

Broward County Public Schools

Larkdale Elementary School



2016-17 Schoolwide Improvement Plan

Larkdale Elementary School

3250 NW 12TH PL, Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Larkdale Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Larkdale Elementary is to promote academic excellence, providing optimum learning opportunities for students resulting in their development into responsible, productive citizens within a nurturing, rewarding, safe, and orderly environment.

b. Provide the school's vision statement.

The vision of Larkdale Elementary is to create a safe and structured environment where students and staff, along with parents, guardians and other stakeholders, come together as a community of life-long learners and leaders. Through optimum learning opportunities, students will be equipped for the demands and opportunities of the twenty-first century. A professional and highly qualified staff, in partnership with parents, will encourage each child to achieve their full potential. By learning how to utilize the knowledge and tools necessary to confidently meet challenges, our students will be empowered to reach their potential, as well as become respectful and responsible citizen leaders for the future.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Through interactions, such as open house, classroom discussions and family nights, we are provided various opportunities to learn about students' cultures, thus building relationships between our teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Larkdale provides staff visibility before, during and after school. Students have opportunities to advocate for themselves and discuss any concerns with a caring adult.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Larkdale embraces the schoolwide expectations. Our students are learning to SOAR. SOAR stands for: Self-control, Own your own actions, Accountability, and Respectful. The school has implemented CHAMPS in all grade levels to ensure students are learning in a safe and orderly environment.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our guidance counselor works with small groups of children, specifically retained 3rd graders and students who have difficulty working with other students and adults. Also, certain staff members have been assigned as mentors to those students who need additional behavioral support to be successful. Lastly, administration will conduct data chats with at risk students to support their goals that have been set for the year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

NA

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

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

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

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

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

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

NA

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Larkdale Elementary will increase parent involvement through parent nights that focus on specific academic subjects in all grades. We will also increase parent involvement by hosting family nights at community locations (McDonald's, Kentucky Fried Chicken, Chuck E. Cheese).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Community Liaison actively seeks partnerships with local businesses for the purpose of securing and utilizing resources to support the school and student achievement. Teachers also write grants to obtain support and resources.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Hart, Carla	Principal
Williams, Nicole	Assistant Principal
Yassen, Robin	Instructional Coach
Vaughn, Tamala	Instructional Coach
Marshall, Allegra	School Counselor
Grosvenor, Nicole	Teacher, ESE
Kirkland, Lattecia	Teacher, K-12

b. Duties

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

The MTSS Leadership Team reviews the school report card and AMO report to determine the core curriculum and behavior management needs for the school year. Additionally, members of the MTSS Leadership Team are responsible for insuring that staff members are aware of and involved in developing the SIP. This is usually done at faculty or content area meetings. As the SAC reviews the SIP, the members are notified. Information is provided to the MTSS Leadership Team about students who are deficient academically and/or socially so that strategies and activities can be implemented to address increasing student achievement. Throughout the monitoring process of student achievement and curriculum support, the MTSS Leadership Team will recommend resources and effective teaching strategies for the School Improvement Plan and make adjustments as needed.

Possible methods of communication: School website, CAB – School Board e-mail system, Faculty/ Staff meetings, Monthly Newsletter and Memos

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team will meet bi-weekly to collect and review student achievement data. Interventions and instructional services are discussed and recommended for each student. The MTSS Specialist coordinates and facilitates the MTSS meeting. Case Managers are identified depending on the need (i.e. Reading Coach for reading concern). Students are identified by the classroom teachers, other educators, and by parent request. The team analyzes data, including anecdotes, attendance, student observations, academics, social-emotional issues and home

environment (TIER 1). The MTSS Leadership Team will subsequently meet with individual teachers to discuss each student and their progress in all subject areas. Identified students that are struggling will be given additional interventions (TIER 2), different from Tier 1. An individual remedial plan will be developed as needed to support instruction, especially in reading and math, if Tier 2 interventions are unsuccessful (TIER 3). Individual Intervention Records and progress monitoring graphs are utilized to track Tier 2 and Tier 3 students. Tier 2 and 3 will be monitored bi-monthly. Members of the team are assigned to provide support to classroom teacher to improve academic or behavior and to strive for higher student achievement. Data is recorded and tracked through graphs created by the team and teachers, as well as through meeting minutes. School wide data (Tier 1) is monitored on a monthly basis through data chats with teachers.

Title I:

Funds are utilized for additional teachers, professional development, community liaison, and parent involvement activities, materials, and supplies.

Nutrition Programs:

Funds utilized to provide snacks for the students who participate in the after school tutorial program. Our students receive fresh fruit and vegetables weekly. Our students are also participants in the "Dinner Program" provided by the YMCA, our afterschool program.

Head Start:

To ensure school readiness, the Head Start (HS) Program has implemented new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bridgette Harden-Howard	Teacher
Carolyn Stephenson	Business/Community
Willie Mae Cooper	Business/Community
Francine Mitchell	Education Support Employee
Bernard Golden	Teacher
Tamala Vaughn	Teacher
Diana Terogin	Parent
Latoya Lowe	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members reflected on last year's school improvement plan, student data as well as revisited strengths and weaknesses of programs and initiatives.

b. Development of this school improvement plan

The SAC Chair worked with instructional coaches and administration during the development of this year's school improvement plan.

c. Preparation of the school's annual budget and plan

SAC votes on the school annual budget and plan based on enrollment.

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

Technology program (iReady); i-Ready offers an adaptive diagnostic, and both teacher-led and individualized online instruction for a complete blended learning solution.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Yassen, Robin	Instructional Coach
Williams, Nicole	Assistant Principal
Hart, Carla	Principal
Vaughn, Tamala	Instructional Coach
Kirkland, Lattecia	Teacher, K-12

b. Duties

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

Reading Data will be monitored on a bi-monthly basis through data chats with teachers. Results of data will indicate areas of needed improvement and planning for the secondary instructional focus calendar. A major focus for this year will be to increase the amount of time students are engaged in independent reading through the Accelerated Reader Program.

To ensure that teachers utilize high interest, low readability books. Encourage parents to get library cards and visit the local library. Conduct reading competitions within the school to promote interest and reading. The goals for the year will be to increase literacy throughout the school, as demonstrated on the Florida Standards Assessments.

D. Public and Collaborative Teaching

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

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

The school's strategies to encourage positive working relationships between teachers, include collaborative planning sessions, professional development, teacher incentives and recognition.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration deliberately hires the best teachers and provides support through planned mentoring experiences. Strategies include iObservation, interviews that display teachers who are passionate about working with students, teaching and learning. In addition, our new teachers participate in the T.I.E.R.(NESS) program, and our coaches have been credentialed through the Instructional Coach Development and Credentialing program. Coaches also provide mentorship to teachers through the TIF grant to develop teacher leaders.

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

Each new teacher is paired with a veteran teacher to assist in developing their skills (T.I.E.R.(NESS)/TIF programs). They work on lesson plans, modeled lessons and classroom management. Teachers are provided an opportunity to collaborate with their peers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school uses the district adopted textbooks and the Focus Units of Study with the Florida Standards and Florida's Test Item Specifications to ensure its instructional programs and materials are aligned.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses data to differentiate instruction to meet diverse needs of students. Differentiation occurs through small group instruction, center activities, independent work and integrated learning systems. Based on data, instruction is modified or supplemented through the usage of intervention and enrichment programs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

During the extended learning hour, students will be engaged in various instructional strategies that are embedded in the five areas of Reading.

Strategy Rationale

The rationale is to increase the quality of academic learning time that is perfectly aligned with student's readiness using Broward's C.A.R.E. to be the B.E.S.T. initiative.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hart, Carla, ceehart15@gmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected from Broward Standards Assessment and school-based formative assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Plans to assist preschool children in transition from early childhood programs to local elementary school programs include: 1) Kindergarten Roundup (PreK transition to Kindergarten program facilitated by Jerrie Pouch, Head Start Teacher) 2) schedule vertical curriculum alignment collaborative discussions with Kindergarten teachers during grade level meetings; matriculating PreK ESE to Kindergarten students will attend a partner Kindergarten classes for 1 hour for two weeks and participate in targeted/differentiated literacy and technology centers. Prek ESE students will buddy with a Kindergarten within the 2 week interval. 3) Evening parent involvement curriculum focused workshops will be held specific to encourage life long reading and literacy, utilizing technology purchased by the District for in-home usage, and tips to assist students in mathematic and science achievement. These workshops will be interactive and various strategies and materials will be available for parents to "make and take". 4) If available PreK students will participate with Kindergarten students in the READMOBILE/We Give Books initiative and receive a free book, participate in literacy games and create an art project.

HeadStart

Last year, to ensure school readiness, the Head Start (HS) Program implemented a newly adopted literacy, math and science curricula in 119 Head Start Programs. The program aligned the literacy and mathematics standards with the K3 national standards to ensure improvement in educational outcomes. Student expectation and student progress, the Creative Curriculum Continuum Report is organized in student cumulative folders and provided to Kindergarten teachers regarding matriculating Head Start students.

The Head Start Teachers and Family Services Support Team ensure a seamless transition from Head Start to Kindergarten by providing elementary school enrollment procedures and timeline

information to families participating in the program. Ongoing guidance are also provided to Head Start families by detailing immunization requirements, scheduled dates for Kindergarten Roundup and school boundary information.

Additionally, throughout the school year Head Start Teachers vertically align and curriculum plan with Kindergarten teachers. Specifically, discussions will be continued regarding the proposed revisions to the Kindergarten Promotional Criteria and intensifying Head Start instruction as Kindergarten academic expectations increase.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize high quality Literacy instructional strategies, aligned to the Florida Standards, then student proficiency will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers utilize high quality Literacy instructional strategies, aligned to the Florida Standards, then student proficiency will increase in all content areas. 1a

G084857

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective evidence-based Literacy strategies implemented throughout all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady
- Leveled Literacy Intervention
- Instructional Coaches (Literacy, Math & Science)
- Innovation for Learning
- Intermediate REWARDS
- Reflex Math
- Wilson Reading
- Touch Math
- Phonics for Reading

Plan to Monitor Progress Toward G1. 8

Data collected from various assessments and iObservation reports

Person Responsible

Carla Hart

Schedule

Monthly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Evidence collected through BAS, iReady and monthly assessment checkpoints

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize high quality Literacy instructional strategies, aligned to the Florida Standards, then student proficiency will increase in all content areas. **1**

 G084857

G1.B1 Lack of effective evidence-based Literacy strategies implemented throughout all content areas. **2**

 B225634

G1.B1.S1 All staff will participate in ongoing professional development focusing on high quality Literacy instructional strategies. **4**

 S238022

Strategy Rationale

Provide teachers with instructional tools, curriculum resources, and mentoring opportunities to improve the quality of teaching practices.

Action Step 1 **5**

Staff will be provided with small group guided reading training.

Person Responsible

Lattecia Kirkland

Schedule

Every 3 Weeks, from 9/26/2016 to 5/26/2017

Evidence of Completion

Guided Reading Look-For Forms

Action Step 2 **5**

Professional Learning Communities focused on high quality Literacy instruction, will be established and all classroom teachers will participate weekly.

Person Responsible

Nicole Williams

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Weekly agenda, minutes, student samples and lesson plans

Action Step 3 5

Teachers will be provided explicit feedback by administration/instructional coaches on their instructional practices and student performance data.

Person Responsible

Tamala Vaughn

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Feedback forms, student data outcomes on various assessments and iObservation

Action Step 4 5

All grade 4 and 5 teachers will participate in a district writing professional development.

Person Responsible

Carla Hart

Schedule

Quarterly, from 9/23/2016 to 4/1/2017

Evidence of Completion

Student writing samples and monthly writing checkpoints

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

Conduct walkthroughs and ongoing observation of teacher practice for improvement.

Person Responsible

Nicole Williams

Schedule

Daily, from 8/29/2016 to 6/9/2017

Evidence of Completion

Professional development sign-in sheets, iObservation, student performance data, lesson plans reflecting high quality Literacy strategies and one-on-one teacher conferences

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

Ongoing analysis of student and teacher iObservation data

Person Responsible

Carla Hart








Schedule

Daily, from 8/29/2016 to 6/9/2017

Evidence of Completion

Walkthrough data, Principal Weekly digest, and student progress monitoring scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A4  A307989	All grade 4 and 5 teachers will participate in a district writing professional development.	Hart, Carla	9/23/2016	Student writing samples and monthly writing checkpoints	4/1/2017 quarterly
G1.B1.S1.A1  A307986	Staff will be provided with small group guided reading training.	Kirkland, Lattecia	9/26/2016	Guided Reading Look-For Forms	5/26/2017 every-3-weeks
G1.B1.S1.A2  A307987	Professional Learning Communities focused on high quality Literacy instruction, will be established...	Williams, Nicole	8/29/2016	Weekly agenda, minutes, student samples and lesson plans	5/26/2017 weekly
G1.B1.S1.A3  A307988	Teachers will be provided explicit feedback by administration/instructional coaches on their...	Vaughn, Tamala	8/29/2016	Feedback forms, student data outcomes on various assessments and iObservation	5/26/2017 daily
G1.MA1  M314389	Data collected from various assessments and iObservation reports	Hart, Carla	9/1/2016	Evidence collected through BAS, iReady and monthly assessment checkpoints	6/9/2017 monthly
G1.B1.S1.MA1  M314387	Ongoing analysis of student and teacher iObservation data	Hart, Carla	8/29/2016	Walkthrough data, Principal Weekly digest, and student progress monitoring scores	6/9/2017 daily
G1.B1.S1.MA1  M314388	Conduct walkthroughs and ongoing observation of teacher practice for improvement.	Williams, Nicole	8/29/2016	Professional development sign-in sheets, iObservation, student performance data, lesson plans reflecting high quality Literacy strategies and one-on-one teacher conferences	6/9/2017 daily

V. Professional Development Opportunities

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

G1. If teachers utilize high quality Literacy instructional strategies, aligned to the Florida Standards, then student proficiency will increase in all content areas.

G1.B1 Lack of effective evidence-based Literacy strategies implemented throughout all content areas.

G1.B1.S1 All staff will participate in ongoing professional development focusing on high quality Literacy instructional strategies.

PD Opportunity 1

Staff will be provided with small group guided reading training.

Facilitator

Bridgette Howard

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 9/26/2016 to 5/26/2017

PD Opportunity 2

Teachers will be provided explicit feedback by administration/instructional coaches on their instructional practices and student performance data.

Facilitator

Carla Hart, Nicole B. Williams

Participants

Instructional Staff

Schedule

Daily, from 8/29/2016 to 5/26/2017

PD Opportunity 3

All grade 4 and 5 teachers will participate in a district writing professional development.

Facilitator

District trainer

Participants

All grade 4 and 5 teachers

Schedule

Quarterly, from 9/23/2016 to 4/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Staff will be provided with small group guided reading training.	\$0.00
2	G1.B1.S1.A2	Professional Learning Communities focused on high quality Literacy instruction, will be established and all classroom teachers will participate weekly.	\$0.00
3	G1.B1.S1.A3	Teachers will be provided explicit feedback by administration/instructional coaches on their instructional practices and student performance data.	\$0.00
4	G1.B1.S1.A4	All grade 4 and 5 teachers will participate in a district writing professional development.	\$0.00
Total:			\$0.00