

2013-2014 SCHOOL IMPROVEMENT PLAN

Larkdale Elementary School
3250 NW 12TH PL
Lauderhill, FL 33311
754-322-6600

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Larkdale Elementary School

Principal

Alisia Coachman-Williams

School Advisory Council chair

Bridgette Harden-Howard

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bridgette Harden-Howard	Reading Coach (3-5)
Jill Morgenstein	Reading Coach (K-2)
Stephanie Sirianni	Math Coach (K-5)
Tamala Vaughn	Science Coach (K-5)
Allegra Marshall	Guidance Counselor/ELL Coordinator
Norma Juin	ESE Specialist
Guitelle Prophete	Team Leader (PreK-K)
Essie Williams	Team Leader(1-2)
Bridgette Harden-Howard	Team Leader (3)
April Walker	Team Leader (4-5)
Nicole Williams	Assistant Principal
Alisia Coachman-Williams	Principal

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chair-Bridgette Howard

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Activities included
Student Uniforms
Community Partnerships
Academic Nights
Activities for increasing student achievement (Accelerated Reader Challenge)

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alisia Coachman-Williams

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Bachelor's Degree in Early Childhood and Elementary Education, Masters Degree in Education Leadership K-12, Certification in Early Childhood, Elementary Education, Educational Leadership, School Principal & ESOL Endorsement

Performance Record

Data reflects Chapel Trail information where Ms. Williams served as an Assistant Principal. School Grade 2012-13-A 583 Reading 71%, Math 76%, Writing 65%, Science 76%, Learning Gains Reading 69%, Learning Gains Math 80%, Lowest Quartile Reading 61%, Lowest Quartile Math 85%. School Grade 2011-12-A 596 Reading 78% Math 78% Writing 88% Science 79% Learning Gains Reading 73%, Learning Gains Math 71%, Lowest Quartile Reading 73% Lowest Quartile Math 56% School Grade 2010-11-A 605 Reading 90%, Math 91%, Writing 95%, Science 70%, Learning Gains Reading 73%, Learning Gains Math 62%, Lowest Quartile Reading 68%, Lowest Quartile Math 56%. School Grade 2009-10-A 600 Reading 87%, Math 90%, Writing 93%, Science 66%, Learning Gains Reading 70%, Learning Gains Math 72%, Lowest Quartile Reading 58%, Lowest Quartile Math 64%

Nicole Williams

Asst Principal

Years as Administrator: 5

Years at Current School: 3

Credentials

Bachelor's Degree in Elementary Education, Masters Degree in Early Childhood/Primary Education, Certification in Educational Leadership K-12, ESOL

Performance Record

Years 2009-2010 and 2010-2011 reflect the school information of Oriole Elementary School, where Mrs. Williams served as Assistant Principal. Year 2008-2009 reflects the school information of Park Lakes Elementary School, where Mrs. Williams served as the Reading First Coach.
 School Grades: 2012- C, 2011 - B, 2010 - C, 2009 - B, High Standards (Reading): 2011 - 65%, 2010 - 55%, 2009 - 58%. High Standards (Math): 2011 - 73%, 2010 - 71%, 2009 - 62%. High Standards (Science): 2011 - 19%, 2010 - 23%, 2009 - 30%. High Standards (Writing): 2011 - 91%, 2010 - 88%, 2009 - 92%. Learning Gains (Reading): 2011 - 68%, 2010 - 58%, 2009 - 66%. Learning Gains (Math): 2011 - 57%, 2010 - 63%, 2009 - 66%. Lowest 25% (Reading): 2011 - 77%, 2010 - 56%, 2009 - 61%. Lowest 25% (Math): 2011 - 60%, 2010 - 80%, 2009 - 74%. AYP Criteria Met: 2011 - 95%, 2010 - 79%, 2009 - 90%.

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Bridgette Harden-Howard

Full-time / School-based Years as Coach: 2 Years at Current School: 2

Areas Reading/Literacy

Credentials Bachelor's Degree in Elementary Education, Masters Degree in Curriculum and Instruction, Certification in Reading, ESOL

Performance Record School Grades: 2012- C

Jill Morgenstein

Full-time / School-based Years as Coach: 2 Years at Current School: 2

Areas Reading/Literacy

Credentials Bachelor of Arts in Elementary Elementary Education, ESOL. Prekindergarten/Primary Education, Reading Endorsement, Exceptional Student Education

Performance Record School Grade: 2011-12-C

Stephanie Sirianni

Full-time / School-based Years as Coach: 9 Years at Current School: 3

Areas Mathematics

Credentials Bachelor of Arts in Elementary Education, National Board Certified, Master's Degree, Certification Areas: Elementary Education, Early Childhood Education (Nursery- Kindergarten), ESOL Endorsement, and Gifted Endorsement

Performance Record 2010-2011- District Math Support including Larkdale Elementary-School Grade-B. High Standards Math 70%, Learning Gains in Math 73%, Lowest 25% Gains in Math 73. AYP Met: Yes
2009-2010-District Math Support and Middle School Science Support
2008-2009-North Lauderdale Elementary- School Grade-C. High Standards Math: Grade 3-71%, Grade 4-53%, Grade 5- 49%. AYP Met: No

Tamala Vaughn		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Bachelor's Degree in Elementary Education, Masters Degree in Administration and Supervision, Educational Specialist Degree in Teaching and Curriculum; Certification in ESOL, Middle Integrated Math (Grades 5-9), and Educational Leadership.	
Performance Record	School Grades: 2012-B	

Classroom Teachers

# of classroom teachers	25
# receiving effective rating or higher	23, 92%
# Highly Qualified Teachers	96%
# certified in-field	24, 96%
# ESOL endorsed	16, 64%
# reading endorsed	4, 16%
# with advanced degrees	5, 20%
# National Board Certified	2, 8%
# first-year teachers	4, 16%
# with 1-5 years of experience	8, 32%
# with 6-14 years of experience	8, 32%
# with 15 or more years of experience	8, 32%

Education Paraprofessionals

# of paraprofessionals	8
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Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 NESS program, and our coaches are participating in the coaching credentialing program provided by the district.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each new teacher is paired with a veteran teacher to assist in developing their skills (NESS program). They work on lesson plans, modeled lessons and classroom management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 is 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team monitor's the fidelity of the school's MTSS and SIP by vertical team meetings, BAT 1 & 2, and FCAT Pro.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data (TIER 1): Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1) for reading and math, Florida Comprehensive Test (FCAT), Narrative and Expository Writing Prompts, District-Approved Science Assessment, Florida Assessment for Instruction in Reading (FAIR), Diagnostic Assessments of Reading (DAR), Key Math 3

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation Tests, STAR Early Literacy, Intervention Assessment Tools, EasyCBM

Mid-Year: FAIR, FCAT Pro, BAT 2

End of Year: FAIR, FCAT

Quarterly Data Chats

TIER 2 and TIER 3 intervention records and progress monitoring graphs are used as data sources.

TIER 2 interventions are used with a group of students to instruct at their instructional level in order to target areas of student weaknesses.

TIER 3 interventions are used to teach targeted skill deficits using more personalized intensive multisensory strategies.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team will train the staff on the RTI process. This will be followed by discussion and question/answer opportunities. The MTSS Leadership Team will conduct this training. Additionally, teachers will be trained in specific Tier 2 and Tier 3 interventions and supported by the school based Instructional and Behavioral Coaches. During SAC, PTA and parent nights, the MTSS team will share and build capacity regarding the school's MTSS process. Professional development

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 10,800

The students will work on research based programs iReady daily in grades 2-5 and Riverdeep in grades K-1. In our after school camp, students in grades 3-5 will use Florida Coach.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through the computer program bi-weekly to determine and monitor progress using FCAT Pro, using FCAT Pro in grades 3-5. Students will take the BAT 1 in September and BAT 2 in January for mastery of benchmark skills.

Who is responsible for monitoring implementation of this strategy?

Administration, Reading Coaches, Intervention Learning Teachers and Classroom Teachers

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Bridgette Harden-Howard	Reading Coach
Jill Morgenstein	Reading Coach
Stephanie Sirianni	Mathematics
Tamala Vaughn	Science Coach
Allegra Marshall	ELL Coordinator
Norma Juin	ESE Specialist
Barbara Merle	Media Specialist
Guitelle Prophete	Team Leader
Essie Williams	Team Leader
Bridgette Harden-Howard	Team Leader
April Walker	Team Leader
Alisia Coachman-Williams	Principal
Nicole B. Williams	Assistant Principal

How the school-based LLT functions

Monthly meetings to discuss implementation of literacy programs and monitor student data. Each member of the Literacy Leadership Team is responsible for implementing, monitoring, and supporting the literacy initiatives. Coaches and administrators provide input into the literacy plan for the year. Through the monthly meetings and data chats, strengths and weaknesses will be addressed and a plan of action formed to address the weaknesses shown by the data.

Major initiatives of the LLT

Reading Data will be monitored on a bi-quarterly 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 with a neighboring school to promote interest and reading. The goals for the year will be to increase literacy throughout the school, as demonstrated on FCAT 3-5, and FAIR results for all students, K-5.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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) scheduled for the second week of May, 2012; 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 Kindergartner 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	33%	No	47%
American Indian				
Asian				
Black/African American	41%	33%	No	47%
Hispanic				
White				
English language learners	38%	33%	No	45%
Students with disabilities	17%	22%	No	25%
Economically disadvantaged	41%	34%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	21%	50%
Students scoring at or above Achievement Level 4	17	13%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	27	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	15	45%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	42%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	33%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	71%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	31%	No	61%
American Indian				
Asian				
Black/African American	58%	31%	No	62%
Hispanic				
White				
English language learners	53%	28%	No	57%
Students with disabilities	23%	23%	No	31%
Economically disadvantaged	58%	31%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	21%	50%
Students scoring at or above Achievement Level 4	15	11%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	21	35%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	35%	50%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	1	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	16%	8%
Students retained, pursuant to s. 1008.25, F.S.	9	6%	3%
Students who are not proficient in reading by third grade	96	64%	32%
Students who receive two or more behavior referrals	11	7%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	7%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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 (Mac Donald's, Kentucky Fried Chicken, Chuck E. Cheese).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	122	36%	50%

Goals Summary

- G1.** Students in grades 3-5 achieving a Level 3, 4, or 5 in Reading will increase to 50% on the Reading portion of the 2014 FCAT.
- G2.** Students in grades 3-5 scoring at levels 3, 4 & 5 in Mathematics will increase to 50% on the Mathematics portion of the 2014 FCAT.
- G3.** Students in grade 4 scoring at achievement level 3.5 and above on Florida Writes will increase by 10 %.
- G4.** Students in grade 5 will score at 30% in Science on the 2014 Science FCAT.

Goals Detail

G1. Students in grades 3-5 achieving a Level 3, 4, or 5 in Reading will increase to 50% on the Reading portion of the 2014 FCAT.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- EWS - Elementary School

Resources Available to Support the Goal

- Professional Development Community Partnerships Enrichment Programs Intervention Programs Technology

Targeted Barriers to Achieving the Goal

- Teachers lack the understanding of how to effectively plan and implement rigorous lessons.

Plan to Monitor Progress Toward the Goal

Project Based projects/ Implementation of Lesson Study Model

Person or Persons Responsible

Reading Coach Classroom Teachers Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Projects with rubrics

G2. Students in grades 3-5 scoring at levels 3, 4 & 5 in Mathematics will increase to 50% on the Mathematics portion of the 2014 FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional Development Intervention Program

Targeted Barriers to Achieving the Goal

- Teachers using data to develop their small group reteach instruction

Plan to Monitor Progress Toward the Goal

1. FCAT Pro 2. In house progress monitoring tool 3. Data Chats

Person or Persons Responsible

Math Coach Classroom Teachers Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formal and informal assessment results

G3. Students in grade 4 scoring at achievement level 3.5 and above on Florida Writes will increase by 10 %.

Targets Supported

- Writing
- EWS - Elementary School

Resources Available to Support the Goal

- Professional Development Technology

Targeted Barriers to Achieving the Goal

- Lack of skill with grammar and conventions

Plan to Monitor Progress Toward the Goal

Implementation of effective Writing instruction

Person or Persons Responsible

Administration Classroom Teachers Reading Coach

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Writing portfolios demonstration students proficiency Bi-weekly writing prompt analysis and assessments

G4. Students in grade 5 will score at 30% in Science on the 2014 Science FCAT.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Professional development Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- Students lack prior knowledge in Science concepts

Plan to Monitor Progress Toward the Goal

Science concepts

Person or Persons Responsible

Administration Science Coach

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Science journals District and school mini assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students in grades 3-5 achieving a Level 3, 4, or 5 in Reading will increase to 50% on the Reading portion of the 2014 FCAT.

G1.B1 Teachers lack the understanding of how to effectively plan and implement rigorous lessons.

G1.B1.S1 Teachers will collaborate in project/research-based learning: incorporating cross-curricular activities Teachers will participate in the Lesson Study model

Action Step 1

Unwrapping the standards and lesson study model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plan, lesson delivery, assessments

Facilitator:

Curriculum Coaches Talent Development

Participants:

Teachers

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

Classroom Visitations

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule

Daily

Evidence of Completion

Project Rubrics

Plan to Monitor Effectiveness of G1.B1.S1

Project-based learning; Lesson Study model

Person or Persons Responsible

Reading Coaches Administration

Target Dates or Schedule

weekly/bi-weekly/monthly

Evidence of Completion

Projects

G2. Students in grades 3-5 scoring at levels 3, 4 & 5 in Mathematics will increase to 50% on the Mathematics portion of the 2014 FCAT.

G2.B1 Teachers using data to develop their small group reteach instruction

G2.B1.S1 Teachers will differentiate instruction based on pretest data in targeted, intervention small group.

Action Step 1

Provide professional development on differentiating instruction in targeted, intervention small group

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September-October

Evidence of Completion

Classroom visitation Math "look-for" tool Data

Facilitator:

Math Coach District trainer from Strategic Achievement

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monthly Teacher Data Chats Monthly Student Data Chats with Teachers

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

School based tool (i.e. FCAT Pro), BAT 1, BAT 2

Plan to Monitor Effectiveness of G2.B1.S1

School progress monitoring (i.e.,FCAT Pro, informal assessments)

Person or Persons Responsible

Math Coach Administration Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

BAT 1 and BAT 2 results School progress monitoring (i.e. FCAT Pro)

G3. Students in grade 4 scoring at achievement level 3.5 and above on Florida Writes will increase by 10 %.

G3.B1 Lack of skill with grammar and conventions

G3.B1.S1 Writing skills must be taught daily including feedback to students.

Action Step 1

Implement writing effectively during instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Writing portfolios demonstrating students proficiency collected and reviewed bi-monthly Writing Prompt analysis and assessments

Facilitator:

District trainer from Strategic Achievement

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Implementation of effective Writing instruction

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Writing Portfolios demonstrating student proficiency Bi-weekly Writing prompt analysis and assessments

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of effective Writing instruction

Person or Persons Responsible

Administration Reading Coach Classroom Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Writing Portfolios demonstrating students proficiency Bi-weekly Writing prompt analysis and assessments

G4. Students in grade 5 will score at 30% in Science on the 2014 Science FCAT.

G4.B1 Students lack prior knowledge in Science concepts

G4.B1.S1 Students in K-5 will be taught Science concepts in their daily Science instruction using hands-on approach (5E Model).

Action Step 1

Science concepts

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Science journals District and school mini assessments

Facilitator:

Science Coach Administration

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Science concepts taught

Person or Persons Responsible

Administration Science Coach Classroom Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science journals District and school mini assessment results

Plan to Monitor Effectiveness of G4.B1.S1

Science Concepts

Person or Persons Responsible

Administration Science Coach Classroom Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science journals District and school mini assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students in grades 3-5 achieving a Level 3, 4, or 5 in Reading will increase to 50% on the Reading portion of the 2014 FCAT.

G1.B1 Teachers lack the understanding of how to effectively plan and implement rigorous lessons.

G1.B1.S1 Teachers will collaborate in project/research-based learning: incorporating cross-curricular activities Teachers will participate in the Lesson Study model

PD Opportunity 1

Unwrapping the standards and lesson study model

Facilitator

Curriculum Coaches Talent Development

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plan, lesson delivery, assessments

G2. Students in grades 3-5 scoring at levels 3, 4 & 5 in Mathematics will increase to 50% on the Mathematics portion of the 2014 FCAT.

G2.B1 Teachers using data to develop their small group reteach instruction

G2.B1.S1 Teachers will differentiate instruction based on pretest data in targeted, intervention small group.

PD Opportunity 1

Provide professional development on differentiating instruction in targeted, intervention small group

Facilitator

Math Coach District trainer from Strategic Achievement

Participants

Classroom Teachers

Target Dates or Schedule

September-October

Evidence of Completion

Classroom visitation Math "look-for" tool Data

G3. Students in grade 4 scoring at achievement level 3.5 and above on Florida Writes will increase by 10 %.

G3.B1 Lack of skill with grammar and conventions

G3.B1.S1 Writing skills must be taught daily including feedback to students.

PD Opportunity 1

Implement writing effectively during instruction

Facilitator

District trainer from Strategic Achievement

Participants

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Writing portfolios demonstrating students proficiency collected and reviewed bi-monthly Writing Prompt analysis and assessments

G4. Students in grade 5 will score at 30% in Science on the 2014 Science FCAT.

G4.B1 Students lack prior knowledge in Science concepts

G4.B1.S1 Students in K-5 will be taught Science concepts in their daily Science instruction using hands-on approach (5E Model).

PD Opportunity 1

Science concepts

Facilitator

Science Coach Administration

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Science journals District and school mini assessments

Appendix 2: Budget to Support School Improvement Goals