$0.00
Parent Involvement	Curriculum nights	bags, pencils, light refreshments	Title I	\$800.00
				Subtotal: \$4,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Better utilization of digital classrooms	Appropriate cords for digital devices, bulbs...	Accountability	\$700.00
Writing	N/A			\$0.00
				Subtotal: \$700.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core training (2-1st and 2-2nd)	subs	Title I	\$400.00
Reading	Marzano Domains 1-4	Teacher training: off-track November	Title I	\$7,000.00
Writing	Linking writing to Common Core Standards	Substitutes	Title 1	\$1,200.00
				Subtotal: \$8,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Structured daily writing activities	Writer's Log	Accountability	\$300.00
				Subtotal: \$300.00
				Grand Total: \$14,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/19/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the



statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Upgrade technology within the school Purchase resources to use in the school's progress monitoring plan and diagnostic assessments	\$4,000.00

Describe the activities of the School Advisory Council for the upcoming year

Common Core training and updates for parents and community members  
Informational sessions targeting RtI  
Discussions and trainings on the implementation of STEM curriculum within the Innovative Schools Program

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Broward School District LAKE FOREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	70%	93%	41%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	60%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	64% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District LAKE FOREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	69%	81%	32%	245	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	60%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	65% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested