

Broward County Public Schools

# Larkdale Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Larkdale Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## 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. Additionally, Specialized Professionals Advancing Resources, Knowledge and Skills (SPARKS) will provide support to all students and their families. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Early warning systems indicators at Larkdale are:

- \*Attendance below 90 percent
- \*One or more suspensions
- \*Level 1 on statewide assessment

#### 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	33	21	27	23	29	15	0	0	0	0	0	0	0	148
One or more suspensions	5	2	13	15	19	7	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	27	49	50	62	71	64	0	0	0	0	0	0	0	323

*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	11	9	19	25	29	15	0	0	0	0	0	0	0	108

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

Intervention strategies employed by the school to improve the academic performance of students at Larkdale include:

- \*Counseling/mentoring
- \*Personalizing the learning environment and instructional process
- \*Implementing transition programs, such as partnerships between high schools and feeder middle schools

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

#### 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.

##### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

### 1. PFEP 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 parental involvement by hosting family nights at various community locations. Lastly, wrap-around services that develop family and community partnerships will be provided.

### 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

### 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
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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### **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 core program is provided by the district, along 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. Additionally, all students are provided an additional hour of intensive reading instruction.

**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)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hart, Carla, carla.hart@browardschools.com

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

Data will be collected quarterly the Benchmark Assessment System (BAS), iReady, along with 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Strategies include kindergarten round-up, meet and greet for parents and teachers, wrap-around services that develop family and community partnerships, including uniforms and backpacks with school supplies.

## **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.**

NA

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

NA

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

NA

**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.**

NA

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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.

The school's vision and leadership's actions are comprehensive to focus on increases in student achievement, implementation of ongoing progress monitoring utilizing running records, common formative assessments and common planning in all grade levels.

### **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.

Due to teachers lack of knowledge in implementing balanced across all content areas, our students did not show a decrease in Level 1 scores on the FSA ELA.

### **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 we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.
- G2.** If teachers implement balanced literacy across grades K-5 and we effectively engage our families, then on grade level Literacy will increase and Level 1 scores will decrease on the FSA ELA.

## 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 we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance. 1a

G098577

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	50.0
District Parent Survey	50.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	32.0

**Targeted Barriers to Achieving the Goal** 3

- To be able to provide various events to meet the needs of parents and other community members work hours.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Community Liaison
- Social Worker
- Guidance Resource
- 

**Plan to Monitor Progress Toward G1.** 8

The frequency of visits and the number of parents visiting the oasis room will be reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Nicole Williams

**Schedule**

Biweekly, from 10/23/2017 to 6/6/2018

**Evidence of Completion**

The number parents and how many times they visit will serve as evidence to demonstrate whether or not progress is being made toward our goal.



**G2.** If teachers implement balanced literacy across grades K-5 and we effectively engage our families, then on grade level Literacy will increase and Level 1 scores will decrease on the FSA ELA. 1a

G098578

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	29.0
FSA Mathematics Achievement	32.0
FCAT 2.0 Science Proficiency	28.0
ELA/Reading Lowest 25% Gains	55.0
ELA/Reading Gains	55.0
District Parent Survey	50.0

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge of implementation of Balanced Literacy.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- iReady
- Leveled Literacy Intervention
- Instructional Coaches (Literacy, Math & Science)
- Intermediate REWARDS
- Reflex Math
- Touch Math
- Phonics for Reading
- SPARKS Program
- Balanced Literacy PD
- J & J Educational Science
- Science 4 Us
- Vocabulary/Spelling City

**Plan to Monitor Progress Toward G2.** 8

Data collected from various assessments and iObservation reports

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 9/5/2017 to 6/6/2018

**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 we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance. 1

G098577

**G1.B1** To be able to provide various events to meet the needs of parents and other community members work hours. 2

B265249

**G1.B1.S1** Larkdale will provide training, information and community-based resources. 4

S281140

### Strategy Rationale

Larkdale's rationale is to increase family and community support, building a foundation for family needs.

### Action Step 1 5

Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will provide opportunities for parents to access educational services and resources to meet the personal needs of families.

#### Person Responsible

Carla Hart

#### Schedule

Daily, from 10/23/2017 to 6/6/2018

#### Evidence of Completion

Resources will be provided and there will be a parent sign-in sheet and check out system.

### Action Step 2 5

Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.

#### Person Responsible

Nicole Williams

#### Schedule

On 6/7/2018

#### Evidence of Completion

Sign-In sheets, Star System, and Parent Resource Room Usage.

### Action Step 3 **5**

Ensure additional support personnel in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services and resources to meet the personal needs of families.

#### **Person Responsible**

Carla Hart

#### **Schedule**

Weekly, from 11/1/2017 to 4/30/2018

#### **Evidence of Completion**

Attendance and resource sign out sheets of parents

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

A parent check-in/check-out system will be in place to monitor the fidelity on implementation.

#### **Person Responsible**

Lattecia Kirkland

#### **Schedule**

Weekly, from 10/23/2017 to 6/6/2018

#### **Evidence of Completion**

The parent check-in/check out sheets will be collected to monitor if the oasis room is being used with fidelity.

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

We will monitor the daily sign-in/sign-out sheets to determine the frequency of parent visitation, as well as monitor the number of parents visiting the oasis room.

#### **Person Responsible**

Nicole Williams

#### **Schedule**

Weekly, from 10/23/2017 to 6/6/2018

#### **Evidence of Completion**

The parent sign-in/sign-out sheets will be used to demonstrate that these logs were effectively implemented.

**G2.** If teachers implement balanced literacy across grades K-5 and we effectively engage our families, then on grade level Literacy will increase and Level 1 scores will decrease on the FSA ELA. 1

G098578

**G2.B2** Limited knowledge of implementation of Balanced Literacy. 2

B265253

**G2.B2.S1** Focused professional development around Balanced Literacy in all content areas. 4

S281142

### Strategy Rationale

Teachers will become more knowledgeable of Balanced Literacy, resulting in effective instruction and an increase in student achievement.

### Action Step 1 5

Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.

#### Person Responsible

Robin Yassen

#### Schedule

Quarterly, from 9/5/2017 to 12/22/2017

#### Evidence of Completion

Teacher Inservice Report

### Action Step 2 5

Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

#### Person Responsible

Robin Yassen

#### Schedule

Monthly, from 11/10/2017 to 5/31/2018

#### Evidence of Completion

Sign-In Sheets

### Action Step 3 5

Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, small group instruction, authentic student work, data reports and lesson plans

### Action Step 4 5

Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, small group instruction, authentic student work, data reports and lesson plans

### Action Step 5 5

Teachers will implement technology during Balanced Literacy instruction with fidelity to increase academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Weekly, from 11/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, data reports and lesson plans

## Action Step 6 5

Ensure additional instructional support personnel for Literacy in order to provide support and interventions for students and increase academic achievement.

### **Person Responsible**

Carla Hart

### **Schedule**

Daily, from 10/1/2017 to 5/31/2018

### ***Evidence of Completion***

Data report and lesson plans

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Onsite support will be provided

### **Person Responsible**

Lattecia Kirkland

### **Schedule**

Weekly, from 9/5/2017 to 6/6/2018

### ***Evidence of Completion***

Student formative data

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Benchmark Assessment System (BAS), iReady and school-based data

### **Person Responsible**

Carla Hart






### **Schedule**

Daily, from 9/5/2017 to 6/6/2018

### ***Evidence of Completion***

BAS levels, iReady and school-based data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B2.S1.A1  A379070	Teachers will attend professional development in Balanced Literacy, provided by the Elementary...	Yassen, Robin	9/5/2017	Teacher Inservice Report	12/22/2017 quarterly
G1.B1.S1.A3  A379065	Ensure additional support personnel in the parent resource room in order to provide support to...	Hart, Carla	11/1/2017	Attendance and resource sign out sheets of parents	4/30/2018 weekly
G2.B2.S1.A2  A379071	Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high...	Yassen, Robin	11/10/2017	Sign-In Sheets	5/31/2018 monthly
G2.B2.S1.A3  A379072	Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure...	Hart, Carla	10/1/2017	Centers, small group instruction, authentic student work, data reports and lesson plans	5/31/2018 monthly
G2.B2.S1.A4  A379073	Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and...	Hart, Carla	10/1/2017	Centers, small group instruction, authentic student work, data reports and lesson plans	5/31/2018 monthly
G2.B2.S1.A5  A379074	Teachers will implement technology during Balanced Literacy instruction with fidelity to increase...	Hart, Carla	11/1/2017	Centers, data reports and lesson plans	5/31/2018 weekly
G2.B2.S1.A6  A379075	Ensure additional instructional support personnel for Literacy in order to provide support and...	Hart, Carla	10/1/2017	Data report and lesson plans	5/31/2018 daily
G1.MA1  M411017	The frequency of visits and the number of parents visiting the oasis room will be reviewed...	Williams, Nicole	10/23/2017	The number parents and how many times they visit will serve as evidence to demonstrate whether or not progress is being made toward our goal.	6/6/2018 biweekly
G2.MA1  M411022	Data collected from various assessments and iObservation reports	Hart, Carla	9/5/2017	Evidence collected through BAS, iReady and monthly assessment checkpoints	6/6/2018 monthly
G1.B1.S1.MA1  M411015	We will monitor the daily sign-in/sign-out sheets to determine the frequency of parent visitation,...	Williams, Nicole	10/23/2017	The parent sign-in/sign-out sheets will be used to demonstrate that these logs were effectively implemented.	6/6/2018 weekly
G1.B1.S1.MA1  M411016	A parent check-in/check-out system will be in place to monitor the fidelity on implementation.	Kirkland, Lattecia	10/23/2017	The parent check-in/check out sheets will be collected to monitor if the oasis room is being used with fidelity.	6/6/2018 weekly
G1.B1.S1.A1  A379063	Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will provide...	Hart, Carla	10/23/2017	Resources will be provided and there will be a parent sign-in sheet and check out system.	6/6/2018 daily
G2.B2.S1.MA1  M411020	Benchmark Assessment System (BAS), iReady and school-based data	Hart, Carla	9/5/2017	BAS levels, iReady and school-based data	6/6/2018 daily
G2.B2.S1.MA1  M411021	Onsite support will be provided	Kirkland, Lattecia	9/5/2017	Student formative data	6/6/2018 weekly
G1.B1.S1.A2  A379064	Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to...	Williams, Nicole	11/3/2017	Sign-In sheets, Star System, and Parent Resource Room Usage.	6/7/2018 one-time



## V. Professional Development Opportunities

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

**G2.** If teachers implement balanced literacy across grades K-5 and we effectively engage our families, then on grade level Literacy will increase and Level 1 scores will decrease on the FSA ELA.

**G2.B2** Limited knowledge of implementation of Balanced Literacy.

**G2.B2.S1** Focused professional development around Balanced Literacy in all content areas.

### PD Opportunity 1

Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.

#### Facilitator

Elementary Learning Department

#### Participants

Teachers

#### Schedule

Quarterly, from 9/5/2017 to 12/22/2017

### PD Opportunity 2

Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

#### Facilitator

Bridgette Howard

#### Participants

Teachers

#### Schedule

Monthly, from 11/10/2017 to 5/31/2018

### **PD Opportunity 3**

Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

#### **Facilitator**

Carla Hart

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 10/1/2017 to 5/31/2018

### **PD Opportunity 4**

Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.

#### **Facilitator**

Carla Hart

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 10/1/2017 to 5/31/2018

## VI. Technical Assistance Items

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

**G1.** If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

**G1.B1** To be able to provide various events to meet the needs of parents and other community members work hours.

**G1.B1.S1** Larkdale will provide training, information and community-based resources.

### TA Opportunity 1

Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.

#### Facilitator

Elizabeth Edwards-SPARKS

#### Participants

Students, parents

#### Schedule

On 6/7/2018

## VII. Budget

1	G1.B1.S1.A1	Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will provide opportunities for parents to access educational services and resources to meet the personal needs of families.				\$7,033.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$500.00
			Notes: Purchasing appropriate leveled books from Scholastic to distribute and use for students and parents. (Instructional Materials)			
	6150	644-Computer Hardware Non-Capitalized	0621 - Larkdale Elementary School	UniSIG		\$2,156.00
			Notes: The purchase of four desktop Lenovo computers (M710q) for use in the Parent Resource Center. (\$539.00 per unit x 4)			
	6150	644-Computer Hardware Non-Capitalized	0621 - Larkdale Elementary School	UniSIG		\$318.00
			Notes: Purchase of a Lexmark printer MS415dn for use in the Parent Resource Center			
	6150	530-Periodicals	0621 - Larkdale Elementary School	UniSIG		\$349.00

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			<i>Notes: Implementation of a school-wide "Attendance Campaign" to increase student attendance. This program will be monitored through the Parent Resource Center. The purchase of parent pamphlets from Parent Resources Company to encourage daily attendance of students.</i>			
	6150	530-Periodicals	0621 - Larkdale Elementary School	UniSIG		\$3,710.00
			<i>Notes: Purchase of materials (books/magazines) for parents to check in/check out for use in the Parent Resource Center.</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.</b>				<b>\$3,148.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$3,148.00
			<i>Notes: Training materials for monthly parent meeting provided by SPARKS team</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Ensure additional support personnel in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services and resources to meet the personal needs of families.</b>				<b>\$7,708.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	150-Aides	0621 - Larkdale Elementary School	UniSIG	0.5	\$7,032.00
			<i>Notes: Salary for part time teacher aide to provide support in the Parent Resource Room.</i>			
	6150	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$534.00
			<i>Notes: Fringe benefits for part time teacher aide to provide support in the Parent Resource Room. Social Security @7.6%</i>			
	6150	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$127.00
			<i>Notes: Fringe benefits for part time teacher aide to provide support in the Parent Resource Room. Workers Compensation @1.8%</i>			
	6150	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$15.00
			<i>Notes: Fringe benefits for part time teacher aide to provide support in the Parent Resource Room. Unemployment Compensation @.2%</i>			
<b>4</b>	<b>G2.B2.S1.A1</b>	<b>Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.</b>				<b>\$18,709.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$16,478.00
			<i>Notes: Teachers will receive their hourly rate to attend professional development training on Balanced Literacy and Small group guided reading, teacher incentives, training supplies, including paper, easels, chart paper and implementation of Balanced Literacy in grades K-5.</i>			

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	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$1,253.00
			<i>Notes: Fringe Benefits for teachers to attend professional development on Balanced Literacy and Small group guided reading. Social Security @ 7.6%</i>			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$297.00
			<i>Notes: Fringe Benefits for teachers to attend professional development on Balanced Literacy and Small group guided reading. Workers Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$33.00
			<i>Notes: Fringe Benefits for teachers to attend professional development on Balanced Literacy and Small group guided reading. Unemployment Compensation @ .2%</i>			
	6400	130-Other Certified Instructional Personnel	0621 - Larkdale Elementary School	UniSIG		\$590.00
			<i>Notes: Salary for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. District trainer will receive hourly rate (\$36.86 per hour for 16 hours)</i>			
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$45.00
			<i>Notes: Fringe benefits for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. Social Security @ 7.6%</i>			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$11.00
			<i>Notes: Fringe benefits for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. Workers Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$2.00
			<i>Notes: Fringe benefits for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. Unemployment Compensation @ .2%</i>			
<b>5</b>	<b>G2.B2.S1.A2</b>	<b>Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.</b>				<b>\$5,478.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$4,998.00
			<i>Notes: Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Teachers will receive a \$15.00 per hour stipend x 14 hours.</i>			
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$380.00
			<i>Notes: Fringe Benefits for Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Social Security @ 7.6%</i>			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$90.00
			<i>Notes: Fringe Benefits for Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Workers Compensation @ 1.8%</i>			

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	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$10.00
			<i>Notes: Fringe Benefits for Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Unemployment Compensation @ .2%</i>			
<b>6</b>	<b>G2.B2.S1.A3</b>	<b>Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.</b>				<b>\$1,400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,400.00
			<i>Notes: Materials to be given to teachers to effectively deliver Balanced Literacy instruction to students. The book "The New Balanced Literacy School- Implementing Common Core" will be purchased for all teachers (\$25.00 per book). In addition, chart tablets, markers and training supplies will be purchased.</i>			
<b>7</b>	<b>G2.B2.S1.A4</b>	<b>Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.</b>				<b>\$4,449.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0621 - Larkdale Elementary School	UniSIG		\$4,058.00
			<i>Notes: Substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices.</i>			
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$309.00
			<i>Notes: Fringe benefits for substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices. Social Security @ 7.6%</i>			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$73.00
			<i>Notes: Fringe benefits for substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices. Workers Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$9.00
			<i>Notes: Fringe benefits for substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices. Unemployment Compensation @ 1.8%</i>			
<b>8</b>	<b>G2.B2.S1.A5</b>	<b>Teachers will implement technology during Balanced Literacy instruction with fidelity to increase academic achievement.</b>				<b>\$42,940.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0621 - Larkdale Elementary School	UniSIG		\$41,340.00
			<i>Notes: Purchase of technology to be used (6 Recordex Interactive Boards that offer classroom video and interactive technology) during Balanced Literacy instruction with the intention of increasing student achievement. \$6,890.00 per unit (includes all accessories and installation).</i>			

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	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,600.00
			<i>Notes: Purchase of computer mouses for student use. 200 USB Optical Mouse @ \$8.00 per unit</i>			
<b>9</b>	<b>G2.B2.S1.A6</b>	<b>Ensure additional instructional support personnel for Literacy in order to provide support and interventions for students and increase academic achievement.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG	1.0	\$55,801.00
			<i>Notes: Salary for an additional instructional support teacher for Literacy intervention with the intention of increasing student achievement.</i>			
	5100	230-Group Insurance	0621 - Larkdale Elementary School	UniSIG		\$8,088.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. FIXED Group Insurance @ %8,088</i>			
	5100	210-Retirement	0621 - Larkdale Elementary School	UniSIG		\$4,688.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Retirement @ 8.4%</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$4,241.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Social Security @ 7.6%</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$1,005.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Workers Compensation 1.8%</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$112.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Unemployment Compensation .2%</i>			
					<b>Total:</b>	<b>\$164,800.00</b>