

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LAKE FOREST ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Pamela L. Garwood

SAC Chair: Heather Paschal

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-28-2009

Dr. Eric J. Smith, Commissioner
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VISION and MISSION STATEMENTS

Our vision is to continually improve and make consistent positive learning gains from year to year.

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Lake Forest Elementary is a Title I school, with a grade of "B", and is in an urban setting located in Pembroke Park, Florida. Lake Forest is a neighborhood school that was built in the 1950's. The school began renovations from the existing building in 1994 and continued until 2007. The only original building is what is now utilized as the art room. Lake Forest made AYP in all areas except for math in the subgroups of Black, Hispanic, and Economically disadvantaged. The school follows a single track year-round calendar. For the 2008-2009 school year Lake Forest enrolled 908 students in grades PLACE, Head Start, and K-5. The school provided services including, but not limited to ESE, ESOL, and gifted. The demographics for the school include: Black 64%, Hispanic 25%, White 5.97%, Asian 0.67%, American Indian 0.33%, and Multi-racial 3.94%. The school has an ELL population of 11.6%, ESE 12.5% and 86% of the students are eligible for free and reduced meals. Based on information from the 2008-2009 school year, the average daily attendance at Lake Forest Elementary is 94.9%. Additionally, over the last three years we have seen a decrease in the mobility rate of the students. In 2007 the mobility rate was 26.8%, in 2009 the mobility rate dropped to 23%. The students from Lake Forest Elementary feed into one zone middle school and one zone high school.

Unique School Strengths for Next Year

- Currently 12% of the teachers at Lake Forest Elementary are Nationally Board Certified.
- Lake Forest was chosen by a local Target store to receive \$500.00 worth of free books.
- We have six intermediate classrooms that are equipped as digital classrooms including the wiring.

Unique School Weaknesses for Next Year

- We had to eliminate our Science teacher from the Activity schedule.
- We had to eliminate our Reading Teacher who worked with many of our students in a small group setting to intensive instruction.

Student Demographics

Female 2007-47% 2008-45.5% 2009-47.2%
Male 2007-52.9% 2008-54.4% 2009-52.7%
White 2007-7.22% 2008-7.11% 2009-5.97%
Black 2007-62.6% 2008-62.7% 2009-64%
Hispanic 2007-24.8% 2008-25.3% 2009-25%
Asian 2007-1.06% 2008-.80% 2009-.67%
Native American 2007-.31% 2008-.11% 2009-.33%

Multi-Racial 2007-3.82% 2008-3.89% 2009-3.94%
Free and Reduced Meals 2007-81.7% 2008-78.7% 2009-76.8%
ELL 2007-7.01% 2008-9.86% 2009-11.6%
ESE 2007-12.3% 2008-12.5% 2009-12.5%

Student Attendance Rates

Lake Forest Elementary Attendance
2007-94.40%
2008-94.50%
2009-94.80%
Average Attendance for Elementary
2007-94.50%
2008-94.50%
2009-94.50%

Student Mobility

2007-26.8%
2008-25.8%
2009-23%

Student Suspension Rates

Over the three year period we have seen an increase in out-of school suspension.
In-School Suspension
2007-.10% 2008-.80% 2009-.80%

Out-of-School Suspension
2007-.40% 2008-.80% 2009-.90%

Student Retention Rates

2007-6.29%
2008-4.21%
2009

Class Size

PK-3 Average
2007-17.77%
2008-17.06%
2009-17.50%

4-8 Average
2007-18.85%
2008-17.80%
2009-19.93%

Academic Performance of Feeder Pattern

Partnerships and Grants

Lake Forest has several partnerships that actively work with the school to encourage student academic and social growth. The town of Pembroke Park and Broward College are the two partners that work continuously with the school throughout the year. The town of Pembroke Park allows us to utilize the park and their building for science activities and experiments. They provide us with an open covered area where the students can work collaboratively on environmental projects. The town has set aside money to plan for academic activities where they will provide the curriculum and the necessary supplies needed to support the Sunshine State Standards. Broward College allows our fifth grade students to tour the facility and experience some of the classes. They share with the students the importance of college and how it can have a lasting effect on their achievements.

The Lions Club, located in Miami, sponsors many of our economically disadvantaged families by providing annual shopping spree at the local Walmart. This year they have sponsored fifteen families with school supplies and/or uniforms. Throughout the year the Lions Club donates supplies to the school that can be used to complete projects with the students.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record * |
|-----------------|-----------------------|--|------------------------------|--------------------------------|--|
| Principal | Dr. Pamela L. Garwood | Elementary Education 1-6 ESOL Endorsed School Principal (All Levels) | 16 | 22 | 2005-2006 B 2006-2007 B 2007-2008 B 2008-2009 B 2005-2006 65%R 69%M 88%W 2006-2007 63%R 73%M 82%W 46%S 2007-2008 62% R 74%M 91%W 45%S 2008-2009 67%R 71%M 99%W 46%S 2005-2006 AYP MET YES 2006-2007 AYP MET YES 2007-2008 AYP MET NO within the Hispanic Subgroup in Reading 2008-2009 AYP MET NO within the Black, Hispanic and Economically Disadvantaged Subgroups for Math. |
| Assis Principal | Lori A. Mendez | Elementary Education 1-6 ESOL Endorsed Gifted Endorsed Educational Leadership(All Levels) | 13 | 4 | 2005-2006 B 2006-2007 B 2007-2008 B 2008-2009 B 2005-2006 65%R 69%M 88%W 2006-2007 63%R 73%M 82%W 46%S 2007-2008 62% R 74%M 91%W 45%S 2008-2009 67%R 71%M 99%W 46%S 2005-2006 AYP MET YES 2006-2007 AYP MET YES 2007-2008 AYP MET NO within the Hispanic Subgroup in Reading 2008-2009 AYP MET NO within the Black, Hispanic and Economically Disadvantaged Subgroups for Math. |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as a Coach | Prior Performance Record * |
|--------------|-------------|---|------------------------------|-----------------------|--|
| Reading | Ann Ytuarte | Elementary Education 1-6 ESOL Endorsed Mentally Handicapped (K-12) Working towards reading certification | 16 | 4 | 2005-2006 B 2006-2007 B 2007-2008 B 2008-2009 B 2005-2006 65%R 69%M 88%W 2006-2007 63%R 73%M 82%W 46%S 2007-2008 62% R 74%M 91%W 45%S 2008-2009 67%R 71%M 99%W 46%S 2005-2006 AYP MET YES 2006-2007 AYP MET YES 2007-2008 AYP MET NO within the Hispanic Subgroup in Reading 2008-2009 AYP MET NO within the Black, Hispanic and Economically Disadvantaged Subgroups for Math. |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|-------------------------------|-------------------------------|---------------------------|---|
| 1. NESS | NESS Liaison And NESS Coaches | On-going | |
| 2. Buddy System | Urban League Academy Liaison | On-going | |
| 3. Vertical Teams | Administration | On-going | |
| 4. Small Learning Communities | Administration | On-going | |

Non-Highly Qualified Instructors

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|--------------------|---------------------------------|-----------------------------|---|
| Arlisha Canion | Elementary Education Grades K-6 | Third | Provided the information on when the ESOL classes are offered |
| Britt Rasmussen | Elementary Education Grades K-6 | Second | Provided the information on when the ESOL classes are offered |
| Victoria Zvigelsky | Elementary Education Grades K-6 | First | Provided the information on when the ESOL classes are offered. |
| Sherry Rodriguez | N/A | Paraprofessional Head Start | Provided the information on when classes are available for help with passing the Para Pro Test. |
| Sharon Ling | N/A | Paraprofessional Head Start | Provided the information on when the classes are available for help with passing the Para Pro Test. |

Staff Demographics

| 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 Qualified | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 61 | 0 | 43 | 43 | 14 | 46 | 100 | 6 | 11 | 96 |

Teacher Mentoring Program

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-----------------|-----------------|--|--|
| Diane Morrison | Celma Wongden | This will be Ms. Wongden's first year teaching fifth grade. She will be focusing on the science curriculum. Ms. Morrison's students have shown improvement by scoring at high performance levels in science achievement. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. Additionally, both teachers are on the science vertical team that is focusing on appropriate curriculum for individual students. |
| Amira Britton | Jennifer Bruton | This will be Ms. Bruton's first year teaching fourth grade. Ms. Britton's students have shown improvement by scoring at high performance levels in writing and reading achievement. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| Michelle Marino | Lisa Foster | This will be Ms. Foster's first year teaching fourth grade. Ms. Marino's students have shown improvement by scoring at high performance levels in writing and reading achievement. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| | | This will be Ms. Torres' first year | |

| | | | |
|---------------------|------------------|--|--|
| Indra Evans | Maria Torres | teaching third grade. Ms. Evan's students have shown improvement by scoring at high performance levels in reading and math achievement. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| Felicia Santomaggio | Jennifer Tomchin | This will be Ms. Tomchin's first year teaching Kindergarten. Ms. Santomaggio's students have shown improvement by scoring at high performance levels in reading as evidenced by DIBELS. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| Britt Rasmussen | Robyn Bash | This will be Ms. Bash's first year teaching second grade. Ms. Rasmussen's students have shown improvement by scoring at high performance levels in reading. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| Heather Paschal | Traci Smith | This will be Ms. Smith's first year at Lake Forest and teaching fourth grade. She was surplus to us from another Broward County Title I school. Ms. Paschal has worked at the school since 2005 and her students have shown improvement by scoring at high performance levels in the writing and math achievement. | The mentor and the mentee will be meeting weekly to discuss any concerns that Ms. Smith may have pertaining to curriculum, specific students academics or behavioral progress, policies/procedures and anything that she may need assistance with since this is his first year at the school. Additionally, they will work together monitoring student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| Kristy Rosario | Jessica Libcap | This will be Ms. Libcap's first year teaching third grade. Ms. Rosario's students have shown improvement by scoring at high performance levels in reading and math achievement. | The mentor and the mentee will be meeting weekly to discuss student data based on mini assessments. Discussions will be conducted focusing on areas of success and areas of need. |
| | | This will be | |

| | | | |
|-------------------|--------------------|---|---|
| Kimberly Graziani | Omar Quijada | Mr. Quijada's first year at Lake Forest Elementary. He was surplused to us from another Broward County Title I school. Ms. Graziani has worked at the school since 1996. | The mentor and the mentee will be meeting weekly to discuss any concerns that Mr. Quijada may have pertaining to curriculum, specific students academics or behavioral progress, policies/procedures and anything that he may need assistance with since this is his first year at the school. |
| Ruth Griffith | Victoria Zvigelsky | This will be Ms. Zvigelsky's first year at Lake Forest Elementary. She was surplused to us from another Broward County Title I school. Ms. Griffith has worked at the school since | The mentor and the mentee will be meeting weekly to discuss any concerns that Ms. Zvigelsky may have pertaining to curriculum, specific students academics or behavioral progress, policies/procedures and anything that she may need assistance with since this is his first year at the school. |
| Susan Clark | Kristen De Lacoste | Ms. De Lacoste started Lake Forest Elementary mid -2008-2009 school year. Ms. De Lacoste is continuing in the NESS program and is afforded additional support in curriculum and behavioral management that can enhance her instructional environment. Susan Clark has modeled various classroom techniques and procedures that could further support Ms.De Lacoste. | The mentor and the mentee will be meeting weekly to discuss any concerns that Ms. De Lacoste may have pertaining academic or behavioral progress, policies/procedures and anything that she may need assistance with. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

There are several programs that we incorporate to provide an integration of curriculum. We utilize are Title I money to fund classroom teachers at specific grade levels. Additionally, through the Title I program Lake Forest is able to provide parent trainings. We utilize the Megaskills program to incorporate encouraging ways to help the students become successful in academics and in social situations. Additionally, Roots and Wings is another parenting class that is provided to support our parents. Title I has helped us increase the communication with our parents by purchasing agendas that act as a daily communciation tool between the home and school. Students are able to record their nightly homework assignments and there is additional space for teacher comments and parent responses. Also, with the Title I funds we are able to purchase materials that the parents can use at home to help facilitate their child's academic progress.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Through district support gang prevention and bullying awareness is provided to students so they have an educational awareness and resistance that deter them from engaging in activities that may be harmful to themselves or others.

Nutrition Programs

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 is also provides resources for the parents, teachers and kids. Through school wide curriculum trachers and staff are implementing the importance of physical activity and health awareness.

Housing Programs

Head Start

Lake Forest has three Head Start classes at our site. Each class consists of one certified teacher and one teacher assistant or paraprofessional. The classes range from 16-20 students. The school has one class for three year old children and the other two classes contain children who are four. In addition, there is a parent educator who acts as the liaison between the teachers and the families that participate in this program.

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Pamela L. Garwood (Principal) Lori Mendez (Intern Principal) Ann Ytuarte (Reading Coach) Kim Lloyd (ESE Specialist) Jenelle Gordon (Guidance Counselor) Simone Sandoval (Autism Specialist) Dale Kaplan (Math Teacher) Maria Imbriaco (Kindergarten Team Leader) Ruth Griffith (First Grade Teacher) Kristy Rosario (Third Grade Team Leader) Indra Evans (Third Grade Teacher) Michelle Marino (Fourth Grade Team Leader) Heather Paschal (Fourth Grade Teacher) Kimberly Graziani (Fifth Grade Team Leader) Susan Clark (ESE Teacher)

Principal: Trains faculty on the use and purpose of response to intervention (RTI). The principal will schedule the RTI discussions by grade level throughout the year.

Assistant Principal: Maintain documentation of student identification, assessments, progress monitoring, and tier placement.

Reading Coach and Math Teacher: Provide the school site specific assessments in Reading, and Mathematics. The coaches will maintain the identified students FCAT, District Interims and FAIR assessments and bring this data to all RtI grade level discussions.

Team Leaders/Teachers: Serve as the formal RtI Leadership Team members; providing current behavior and academic data to the discussions held regarding the selected students on their respective grade levels.

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

Counselor: Provides expertise related to the child's developmental needs, extended counseling, and community resources available to support the student and family as needed.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership Team will meet twice a month by grade level. Each RtI data meeting will include a review of the students' progress or lack of progress. One member of administration and/or support staff will attend these bi-weekly meetings. A schedule has been sent out to all teams so they know who will be attending. Administration and support staff will meet weekly to discuss student progress. The team leaders will provide input about individual students from their grade level at Leadership meetings. Reviews will take place to address the students' academic progress and if applicable, behavioral progress. The team will utilize a Problem Solving process to address the following questions:

1. What do you know from looking at the data?
2. Do you know which students are learning and are not learning? Name the struggling students.
3. What patterns do you observe?
4. What concerns are raised by the review of the data?
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?
7. What can you do about what the data revealed?
8. What is your plan for these identified struggling students?

The RtI Leadership Team provides insight and current student monitoring data at meetings. Based on data collected and discussed, if progress is not seen within the classroom 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 RtI Leadership Team in the development and implementation of the school improvement plan

The RtI team has met weekly since June to work on the development of the school improvement plan. The RtI team utilized information provided by the teachers, vertical teams, curriculum committee teams and the community(SAC)to effectively develop the school improvement plan. Members of the RtI team are responsible for the monitoring of specific action steps within the plan that will help to increase student achievement.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline, mid-year and end of the year systems related to the managed data for academics will include grades, school sites specific assessment (labeled via the electronic grade-book), FAIR assessments, BAT's, weekly math and reading assessments will be given in grades 3-5 utilizing FCAT Testmaker and the annual assessment (SAT/FCAT). This will allow for specific data to be monitored on each strand.

The managed data related to behavior will include teacher anecdotal records, parent contact logs, counseling referrals, student case management systems, attendance, and referrals to the school support teams.

Baseline, mid-year and end of the year systems related to the managed data for academics will include grades, school specific assessments (labeled via the electronic grade-book), FAIR assessments, district interims and the annual assessment (SAT/FCAT).

All assessment information will be tracked through the use of a filemaker data base and student portfolios.

Describe the plan to train staff on RtI.

Initially, the Guidance Counselor, ESE Specialist and administration will be the first to attend any district training on RtI. From there other members of the RtI team will attend any district training that will be offered. From this the RtI team will take their knowledge and use the train the trainer model with our Vertical Teams.

In addition, 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.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Reading

-In third grade, on the strand words and phrases 56% of the possible points were earned which is below the state and district percent.

-In third grade, on the strand main idea/purpose 63% of the possible points were earned which is below the state and district percent.

-Third grade matched the district and the state in the strands comparisons and reference and research.

-In fourth grade, on the strand main idea/purpose 52% of the possible points were earned which is significantly lower than the state and district percent.

-In fourth grade, on the strand comparison 53% of the possible points were earned which is significantly lower than the state and district percent.

-In fourth grade, on the strand reference/research 50% of the possible points were earned which is significantly lower than the state and district percent.

-Fourth grade matched the percent on the strand words and phrases with the district and state.

-In fifth grade, on the strand words and phrases 50% of the possible points were earned which is significantly lower than the state and district percent.

- In fifth grade, on the strand main idea/purpose 57% of the possible points were earned which is significantly lower than the state and district percent.

-In fifth grade, on the strand comparison 60% of the possible points were earned which is significantly lower than the state and district percent.

- Fifth grade matched the percent on the strand reference and research with the district and state.

Math

-In third grade, on the strand geometry 57% of the possible points were earned which is lower than the state and district percent.

-Third grade matched the percent on the four other strands: number sense, measurement, algebraic thinking and data analysis.

-In fourth grade, on the strand number sense 64% of the possible points were earned which is lower than the district percent but the same as the state.

-In fourth grade, on the strand measurement 63% of the possible points were earned which is lower than the district percent but the same as the state.

-In fourth grade, on the strand algebraic thinking 57% of the possible points were earned which is significantly lower than the state and district percent.

-Fourth grade matched the percent on the strands: geometry and data analysis.

-In fifth grade, on the strand number sense 62% of the possible points were earned which is lower than the district percent but the same as the state.

-In fifth grade, on the strand measurement 55% of the possible points were earned which is lower than the district percent but the same as the state.

-In fifth grade, on the strand geometry 54% of the possible points were earned which is significantly lower than the state and district percent.

-In fifth grade, on the strand algebraic thinking 55% of the possible points were earned which is significantly lower than the state and district percent.

-In fifth grade, on the strand data analysis 50% of the possible points were earned which is significantly lower than the state and district percent.

Writing

-Based on the 2008-2009 data writing is a strength with 99 percent of students meeting high standards in writing.

-Combining expository and narrative 94% of the fourth grade students scored a 3.5 or above, compared to 80 % at the district level and 85% at the state level.

-94% of the fourth grade students scored at or above a 3.5 on expository writing, compared to 81% at the district level and 86% at the state level.

-95% of the fourth grade students scored at or above a 3.5 on narrative writing, compared to 79% at the district level and 84% at the state level.

Science

-In the area of science the schools strength is in the area of Life and Environmental sciences with 69% of the possible points earned.

-In the area of science the school matched the district and state on the strand physical and chemical sciences.
-On the strand earth and space science 54% of the possible points were earned which is lower than the state and district percent.
-On the strand scientific thinking 54% of the possible points were earned which is lower than the state and district percent.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Lake Forest is utilizing the Instructional Focus Calendars developed by the District. Each grade level team is working together to modify the focus calendar to the year round schedule. Additionally the grade level teams are adding specific programs and technology to meet the individual needs of Lake Forest students. Vertical teams for each content area will be monitoring the implementation of the instructional focus calendars.

After the first administration of the BAT and other school specific assessments, emphasis will be placed on strands that revealed school wide weaknesses and on specific grade levels in reading and mathematics. Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. Sunshine State Standards will be selected as indicated by students' strengths and weaknesses, which will be measured by progress on mini BAT's, and data results.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring and conducting meetings with teachers to ensure that the IFCs are being utilized and implemented effectively. Team Leaders will also be assigned to teachers who are demonstrating signs of struggling with IFCs implementation and provide teachers' additional opportunities to attend small learning community sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

In reading at each grade level different benchmarks need to be targeted. In third grade the school needs to focus on increasing vocabulary skills to target the area of words and phrases. Additionally the school needs to focus the third grade student's curriculum on identifying main idea and purpose. At the fourth grade level each benchmark needs to be addressed outside of words and phrases. Fifth grade needs to target all the benchmarks.

In math in third grade the students scored the lowest in the area of geometry. This will be a focus across the school wide curriculum. Based on the 2009 data the only grade that scored at the state and district level was fourth grade. This shows that this is a school wide need. Additionally, fifth grade needs to target all areas.

Based on the data in the area of Science the school will be focusing on earth and space science and scientific thinking.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

We have adopted a modified block schedule and departmentalized grades 4 and 5 to address the needs of our individual, grade level learners, and AYP subgroups.

All grade levels will be teaching small reading groups and small math groups to target the specific needs of each individual student.

All grade levels will have independent centers as part of the reading and math rotations that are set up to meet individual student needs.

All grade levels will work together as teams to target specific needs of students across the grade.

Administration and support staff will be utilizing the push-in and pull-out model to target the needs of individual students.

Data chats will be held three times per month to discuss the needs of struggling students and students who require enrichment activities.

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

All students HS, PLACE and K-5 are included on the activity rotation schedule. The activity rotation schedule is comprised of media, music, art and physical education. Each of the activity teachers incorporates the core curriculum content areas into their specific curriculum. The teacher's focus on showing the students that core curriculum is applied to all different areas of life.

Each classroom teacher includes real life skills into as many areas of the core curriculum as possible to give the students an understanding of how it reflects to life outside school. The teachers include current events and diverse materials into lesson plans. Each year a group of teachers organizes "Career Day" to expose the students to different jobs and occupations that exist. Broward College is a school partner and the fifth grade students take a field trip to the campus to tour the school and learn about the many different programs they offer.

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?

In the Spring the fifth grade students visit the neighborhood middle school as well as many of the magnet middle schools within the district. In addition, some of the middle schools conduct presentations at the Lake Forest school site. The students

and parents are given information on the courses offered and insight on how to choose courses that are appropriate for each individual student.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Administration and teachers will adapt the district Instructional Focus Calendar's to Lake Forest's specific needs based on the previous year's FCAT results that indicated areas of strengths and weaknesses.

Additionally, IFCs will be updated and generated based on pre-tests, weekly, bi-weekly and monthly benchmark tests, and pacing guides.

Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

Teachers will meet weekly on the vertical teams based on the focus groups, and data chat meetings throughout the year to share best practices, research-based strategies, evidenced-based strategies, and resources when implementing IFCs.

How are instructional focus lessons developed and delivered?

Focus lessons are developed by grade levels based on strengths and weaknesses from annually assessed FCAT, BAT, weekly, bi-weekly, and monthly tests and are developed. The lessons used on the focus calendars are aligned with District Pacing Guides, and clusters/strands benchmark tests.

How will instructional focus lessons be revised and monitored?

The focus calendar lessons will be monitored by teacher protocols and revised based on student mastery on BAT, weekly, bi-weekly, and monthly tests. Administration and teachers will ensure the effectiveness of focus calendar lessons by analyzing student data for strengths and weaknesses from focus lessons as they are reassessed intermittently throughout the year. Proficiency of skills and Benchmarks taught should be reflective of skills and Benchmarks taught in whole group instruction. All information will be addressed each week at the individual team data chat meetings.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Weekly, bi-weekly, and monthly assessments based on the Instructional Focus Calendars will be administered to determine student comprehension. Five to 10 questions will be utilized to assess each Benchmark cluster and will be re-assessed on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Student mastery of 80% will be used to ensure student proficiency of each Benchmark.

The assessment results will be used to determine future Instructional Focus Calendars of whole group lessons. An item analysis of the assessment will be maintained in each teacher's plan book and utilized to re-teach the type of questions that students missed most frequently.

Teachers will differentiate instruction utilizing assessed results to provide intensive instruction to those students earning less than 50%. Additional instruction and practice opportunities will be made available for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100% mastery.

All assessment information will be track in a filemaker database and brought to each data chat meeting. Additionally, administration will check this information on a weekly basis. All assessments that score below proficiency will be turned in to administration.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers will differentiate their instruction for students at or above mastery level to receive the opportunity to work on projects integrated with the benchmarks of the subject areas. Through the use of application, hands-on activities, the students will be able to relate their classroom projects to their everyday life. Additionally, to maintain their performance skills of mastery, the students will work on supplemental lessons. Trends of students by AYP subgroups and students who are in the lowest twenty-five percent in reading, mathematics, and science are identified and addressed. All teachers are engaged

in Curriculum Mapping and the school's instructional focus calendar will be aligned to address student's academic performance. Professional Development is provided to those teachers who need assistance in helping the students to gain mastery in the particular benchmarks.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The analysis of instructional progress and test results are scheduled weekly, bi-weekly and monthly by all stakeholders. The teachers will meet weekly in their grade level data chats to review assessment data. The meetings will be facilitated by the grade level chairperson. The grade level chairperson will present an agenda to the team members and the minutes and signatures of teachers/coaches will be submitted to administration on a weekly/bi-weekly basis. Members of the administrative staff and leadership team will be monitoring the meetings by studying and checking progress via classroom walkthroughs, weekly grade level meetings, report reviews, small learning communities and faculty meeting discussions. The curriculum support staff engages in the progress monitoring of all tutorial services by analyzing data to determine benchmark strengths and weaknesses and provide remedial and enrichment tutorials. Additionally, administration and support staff are assigned rotating schedule to attend data chat meetings.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and the Leadership Team will meet with teachers to discuss assessment results and student progress. Utilizing IFCs, teachers will be able to modify their lessons through the use of differentiated instruction to meet the needs of the students. The coach will work with the teachers to form small learning groups for students who lack mastery in specific areas/benchmarks. In small learning groups, teachers will re-teach and re-assess for student mastery. Coach will monitor IFC's at specific grade levels. Moreover, the coach will model whole group instruction and/or assist the teachers in providing small group instructions. Additionally, the role of the coach will be to provide pull-out/push-in interventions, administers the school wide mandated FAIR assessments. Administration, support staff and the leadership team attend all data chat meetings.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

- All core content curriculum is instructed utilizing the district adopted textbooks
- Intervention programs from the district adopted textbooks are utilized to meet individual student needs.
- Supplemental materials such as Blast Off, Test Ready, CARS, CAMS, STARS are utilized to meet specific benchmarks
- Programs listed on the Struggling Reading Chart and Struggling Math Chart are utilized for intensive instruction for students who are below grade level expectations.
- Technology including, but not limited to, FCAT Explorer, Accelerated Reader, Riverdeep Destination Success, and CCC

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Lake Forest Elementary offers a variety of supplemental opportunities for students who have not mastered target areas. Supplemental opportunities are also extended to students who are on grade level to maintain their proficiency skills.

- Students who have been retained are placed into supplemental reading and/or math programs
- Students in 3-5 grade who are scoring a Level 1 or Level 2 on the FCAT are placed in intensive intervention instruction programs within the classroom
- Additionally, selected students in grades 3-5 who are scoring a Level 1 or Level 2 on the FCAT are placed in intensive intervention instruction programs with support staff and/or administration.
- All the lessons and interventions spiral so that non-mastery students are faced with the same benchmarks and/or standards continuously throughout the year.

How does the school identify staff's professional development needs to improve their instructional strategies?

To assist teachers in becoming more diverse in their instructional delivery style, a variety of professional development opportunities are being offered. Our staff is provided with opportunities to attend both school-site and district-sponsored professional development workshops. Professional Development offerings are determined by student data, surveys, teacher requests, administrative requests, and teacher/administrative conferences, school-wide data analysis and administrators' observations.

Which students will be targeted for supplemental and intensive instruction/interventions?

Based on the 2009 FCAT results students who scored a Level 1 or Level 2

- Students who are new to the school/district that we do not have any data for will be assessed and monitored.

- Students who did not make adequate progress/learning gains.
- Students in the lowest 25 percentile.

How will the effectiveness of the interventions be measured throughout the year?

Student portfolios will be maintained on each student. Each student will be given a pre, mid and post test assessing and monitoring their academic progress in core content areas. Data chats will be conducted bi-weekly by individual grade level teams and one member from administration and or support. Each trimester data chats will be held during the school day to track data with the RTI team. FCAT Testmaker will be utilized to assess specific reading, math and science strands that will be tracked through a filemaker database showing student gains or losses.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

In grades 1-5 we have one class that is designed to target the needs of the gifted/high achievers. Teachers are provided with supplemental materials that help enrich the academic skills of these students. The supplemental delivery methods that support acceleration and enrichment activities resources are Research-based materials, field trips, virtual tours, web quests, classroom presentations, lab demonstrations, infusing technology to make real world connection, stimulating prior-knowledge, higher order thinking, and content focus assignments.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies as a result of FCAT scores, class work and projects that are consistent with mastery skills demonstrated. Also, teacher recommendation, parent conferences, and student evaluations are performed to place the students in appropriate classes. Parental support will be provided at all times. Conferences for student placement may consist of an administrator, guidance counselor, the classroom teacher, and the parent/guardian(s) of the student.

Professional Learning Communities

| PLC Organization (grade level, subject, etc.) | PLC Leader | Frequency of PLC Meetings | Schedule (when) | Primary Focus of PLC (include Lesson Study and Data Analysis) |
|---|---|---------------------------|--------------------|--|
| Reading Vertical Team (All Grades) | Reading Coach | Bi-Monthly | Thursday 2:15-3:00 | Monitoring the Instructional Focus Calendar, Assessments targeting the core content area, Response to Intervention |
| Math Vertical Team (All Grades) | Math Coach | Bi-Monthly | Thursday 2:15-3:00 | Monitoring the Instructional Focus Calendar, Assessments targeting the core content area, Response to Intervention |
| Writing Vertical Team (All Grades) | Lead Teacher | Bi-Monthly | Thursday 2:15-3:00 | Monitoring the Instructional Focus Calendar, Assessments targeting the core content area, Response to Intervention |
| Science Vertical Team (All Grades) | Departmentalized Science Teachers Fifth Grade | Bi-Monthly | Thursday 2:15-3:00 | Monitoring the Instructional Focus Calendar, Assessments targeting the core content area, Response to Intervention |

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Throughout the school year parents are invited to many different parent 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 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, meetings are conducted throughout the year to provide

transitional information to the parents. The Head Start parent educator and Lake Forest's ESE specialist continuously provide this information to the respective parents.

Within the first two weeks of school the Kindergarten teachers and Reading Coach will conduct informal assessments to determine the student's level of ability so the individual needs may be met.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

| | |
|--------------------------|--|
| Needs Assessment: | Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains? |
|--------------------------|--|

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|--|--|---|
| In grades (3-5) 67% of students achieved mastery on the 2009 administration of the FCAT Reading Test. | | In grades (3-5) 72% of students will achieve mastery for reading on the 2010 FCAT Reading Test | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | All students below grade level, including ESE and LEP students will be placed in a program to meet their needs utilizing the interventions on the struggling readers chart | Reading Coach Classroom Teacher | DAR screening during each trimester,(Pre, Mid, and Post) | DAR Assessment Student Data Chats |
| 2 | Utilize the district instructional focus calendar and BEEP lessons adapting them to the year round calendar and the student's specific needs for reading. | Reading Coach Team Leaders | Administration will monitor implementation through the Classroom Walkthroughs and lesson plans. | FCAT Test Maker Assessments Mini-Benchmark Assessments |
| 3 | Students in specific AYP subgroups will be provided with differentiated instruction utilizing individual activities from Destination Reading. | Reading Coach Classroom Teacher | Track progress on the Destination Reading Program | Destination Reading Student data chats |
| 4 | Integrate technology and reading strategies using digital tools (where applicable and available) such as interactive white boards, LCD projectors and document cameras that can project print and digital resources including, but not limited to, BEEP lessons. | Reading Coach Classroom Teacher | Administration will monitor implementation through the Classroom Walkthroughs and lesson plans. | Harcourt Trophies and MacMillan/McGraw Treasures Reading Program, FCAT Test Maker Assessments Mini-Benchmark Assessments |
| 5 | Include higher order questions in daily lesson plans. | Administration Classroom Teacher | Lesson plans will be reviewed during classroom walkthroughs and lesson plans will be submitted bi-weekly to the intern principal | Classroom walkthroughs targeting higher order questions |
| 6 | The Elements of Vocabulary and/or Words Their Way program will be utilized on a daily basis in grades K-5 to increase vocabulary skills and comprehension. | Intern Principal Reading Coach | Lesson plans will be submitted to the intern principal on a bi-weekly basis. | Classroom Walkthroughs |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---------------------------|--|--|--|
| In grades (3-5) 58% of students achieved learning gains on the 2009 administration of the FCAT Reading Test | | In grades (3-5) 61% of students will achieve learning gains on the 2010 FCAT Reading Test. | | |
| | Person Responsible | Process Used to | | |

| | Action Step | for Monitoring the Action Step | Determine Effectiveness of Action Step | Evaluation Tool |
|---|--|-------------------------------------|---|---|
| 1 | Each class in grades K-5 will differentiate instruction to meet the needs of their students by establishing ability groups. | Reading Coach Classroom Teacher | Daily instruction by classroom teacher | Harcourt Trophies and MacMillan/McGraw Treasures Reading Program, FCAT Test Maker Assessments Mini-Benchmark Assessments |
| 2 | Provide fluency intervention through the Quick Reads, Six Minute Solution and MacMillan and Harcourt Reading Series. | Reading Coach Classroom Teacher | Beginning, middle, and end-of-year fluency screening, | Fluency Tests, BAT, and FCAT |
| 3 | Students who are deficient in the areas of word analysis and decoding will be instructed using Great Leaps and Wilson Foundations. | Reading Coach and Classroom Teacher | Daily instruction by classroom teacher | DAR, Rosner and/or Yopp-Singer Student Data Chats |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|--|---|--|
| In grades 3-5, 48% of the lowest 25% made adequate progress. | | In grades 3-5, at least 50% of the lowest 25% will make adequate progress as measured by the 2010 FCAT Reading Test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Identify the lowest 25% of students within each grade level in reading and monitor their progress through interventions from the Struggling Readers Chart. | Administration | Student Portfolios | Mini-BATs, BAT, and FCAT |
| 2 | Initiate the pull-out, push-in tutorial program for each subgroup within the lowest 25% targeting specific student needs. | Reading Coach | Student Portfolios | Mini-BATs, BAT, and FCAT. |
| 3 | Utilize administration, support staff and special teachers to assist in intensive reading acceleration of students identified as Level 1 or in the bottom quartile. | Intern Principal | Materials such as; Quick Reads, Great Leap, Soar to Success will be used daily in classrooms and pullout. | Mini-BATs, BAT, and FCAT. |
| 4 | During our November Off-Track time struggling students and students in the lowest quartile will be given the opportunity to attend school for additional academic reading camp. | Intern Principal Reading Coach | Student Portfolios | Classroom Walkthroughs Student Data Chats |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|--|---------------|----------------|--|-----------------------------------|
| In grades (3-5) 72% of students will achieve mastery for reading on the 2010 FCAT Reading Test. | Teachers will attend district training on the MacMillan/McGraw Treasures Series to effectively utilize the program to increase student academic achievement. | District | July 2009 | Classroom Walkthroughs and Lesson Plans | Reading Coach |
| In grades (3-5) 61% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test | Teachers will participate in Six Minute Solution, Quick Reads and Great Leaps learning communities to monitor and increase student fluency. | Reading Coach | September 2009 | Classroom Walkthroughs and Lesson Plans | Intern Principal |
| In grades (3-5) 72% of students will achieve mastery for reading on the 2010 FCAT Reading Test. | Teachers will attend professional development on Destination Reading to appropriately place students in differentiated activities. | Reading Coach | September 2009 | Reports from Destination Reading-Riverdeep | Administration and Reading Coach |

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every

Teacher

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---|----------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| November Off-Track Academic Reading Camp | Accountability | \$5,000.00 |
| Elements of Vocabulary and/or Words Their Way | Accountability | \$1,900.00 |
| | | Total: \$6,900.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| DAR Assessment and Materials | | \$1,150.00 |
| | | Total: \$1,150.00 |
| | | Final Total: \$8,050.00 |

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|--|
| In grades 3-5, 71% of students achieved mastery on the 2009 administration of the FCAT mathematics test. | | In grades 3-5, 74% of the students will achieve mastery on the administration of the 2010 FCAT mathematics test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Intervention strategies will be used for Level 1 and 2 struggling students, and AYP subgroups that did not meet NCLB requirements such as Mountain Math, FCAT Explorer, FCAT/SAT Dailies, Measure Works, and math manipulatives. | Team Leaders Math Teacher | Classroom Walkthroughs | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 2 | ESE students in all grades, will receive push-in and pullout services. | ESE Specialist | Data chats between classroom teacher and ESE provider | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 3 | All teachers K-5 will use BEEP Lesson Plans, curriculum maps, | Team Leaders | Daily classroom instruction. | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |

| | | | | |
|---|--|--|--|--|
| | instructional focus calendars. | | | |
| 4 | Grades 4-5 will departmentalize and all grades will provide individual/small group instruction for students in the lowest quartile. | Assistant Principal, Team Leaders | Mini Benchmarks Administration and Data Chats | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT Student Data Chats |
| 5 | Integrating technology and math(where applicable and available) using digital tools and strategies such as student response devices, interactive white boards LCD projectors and document cameras that can project print and digital resources, FCAT Explorer, Harcourt Online, and Riverdeep Destination Success access for students. | Assistant Principal, Math Teacher and Team Leaders | Daily classroom instruction. | End of unit projects utilizing technology Student Data Chats |
| 6 | All students, including gifted and high-achievers in grades K-5 will receive differentiated instruction at their level and will be given remedial and/or challenging assignments and group projects that require them to utilize critical thinking and problem solving skills. | Assistant Principal, Team Leaders | Daily classroom instruction. | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|--|---|--|
| Based on the 2009 FCAT mathematics data, 50% of the bottom quartile showed adequate progress. | | 65% or more of the bottom quartile will show adequate progress on the 2010 mathematics test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Intervention strategies will be used for Level 1 and 2 struggling students, and AYP subgroups that did not meet NCLB requirements. | Team Leaders | Monitor student progress on bi-weekly assessments | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 2 | The following intervention strategies will be used from the Struggling Mathematics Chart to address areas of need: Mountain Math, FCAT Explorer, FCAT/SAT Dailies, Measure Works, Putting Geometry on the Map, Hands on Algebra and math manipulatives. | Math Teacher | Daily classroom instruction. | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 3 | Students (Level 1 and bottom quartile) will receive a daily double-dose of math | Intern Principal and Team Leaders | Student math journals | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|--|---|--|
| 67% of our Black students scored at or above grade level on the FCAT Mathematics Test. 66% of both our Hispanic and Economically Disadvantaged students scores at or above grade level on the FCAT Mathematics Test. | | 71% of each individual subgroup (Black, Hispanic and Economically Disadvantaged) will score at or above grade level on the FCAT Mathematics Test in order to meet AYP. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Teachers will use student performance data for students who did not make AYP to identify specific skill areas of need and use to | Team Leaders | Maintain a record of rigorous instructional practices utilized with the targeted AYP subgroups. | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |

| | | | | |
|---|---|----------------------------------|--|--|
| | guide instruction. | | | |
| 2 | Students in AYP subgroups will be provided with differentiated instruction utilizing among other things one-on-one instruction, 9 high yield strategies, and BEEP lessons. | Team Leaders | Daily classroom instruction. | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 3 | Students in all subgroups (Level 1 and bottom quartile) will receive a daily double-dose of math. | Intern Principal, Team Leaders | Teachers will turn lesson plans into the Intern Principal on a bi-weekly basis | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 4 | Struggling students in these subgroups will receive pullout small group assistance from the Principal, Assistant Principal, or a support staff member. | Intern Principal | Schedule including which students are receiving the double dose and what materials are being utilized. | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 5 | Teachers will use student performance data for students in these subgroups who did not score at or above grade level to identify specific skill areas of need and use to guide instruction. | Team Leaders | Modeling of lessons | Weekly Mini- BATs, BAT, Harcourt Chapter Tests, DOE Practice Tests, FCAT |
| 6 | During our November Off-Track time struggling students and students in the lowest quartile will be given the opportunity to attend school for additional math camp. | Intern Principal Math Teacher | Student Portfolios | Classroom Walkthroughs |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|--|---|--------------|----------------|--|-----------------------------------|
| In grades 3-5, 74% of the students will achieve mastery on the administration of the 2010 FCAT mathematics test. | Teachers will attend professional development on Destination Math to appropriately place students in differentiated activities. | Math Teacher | September 2009 | Reports from Destination Math-Riverdeep will be monitored weekly at team data chat meetings and submitted to administration. | Administration and Math Teacher |
| In grades 3-5, 74% of the students will achieve mastery on the administration of the 2010 FCAT mathematics test. 65% or more of the bottom quartile will show adequate progress on the 2010 mathematics test. | Teachers will participate in learning communities on Mountain Math which will enable the teachers to target the specific math strands on a daily basis. | Math Teacher | September 2009 | Classroom Walkthroughs and Lesson Plans | Administration |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| November Off-track Academic Math Camp | Accountability | \$5,000.00 |
| Total: \$5,000.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |

| | | |
|---------------------------------|-----------------------|--------------------------------|
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Math Assessments | | \$750.00 |
| | | Total: \$750.00 |
| | | Final Total: \$5,750.00 |

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|---|--|
| Based on the 2009 FCAT Science data, 46% of the students achieved Level 3 and above. | | Given instruction based on the Sunshine State Standards, 55% of the students will score at a Level 3 or above on the 2010 FCAT Science assessment. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Fourth and fifth grade daily science instruction is departmentalized. | Team Leaders | Daily classroom/lab instruction. BAT Assessments | District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, FCAT Science daily overheads, FCAT. |
| 2 | K-5 will utilize district-developed IFC's to support the school-based science instruction. | Team Leaders | Daily classroom/lab instruction. BAT Assessments | District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, FCAT Science daily overheads, 5th grade FCAT. |
| 3 | All students in grades K - 5 will participate in hands-on experiments and demonstrations using the district approved Science kits. | Team Leaders | Classroom/lab instruction. Science Journals BAT Assessments | District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, 5th grade FCAT. Student Data Chats |
| 4 | Integrating technology and science using digital tools and strategies such as student response devices, interactive white boards (where available), LCD projectors and document cameras integrating materials related to Science. Utilization of online and district resources such as BEEP, online textbooks, websites, FCAT Explorer, United Streaming, field trips, and appropriate science websites. | Team Leaders, Math Teacher | Classroom/lab instruction. | End of Unit projects utilizing technology Student Data Chats |
| 5 | Students in grades 3 - 5 will participate in the Science fair through research projects utilizing the scientific method. | Team Leaders | Daily classroom/lab instruction | Classroom assessments, Science Fair projects produced |
| 6 | During our November Off-Track time struggling students and students in the lowest quartile will be given the opportunity to attend school for additional science camp. | Intern Principal LEAD Teacher | Student Portfolios | Classroom Walkthroughs |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|---|-----------------------------------|----------------|---|-----------------------------------|
| Given instruction based on the Sunshine State Standards, 55% of the students will score at a Level 3 or above on the 2010 FCAT Science assessment. | Science Test Specifications and Strands will enhance teachers ability to effectively implement science strategies. | District Training | July 2009 | Classroom Walkthroughs and Lesson Plans | Administration |
| Given instruction based on the Sunshine State Standards, 55% of the students will score at a Level 3 or above on the 2010 FCAT Science assessment. | Integration of science activities utilizing science kits will enable students the opportunity to better understand scientific concepts using hands on activities. | Departmentalized Science Teachers | September 2009 | Lesson Plans | Team Leaders |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|----------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| November Off-Track Academic Science Camp | Accountability | \$5,000.00 |
| | | Total: \$5,000.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Implementing Hands on Activities into the Curriculum | Accountability | \$950.00 |
| | | Total: \$950.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$5,950.00 |

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|---|--|
| 99% of students met high standard in writing. | | Students will maintain in the 90th percentile in high standards in writing. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students in Fourth grade will have an 60 minute uninterrupted instructional block with the core curriculum teacher four days a week, with a 20 minute time block for the reading/writing connection. The fifth day will be utilized as writer's workshop | Administration | Scheduled writing prompts review and classroom instruction. | Administration of prompts will be evaluated using the six point writing tool rubric. |

| | | | | |
|---|--|------------------|---|--|
| 2 | Grades K-3, including 5th will have specific instructional blocks for writing utilizing ICF's and BEEP lessons. Weekly writing prompts will be administered. | Intern Principal | Results of weekly assessments will be used to determine student achievement and monitor student progress. | Administration of prompts will be evaluated using the six point writing tool rubric. |
| 3 | Students will be integrating technology and writing digital tools and strategies. Active boards to create interactive lessons to teach elements of the writing process(Where available) Overhead projectors will be used by the classroom teacher to model the writing process. Document cameras to show writing samples. Students will also use the mapping programs, Kidsperation/Inspiration to map and brainstorm ideas. | Intern Principal | Results of weekly assessments will be used to determine student achievement and monitor student progress. | Students will use technology to create specific theme based writing projects. |
| 4 | Grades K-5 will participate in weekly writing activities such as WOW Word Wednesday to enhance student vocabulary. | Team Leaders | Student progress will be monitored by the increase of vocabulary words utilized in there writing samples. | Classroom Walkthroughs |
| 5 | Grades K-5 will submit students' graded writing samples, scored using the six point rubric to administration once a month. | Administration | Results of assessments will be used to monitor and document student progress. | Student Data Chats |
| 6 | Students in fourth grade will be invited to a five day afterschool academic writing camp for extra support. | Team Leader | Student Portfolios | Pre and Post writing assessment |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|---|---|-----------------------|--------------|---|-----------------------------------|
| Students will maintain in the 90th percentile in high standards in writing. | Teachers will attend training on the Six Traits of Writing to align the writing process effectively to the standards. | Fourth Grade Teachers | October 2009 | Classroom Walkthroughs and Lesson Plans | Administration |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|--------------------------|
| Description of Resources | Funding Source | Available Amount |
| Writing Camp | Accountability | \$4,000.00 |
| | | Total: \$4,000.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Six Traits of Writing | Inservice | \$950.00 |
| | | Total: \$950.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Final Total: \$4,950.00 | | |

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:
Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|---|--|---------------------------|
| Sign-in documentation for the Open House 08-09 indicates that 43% of the parents participated. | | Increase parent participation at Open House to 50% of the students' parent attending. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | The Meet and Greet will be offered in the morning, afternoon and evening to accommodate parent schedules | Administration | Collect attendance logs in each classroom. | Maintain attendance logs. |
| 2 | Publicize Open House using different methods such as newsletters, marquee, and Parent Link in all languages. | Administration and Guidance Counselor | Collect attendance logs in each classroom | Maintain attendance logs. |
| 3 | Have students compose original invitations to their parents | Classroom Teacher | Survey parents to determine if this was their first time attending an Open House. If "Yes" what made them participate. | Parent Surveys |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|------------------------|
| 30% of parents across all grade level attended FCAT parent nights and or Parent trainings. | | Increase parent participation at parent workshops/training to 40% of parents' participation. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Provide more hands-on parent workshops that provide real life skills | Guidance Counselor | Compile results from school based appraisals. | School based appraisal |
| 2 | Provide more hands-on workshops that demonstrate how a parent can effectively assist their child with academic strategies in reading and math. | Leadership Teams | Compile results from school based appraisals. | School based appraisal |
| 3 | Provide hands on training with the parents utilizing the agenda books to show how it will help increase the home/school connection | Intern Principal Guidance Counselor | Compile results from school based appraisals | School based appraisal |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|-------------------------------------|--|-------------|---------------------------------------|-----------------------------------|
| Increase parent participation at Open House to 50% of the students' parent attending. Increase parent participation at parent workshops/training to 40% of parents' participation. | Framework for Understanding Poverty | District Professional Development Department | August 2009 | Classroom Walkthroughs and Data Chats | Administration |

| | | | | | |
|--|--|--------------------|----------------|----------------------------|---------------------------------------|
| Increase parent participation at Open House to 50% of the students' parent attending. | Strategies to Effectively Help Parents Help their children | Guidance Counselor | September 2009 | Parent Night and Trainings | Administration and Guidance Counselor |
| Increase parent participation at parent workshops/training to 40% of parents' participation. | | | | | |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|----------------------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Megaskills | Title I | \$1,500.00 |
| Roots and Wings Parenting Classes | Title I | \$500.00 |
| | | Total: \$2,000.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Framework for Understanding Poverty | District Staff Development | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Agenda Books K-5 | Title I | \$3,000.00 |
| Take Home Materials for Parents to Build Academics | Title I | \$1,500.00 |
| | | Total: \$4,500.00 |
| | | Final Total: \$6,500.00 |

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|----------------------------|---------------------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | November Off-Track Academic Reading Camp | Accountability | \$5,000.00 |
| Reading | Elements of Vocabulary and/or Words Their Way | Accountability | \$1,900.00 |
| Mathematics | November Off-track Academic Math Camp | Accountability | \$5,000.00 |
| Writing | Writing Camp | Accountability | \$4,000.00 |
| Science | November Off-Track Academic Science Camp | Accountability | \$5,000.00 |
| Parental Involvement | Megaskills | Title I | \$1,500.00 |
| Parental Involvement | Roots and Wings Parenting Classes | Title I | \$500.00 |
| | | | Total: \$22,900.00 |
| Technology | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Total: \$0.00 |
| Professional Development | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Writing | Six Traits of Writing | Inservice | \$950.00 |
| Science | Implementing Hands on Activities into the Curriculum | Accountability | \$950.00 |
| Parental Involvement | Framework for Understanding Poverty | District Staff Development | \$0.00 |
| | | | Total: \$1,900.00 |
| Other | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | DAR Assessment and Materials | | \$1,150.00 |
| Mathematics | Math Assessments | | \$750.00 |
| Parental Involvement | Agenda Books K-5 | Title I | \$3,000.00 |
| Parental Involvement | Take Home Materials for Parents to Build Academics | Title I | \$1,500.00 |
| | | | Total: \$6,400.00 |
| | | | Final Total: \$31,200.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

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.

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|----------------------------|--------|
| Academic Camps | 15000 |
| DAR Assessments | 1500 |

| | |
|--------------------------|------|
| Writing Camp | 4000 |
| Professional Development | 3800 |

Describe the Activities of the School Advisory Council for the Upcoming Year

- Lake Forest Elementary School SAC will assist in the writing of the school improvement plan.
- The council will develop school improvement objectives, action steps and strategies making recommendation for staff development and budget.
- The SAC Committee will monitor the progress of the schoolwide Response to Intervention.
- The Council will have an active role in increasing stakeholders and business partners.
- The council will use disaggregated data to inform team members of school strengths and weakness to ensure all standards are targeted during data chat discussions.

SAC Members

Members

- 1) Pamela L. Garwood, Principal
- 2) Heather Paschal, SAC Chair
- 3) Kristy Rosario, Teacher
- 4) Amira Britton, Teacher
- 5) Ruth Griffith, Teacher
- 6) Rina Velazquez, Business Member
- 7) Naomi Y'shua, Parent
- 8) Nicole Hamlin, Parent
- 9) Shuwanna Henderson, Parent
- 10) Barbara Lazo, Parent
- 11) Assanta Gathing, Parent
- 12) Nida Hammond, Community Member
- 13) Frankie Tomsey, Community Member
- 14) Mamie Tyler, Community Member
- 15) Jacqueline Samson, School Support Personnel
- 16) Kelly Guzman, Union Steward

AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward LAKE FOREST ELEMENTARY SCHOOL 0831 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|------|------------------|--|------|----------------------|---|-----|-------------------|--|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 398 Math: 398 | | 2008-2009 School Grade ¹ : | | B | | Did the School make Adequate Yearly Progress? | | NO | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 65% scoring at or above grade level in Reading? | | 68% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2008 | 2009 | Y/N | 2007 | 2008 | Y/N | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | | | |
| TOTAL ⁴ | 100 | Y | 100 | Y | 62 | N | 67 | N | 93 | | | | | NA | 43 | 38 | Y | 29 | 33 | N | 69 | NA | 64 | N | | | |
| WHITE | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| BLACK | 100 | Y | 100 | Y | 62 | N | 67 | N | 93 | | | | | NA | 48 | 38 | Y | 31 | 33 | N | 66 | NA | 63 | N | | | |
| HISPANIC | 99 | Y | 99 | Y | 59 | N | 66 | N | | | | | | NA | 43 | 41 | N | 25 | 34 | N | 74 | Y | 63 | N | | | |
| ASIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 100 | Y | 62 | N | 66 | N | | | | | | NA | 46 | 38 | Y | 32 | 34 | N | 68 | NA | 63 | N | | | |
| ENGLISH LANGUAGE LEARNERS | 100 | Y | 100 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 100 | Y | 100 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward LAKE FOREST ELEMENTARY SCHOOL 0831 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|------|------------------|--|------|----------------------|---|-----|-------------------|--|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 382 Math: 382 | | 2007-2008 School Grade ¹ : | | B | | Did the School make Adequate Yearly Progress? | | NO | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 58% scoring at or above grade level in Reading? | | 62% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2007 | 2008 | Y/N | 2006 | 2007 | Y/N | 2007 | 2008 | Y/N | 2007 | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | | | |
| TOTAL ⁴ | 100 | Y | 100 | Y | 57 | N | 71 | Y | 92 | 93 | Y | | | NA | 41 | 43 | N | 30 | 29 | NA | 59 | Y | 71 | NA | | | |
| WHITE | 100 | Y | 100 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| BLACK | 100 | Y | 100 | Y | 52 | N | 69 | Y | 92 | 93 | Y | | | NA | 44 | 48 | N | 35 | 31 | NA | 59 | Y | 69 | NA | | | |
| HISPANIC | 100 | Y | 100 | Y | 57 | N | 75 | Y | | | | | | NA | 41 | 43 | N | 27 | 25 | NA | 53 | N | 79 | NA | | | |
| ASIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 100 | Y | 54 | N | 68 | Y | 94 | Y | | | | NA | 41 | 46 | N | 32 | 32 | NA | 58 | Y | 69 | NA | | | |
| ENGLISH LANGUAGE LEARNERS | 100 | Y | 100 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 98 | Y | 98 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward LAKE FOREST ELEMENTARY SCHOOL 0831 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|------|------------------|--|------|----------------------|---|-----|-------------------|--|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 396 Math: 396 | | 2006-2007 School Grade ¹ : | | B | | Did the School make Adequate Yearly Progress? | | YES | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 51% scoring at or above grade level in Reading? | | 56% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2006 | 2007 | Y/N | 2005 | 2006 | Y/N | 2006 | 2007 | Y/N | 2006 | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | | | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 59 | Y | 70 | Y | 93 | 92 | Y | | | NA | 40 | 41 | NA | 34 | 30 | NA | 58 | NA | 69 | NA | | | |
| WHITE | 100 | Y | 100 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| BLACK | 99 | Y | 99 | Y | 56 | Y | 65 | Y | 93 | 92 | Y | | | NA | 46 | 46 | NA | 38 | 35 | NA | 55 | NA | 70 | NA | | | |
| HISPANIC | 100 | Y | 100 | Y | 59 | Y | 73 | Y | 93 | | NA | | | NA | 32 | 36 | NA | 29 | 27 | NA | 58 | NA | 65 | NA | | | |
| ASIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 100 | Y | 59 | Y | 68 | Y | 93 | 94 | Y | | | NA | 42 | 41 | NA | 36 | 32 | NA | 58 | NA | 67 | NA | | | |
| ENGLISH LANGUAGE LEARNERS | 100 | Y | 100 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 97 | Y | 97 | Y | | NA | | NA | | | | | | NA | | | | | | NA | | | | | | | |

SCHOOL GRADE DATA

| Broward School District LAKE FOREST ELEMENTARY SCHOOL 2008-2009 | | | | | | |
|---|---------|------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 67% | 71% | 99% | 46% | 283 | Writing and Science: Takes into account the % scoring 3.5 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 | 58% | 57% | | | 115 | 3 ways to make gains: <ul style="list-style-type: none"> ● 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? | 48% (NO) | 50% (YES) | | | | 98 | 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. |
| Points Earned | | | | | | 496 | |
| 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 2007-2008 | | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|--|
| | Reading | Math | Writing | Science | Grade Points Earned | | |
| % Meeting High Standards (FCAT Level 3 and Above) | 62% | 74% | 91% | 45% | 272 | Writing and Science: Takes into account the % scoring 3.5 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 | 59% | 65% | | | 124 | 3 ways to make gains: <ul style="list-style-type: none"> ● 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? | 63% (YES) | 65% (YES) | | | 128 | 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. | |
| Points Earned | | | | | 524 | | |
| 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 2006-2007 | | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|--|
| | Reading | Math | Writing | Science | Grade Points Earned | | |
| % Meeting High Standards (FCAT Level 3 and Above) | 63% | 73% | 82% | 46% | 264 | Writing and Science: Takes into account the % scoring 3.5 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 | 63% | 67% | | | 130 | 3 ways to make gains: <ul style="list-style-type: none"> ● 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? | 57% (YES) | 68% (YES) | | | 125 | 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. | |
| 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 |