

Larkdale Elementary School



2014-15 School Improvement Plan

Larkdale Elementary School

3250 NW 12TH PL, LAUDERHILL, FL 33311

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	99%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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.

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.

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 embraced the schoolwide behavioral system, our students are learning to SOAR. SOAR stands for: Self-control, Own your own actions, Accountability, and Respectful.

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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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.

Effective Leadership

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

School Leadership Team

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
Howard, Bridgette	Instructional Coach
Vaughn, Tamala	Instructional Coach

Duties

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 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

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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Alisia Coachman-Williams	Principal
Bridgette Harden-Howard	Teacher
Carolyn Stephenson	Parent
	Business/Community

Duties

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

Evaluation of last year's school improvement plan

SAC members reflected on last year's school improvement plan, revisiting the strengths and weaknesses of programs and initiatives and reflecting on student data.

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.

Preparation of the school's annual budget and plan

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

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Howard, Bridgette	Instructional Coach
Collins, LaChanda	Teacher, K-12
Williams, Nicole	Assistant Principal
Hart, Carla	Principal
Vaughn, Tamala	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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 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.

Public and Collaborative Teaching

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

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.

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

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 (NESS/TIF programs). They work on lesson plans, modeled lessons and classroom management. Teachers are provided an opportunity to collaborate with their peers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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 and provide enrichment to meet diverse needs of students. Differentiation occurs through small group instruction, center activities, independent work and integrated learning systems.

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

The students will work on research based programs iReady daily in grades K-5. In our after school camp, students in grades 3-5 will use LAFS compatible curriculum.

Strategy Rationale

To increase the amount and quality of learning time and help enrich and accelerate the curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hart, Carla, ceehart15@gmail.com

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

Plans to assist preschool children in transition from early childhood programs to local elementary school programs include: 1) Kindergarten Roundup (PreK transition to Kindergarten program facilitated by Jerrie Pouch, Head Start Teacher) 2) schedule vertical curriculum alignment collaborative discussions with Kindergarten teachers during grade level meetings; matriculating PreK ESE to Kindergarten students will attend a partner Kindergarten classes for 1 hour for two weeks and participate in targeted/differentiated literacy and technology centers. Prek ESE students will buddy with a 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.

College and Career Readiness

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

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

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

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will develop and enhance quality instructional practices through the usage of the Florida Standards and Webb's Depth of Knowledge to increase student achievement proficiency.

Strategic Goals Detail

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

G1. All teachers will develop and enhance quality instructional practices through the usage of the Florida Standards and Webb's Depth of Knowledge to increase student achievement proficiency. **1a**

Targets Supported **1b**

 G042320

Indicator

Annual Target

Resources Available to Support the Goal **2**

- Professional Development Opportunities Community Partnerships Enrichment Programs Technology

Targeted Barriers to Achieving the Goal **3**

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

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

BAFS and Formative assessments

Person Responsible

Carla Hart

Schedule

Monthly, from 10/27/2014 to 5/25/2015

Evidence of Completion

Walkthroughs, iObservation, Student Data, Collaborative Planning Sheet

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

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will develop and enhance quality instructional practices through the usage of the Florida Standards and Webb's Depth of Knowledge to increase student achievement proficiency. **1**

 G042320

G1.B1 Teachers lack the understanding of how to effectively plan and implement rigorous lessons. **2**

 B103229

G1.B1.S1 Teachers will have collaborative planning sessions to effectively plan, create rigorous, meaningful real-world tasks assessments. **4**

 S114337

Strategy Rationale

Our current data indicates there's a gap between core instruction and assessment.

Action Step 1 **5**

Collaborative Planning

Person Responsible

Carla Hart

Schedule

Monthly, from 9/22/2014 to 5/13/2015

Evidence of Completion

Collaborative Planning Sheet, Walkthroughs and iObservation

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

Lesson Plans

Person Responsible

Carla Hart

Schedule

Weekly, from 9/11/2014 to 5/13/2015

Evidence of Completion

Collaborative Planning Sheet, Walkthroughs and iObservation

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

BAFS

Person Responsible

Carla Hart

Schedule

Semiannually, from 9/11/2014 to 5/13/2015

Evidence of Completion

BAFS results

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

Formative and Summative

Person Responsible

Carla Hart

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

We will use our in house data, including BAFS to ensure that we are closing the achievement gap.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaborative Planning	Hart, Carla	9/22/2014	Collaborative Planning Sheet, Walkthroughs and iObservation	5/13/2015 monthly
G1.MA1	BAFS and Formative assessments	Hart, Carla	10/27/2014	Walkthroughs, iObservation, Student Data, Collaborative Planning Sheet	5/25/2015 monthly
G1.B1.S1.MA1	BAFS	Hart, Carla	9/11/2014	BAFS results	5/13/2015 semiannually
G1.B1.S1.MA3	Formative and Summative	Hart, Carla	9/8/2014	We will use our in house data, including BAFS to ensure that we are closing the achievement gap.	5/29/2015 biweekly
G1.B1.S1.MA1	Lesson Plans	Hart, Carla	9/11/2014	Collaborative Planning Sheet, Walkthroughs and iObservation	5/13/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

G1. All teachers will develop and enhance quality instructional practices through the usage of the Florida Standards and Webb's Depth of Knowledge to increase student achievement proficiency.

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

G1.B1.S1 Teachers will have collaborative planning sessions to effectively plan, create rigorous, meaningful real-world tasks assessments.

PD Opportunity 1

Collaborative Planning

Facilitator

Administration/Instructional Coaches

Participants

K-5 teachers

Schedule

Monthly, from 9/22/2014 to 5/13/2015

Budget Rollup

Summary

Description	Total
Grand Total	0