

Broward County Public Schools

# Larkdale Elementary School



2021-22 Schoolwide Improvement Plan

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# Larkdale Elementary School

3250 NW 12TH PL, Lauderdale, FL 33311

[ no web address on file ]

## Demographics

Principal: Carla Hart

Start Date for this Principal: 6/27/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (39%) 2017-18: D (39%) 2016-17: F (29%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Larkdale Elementary School

3250 NW 12TH PL, Lauderdale, FL 33311

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	92%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		D	D	D

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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. 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: School Information

### 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 Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Hart, Carla	Principal	Instructional Leader, Operational Manager, and Head of School. Responsibilities include increasing student achievement, building capacity, leadership development, hiring and retention of school staff, managing school budgets, providing professional learning opportunities for staff, effective communication and transparency with all stakeholders, maintaining a safe, respectful, and inclusive learning environment, implementing and monitoring instructional plans, to name a few.
Woods, Cynthia	Assistant Principal	Instructional Leader, Assistant to Principal. Responsibilities include increasing student achievement, building capacity, leadership development, hiring and retention of school staff, managing school budgets, providing professional learning opportunities for staff, effective communication and transparency with all stakeholders, maintaining a safe, respectful, and inclusive learning environment, implementing and monitoring instructional plans, to name a few.
Vaughn, Tamala	Math Coach	Math Coach and Science Contact. Responsibilities include lesson planning with teachers, creating instructional plans, modeling and providing professional learning experiences for staff, working with small groups of students, and providing resources for instruction.
Kirkland, Lattecia	Reading Coach	Literacy Coach K-5. Responsibilities include lesson planning with teachers, creating instructional plans, modeling and providing professional learning experiences for staff, working with small groups of students, and providing resources for instruction.
Marshall, Allegra	School Counselor	Social Emotional Learning Liaison, 504 Contact, Rtl Facilitator. Responsibilities include working with teachers to provide resources and interventions for students (and staff) experiencing difficulties socially, emotionally, behaviorally, and academically, and identifying students needing additional academic and behavior supports.
Grosvenor, Nicole	Teacher, ESE	ESE Specialist and Teacher. Responsibilities include working with staff to ensure students' I.E.P. goals are being followed and met, providing support to staff with students of disabilities, providing additional instruction to students with disabilities, meeting with parents to address their child's progress, and meeting with team of staff and parents to write I.E.P. goals.
Ragin, Otis	Teacher, K-12	Second Grade Teacher, Team Leader, and SAC Chair, providing instruction to students in 2nd grade, supporting 2nd grade teachers and working as liaison between teachers and administration, collaborating with SAC team, parents, staff and community to write, monitor and implement the SIP, Parent-Family Engagement Plan and School-Parent Compact.

## Demographic Information

**Principal start date**

Saturday 6/27/2015, Carla Hart

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

17

**Total number of students enrolled at the school**

369

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

3

**Demographic Data**

## Early Warning Systems

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	49	60	77	63	52	0	0	0	0	0	0	0	350
Attendance below 90 percent	31	27	34	36	40	30	0	0	0	0	0	0	0	198
One or more suspensions	0	1	1	7	2	7	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	14	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	9	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	10	17	18	10	0	0	0	0	0	0	0	55

**The number of students with two or more early warning indicators:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	1	9	21	22	19	0	0	0	0	0	0	0	74

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	0	2	15	6	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported**

**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
Number of students enrolled	40	48	68	80	59	56	0	0	0	0	0	0	0	351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	16	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	9	0	0	0	0	0	0	0	20

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**2020-21 - Updated**

**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	
Number of students enrolled	40	48	68	80	59	56	0	0	0	0	0	0	0	351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	16	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	9	0	0	0	0	0	0	0	20

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				20%	59%	57%	19%	56%	56%
ELA Learning Gains				39%	60%	58%	39%	57%	55%
ELA Lowest 25th Percentile				32%	54%	53%	32%	51%	48%
Math Achievement				41%	65%	63%	38%	62%	62%
Math Learning Gains				71%	66%	62%	65%	60%	59%
Math Lowest 25th Percentile				57%	53%	51%	59%	47%	47%
Science Achievement				13%	46%	53%	24%	49%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	25%	60%	-35%	58%	-33%
Cohort Comparison						
04	2021					
	2019	23%	62%	-39%	58%	-35%
Cohort Comparison		-25%				
05	2021					
	2019	13%	59%	-46%	56%	-43%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	65%	-32%	62%	-29%
Cohort Comparison						
04	2021					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-33%				
05	2021					
	2019	33%	64%	-31%	60%	-27%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	12%	49%	-37%	53%	-41%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tools used to compile the data include iReady for ELA and Math, and Mastery Connect for 5th grade Science.

Grade 1				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	45	43	37
	Economically Disadvantaged	15/34.1%	15/35.7%	15/40.5%
	Students With Disabilities	1/12.5%	2/25%	1/14.3%
	English Language Learners	1/20%	2/50%	1/33.3%
Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students	45	40	38
	Economically Disadvantaged	6/13.6%	7/17.5%	9/24.3%
	Students With Disabilities	6/11.3%	4/8%	1/16.7%
	English Language Learners	1/12.5%	0/0%	0/0%

Grade 2				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	53	52	50
	Economically Disadvantaged	7/13.2%	14/26.9%	17/34%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/33.3%	2/50%
Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students	53	50	50
	Economically Disadvantaged	6/11.3%	4/8%	17/34%
	Students With Disabilities	1/12.5%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	2/50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	71	72
	Economically Disadvantaged	24/37.5%	20/30.8%	27/40.9%
	Students With Disabilities	3/25%	6/46.2%	5/38.5%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	71	71
	Economically Disadvantaged	6/9.4%	12/18.5%	23/35.4%
	Students With Disabilities	1/8.3%	4/30.8%	6/46.2%
	English Language Learners	0/0%	0/0%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	56	56
	Economically Disadvantaged	3/5.9%	4/8.2%	5/10.2%
	Students With Disabilities	0/0%	0/0%	1/6.7%
	English Language Learners	0/0%	1/16.7%	1/16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	54	55
	Economically Disadvantaged	7/13.5%	8/17%	10/20.8%
	Students With Disabilities	0/0%	1/6.7%	1/6.7%
	English Language Learners	1/16.7%	1/16.7%	3/50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	46	47
	Economically Disadvantaged	7/18.4%	7/17.5%	12/29.3%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/33.3%	1/33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	45	47
	Economically Disadvantaged	9/24.3%	12/30%	23/56.1%
	Students With Disabilities	0/0%	1/14.3%	2/25%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	28	39	38
	Economically Disadvantaged	1/4%	5/13%	9/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	70		33	40						
ELL	33			55							
BLK	23	48	77	33	44	42	21				
FRL	24	47	70	34	43		22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	23		38	71						
ELL	26	43		50	67						
BLK	19	39	32	41	71	57	9				
FRL	20	38	32	41	71	57	13				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	56		21	69		8				
ELL	23			23							
BLK	18	39	32	37	64	59	24				
FRL	19	39	32	37	65	59	24				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.



**What trends emerge across grade levels, subgroups and core content areas?**

In all content areas and subgroups, Reading, Math and 5th grade Science, the number of students meeting proficiency increased with each subsequent assessment data point. Students in grades 1 and 3 performed better in ELA than Math. Students in grade 2 performed equally as well in Math and ELA. Students in grades 4 and 5 performed better in Math than Reading, with 5th grade students performing better in ELA than Science.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The greatest need for improvement based off progress monitoring and 2019 state assessments continue to be ELA across all grade levels as well as Science for 5th graders.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors to this need for improvement include, but are not limited to the loss of learning that occurred with the school closures of face-to-face instruction during the Covid-19 pandemic, increase of student absences, lack of parental support and monitoring of virtual students and parent accountability.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The data component, based off progress monitoring and 2019 state assessments, showing the most improvement was Math. With each assessment data point, the number of students meeting proficiency increased more for math than any other content area.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Contributing factors to this improvement consisted of improving teacher instructional knowledge and practice by school and district based coaches, increasing students' hands-on experiences using manipulatives to better develop their concrete knowledge before transitioning to pictorial and abstract, and Extended Learning Opportunities (ELO) camps for students.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, a continued emphasis on using concrete then pictorial models, and a new focus on implementing into instruction the state's new Mathematical Thinking and Reasoning Standards (MTR's).

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the contributing factors and strategies identified to accelerate learning, in addition to professional development opportunities provided by the District, the school will provide additional professional development on the B.E.S.T. standards, gap instruction, data analysis, and instructional materials and resources to support teachers and leaders, as needed.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be implemented to ensure sustainability of improvement include professional development opportunities, improved Professional Learning Communities (PLC's), early

identification of struggling students through the Response to Intervention (RTI) process, and support coaching, as needed.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA****Area of**

**Focus Description and Rationale:** Though we increased proficiency in grades 3-5 ELA from 20% to 24%, and learning gains from 39% to 49%, ELA continues to be a struggle to reach at least 50% proficiency and 100% learning gains.

**Measurable Outcome:**

By January 2022, SWD, BLK, and FRD grades 3-5 students will demonstrate learning gains from the iReady Diagnostic #1 Assessment to iReady Diagnostic #2. By June 2022, 65% of our SWD, BLK, and FRD grades 4-5 students will demonstrate learning gains in ELA from the 2021 FSA to the 2022 FSA.

**Monitoring:**

ELA will be monitored by the number of minutes students spend on iReady and their number of passed lessons each week. It will also be monitored by weekly progress checks from Benchmark Advance and Unit tests. Progress will also be monitored by observing differentiated instruction and center activities, as well as rigorous whole group lessons, questioning and probing for precise answers and reasoning. Feedback will be given and professional development offered.

**Person responsible for monitoring outcome:**

Lattecia Kirkland (lattecia.kirkland@browardschools.com)

**Evidence-based Strategy:**

The evidence-based strategies that will be used is Teach Like a Champion. Some of which are: #21- Break down complex tasks into steps that form a path for student mastery, #16 Begin With the End- progress from unit planning to lesson planning, #24 Circulate- Move strategically around the classroom during all parts of the lesson, #7 Plan for Error-Plan for common mistakes in advance, #13 Stretch It- Reward right answers with harder questions.

**Rationale for Evidence-based Strategy:**

This strategy was selected because it emphasizes 62 strategies that put students on the pathway to college.

**Evidence-based Strategy:**

It provides concrete actions that allow the achievement gap to be narrowed lesson by lesson, classroom by classroom. It teaches the tools of the teaching craft that are necessary for success in all classrooms especially those with challenging populations.

**Action Steps to Implement**

1. Grades K Teachers will embed Benchmark Advance Phonics and grades 1-3 Teachers will embed Saxon Phonics into their Tier 1 instruction.
2. Grades K-5 Teachers will utilize Benchmark Advance and Benchmark Universe as their core instruction. Grades 3-5 teachers will also incorporate a portion of "Uncommon Schools" lesson planning in collaboration with the Teacher Professional Learning and Growth department of the Broward County Public Schools, as part of Tier 1 instruction, when needed.
3. Students will be provided small group pull-out for targeted Tier 2 or Tier 3 instruction with support from Literacy Coach, and reading resource teachers.
4. Literacy Coach will collaborate with teachers to effectively analyze data, plan for instruction, progress monitor students' growth towards proficiency and support teachers through modeling and Professional Development.
5. Extended Learning Opportunity (ELO) camps will begin as early as September for grades 3-5 students to provide early intervention and enrichment.

**Person Responsible**

Lattecia Kirkland (lattecia.kirkland@browardschools.com)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math for the 2021 school year decreased from 41% to 34% proficiency and decreased tremendously from 71% to 43%. Though there was a decrease in the state's math scores and the district's math scores, our goal is to increase our math proficiency and learning gains.

**Measurable Outcome:** By January 2022, SWD, BLK, and FRD grades 3-5 students will demonstrate learning gains from the Math iReady Diagnostic #1 Assessment to iReady Diagnostic #2. By June 2022, 65% of our SWD, BLK, and FRD grades 4-5 students will demonstrate learning gains in Math from the 2021 FSA to the 2022 FSA.

**Monitoring:** Math will be monitored by the number of minutes students spend on iReady and their number of passed lessons each week. It will also be monitored by standard-based assessments from Mastery Connect. Progress will also be monitored by observing whole group lessons for rigor, teacher questioning and probing students for answers and reasoning, and differentiated small group instruction and center activities. Feedback will be given and professional development offered.

**Person responsible for monitoring outcome:** Tamala Vaughn (tamala.vaughn@browardschools.com)

**Evidence-based Strategy:** The evidence-based strategy that will be utilized is small group instruction and differentiated centers using manipulatives.

**Rationale for Evidence-based Strategy:** Juli Dixon, a Professor of Mathematics at the University of Central Florida, as well as the lead author on Making Sense of Mathematics for Teaching and the Go Math math program, teaches that small group instruction promotes students discourse, allows the teacher to engage students in tasks that promote productive struggle, and teachers can better collect evidence of students' learning and address gaps in understanding.

**Action Steps to Implement**

1. K-5 Teachers will continue to embed ADD Math into Tier 1 instruction.
2. Grades 3-5 Teachers will incorporate "Uncommon Schools" lesson planning in collaboration with the Teacher Professional Learning and Growth department of the Broward County Public Schools, as part of Tier 1 instruction, as needed.
3. Grades 3-5 Teachers will continue to use Acaletics to support the Tier 1 instruction.
4. Teachers will utilize small group instruction to better meet the needs of students.
5. Math Coach will provide support, modeling and professional development for teachers, as needed.
6. Lowest quartile students will be pulled for additional support in mastering foundational skills
7. Math Coach will meet with teachers, monthly, to analyze data and plan for instruction and remediation.
8. Grades K-5 students will spend 30 minutes each day on ZEARN Math to develop deep understanding of mathematical concepts.

**Person Responsible** Tamala Vaughn (tamala.vaughn@browardschools.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Compared to the state, Larkdale ranked #1,189 out of 1,395 elementary schools. For Violent Incidents, Larkdale had 1.9 incidents per 100 students (0.5 battery, 0.5 sex offences and 0.25 physical attacks per 100 students). When compared to all elementary schools, statewide, this is considered high as the statewide average is 1.0 per 100 students. For Property incidents Larkdale is ranked #1 out of 1,395 with 0 incidences. For Drug/Public Order Incidents, Larkdale ranks #1,338 out of 1,395 with 0.73 incidences per 100 ( 0.5 Other Major Offences and 0.25 Disruption on Campus), 3 incidences compared to the state average of 0-2.48.**

**The school culture and environment will be modeled by beginning the school year with a Discipline assembly, and conducting follow-up discipline assemblies in January and March. Teachers will be given training on the Schoolwide Positive Behavior Plan with follow-up training on the District Discipline Management system. Behavior data will be shared with staff each quarter and staff members needing additional assistance and training will be provided training as needed throughout the school year. Students experiencing behavior difficulties will be monitored through the Response to Intervention (RTI) process.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

**Students-** Students are greeted each morning, before they step onto campus, by a staff member to help set the day for good behavior and positive expectations. Relationship building is encouraged by multiple staff members for every student to establish positive supports for each one. Mentoring programs- 5000 Role Models and Mentoring Tomorrow's Leaders (MTL) are in place for students in grades 2-5 to provide mentoring and social-emotional supports. After-school programs (YMCA and 21st Century) are available to further develop positive behaviors- academically and socially for all students PK-5.

**Staff-** Motivational and engaging activities are provided to the staff each month to foster positive and collaborative relationship building between staff members. Staff meetings are held each month to disseminate information and to get a pulse on individual staff members. Team meetings are held each week for relationship building, planning and discussing student data. Tokens of appreciation are randomly provided to staff and Shout-Outs are given weekly in the Staff Lark Weekly Newsletter. The Sunshine Club also provides a monthly gathering for staff for socialization.

**Parents and Community-** The School Advisory Council (SAC) is established for input in writing the school's School Improvement Plan (SIP) and monitoring the school's progress towards meeting the goals set within

it. The Parent-Teacher Organization (PTO) gives parents an opportunity to network and provide activities and fundraisers to benefit the students within the school. We have an Oasis Room within the Media Center for parents to come to access the internet and have a quiet space for reading. Our Community Liaison meets regularly with volunteers and members of the community on ways to assist families, students and staff through resources and time.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

All of these work together to drive our vision and mission and move the school and community forward in educating students and families as mentioned in part a above.

Carla Hart- Principal- provides mission and vision to build culture of support and learning.

Cynthia Woods- Asst. Principal- supports the Principal and stakeholders in mission.

Allegra Marshall- School Guidance Counselor- address and meets SEL needs of students, families and staff.

Nicole Grosvenor- ESE Specialist- communication liaison to bridges the gap and deficits in ESE communities

Sarah McIntosh- Community Liaison- works with community to partner with school

Tamala Vaughn- Math Coach and Fatima Barakat- Literacy Coach-works with teachers and students in career and college readiness

Marilyn Bozeman- Office Manager- creates the welcoming environment, greeting staff and community

Bernard Golden- SAC Chair- invites parents, staff and community to participate in writing and monitoring SIP goals

Larkdale Staff and Employees- supporting the students, parents and school in creating positive learning environments

Larkdale Students, parents, and community- working together to improve student learning in a positive environment

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$148,123.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$9,940.00
			<i>Notes: ELO Stipends: Stipends for six teachers to provide tutoring and extended learning opportunities for students in grades 2-5 from October 2021 to April 2022 in English Language Arts, Science, and Mathematics. Each teacher will work two hours per week. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 60 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Student Camp Time: 2 hours/week x 23 weeks = 46 hours - ELO Student Camp Stipends: 6 teachers x 46 hours x \$36 stipend = \$9,936</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$775.00
			<i>Notes: Fringe: Social Security: ELO Stipends</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$225.00



			<i>Notes: Workers Compensation</i>			
5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG			\$30.00
			<i>Notes: Unemployment Compensation</i>			
5100	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG	1.0		\$58,090.00
			<i>Notes: ***Resource Teacher/Interventionist Salary: Hire one Resource Teacher/ Interventionist to support the implementation of Reading interventions for the lowest quartile students. (TIER 2 and TIER 3 instruction) (Pre-approved position)</i>			
5100	150-Aides	0621 - Larkdale Elementary School	UniSIG	2.0		\$38,720.00
			<i>Notes: ***Two paraprofessionals Salaries. Hire 2 paraprofessionals to support the implementation of literacy instruction in grades 4 and 5. (Pre-approved positions)</i>			
5100	210-Retirement	0621 - Larkdale Elementary School	UniSIG			\$7,803.75
			<i>Notes: Fringe Retirement: for 1 teacher, 2 paras</i>			
5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG			\$5,950.00
			<i>Notes: Fringe: Social Security: 1 teacher, 2 paras</i>			
5100	230-Group Insurance	0621 - Larkdale Elementary School	UniSIG			\$24,750.00
			<i>Notes: Fringe: Health Insurance: 1 teacher, 2 paras</i>			
5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG			\$1,660.00
			<i>Notes: Fringe: Worker's compensation: 1 teacher, 2 paras</i>			
5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG			\$180.00
			<i>Notes: Fringe: Unemployment: 1 teacher, 2 paras</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$19,290.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	644-Computer Hardware Non-Capitalized	0621 - Larkdale Elementary School	UniSIG		\$5,810.00
			<i>Notes: "Purchase twenty-eight Lenovo 100E laptops @ \$207.50 each to be used by students for classroom teaching enhancement. For use by students in grades 2-5 for educational apps in reading, math, and science. The laptops will replace broken and damaged ones returned upon completion of hybrid school year. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/ laptop ratio."</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0621 - Larkdale Elementary School	UniSIG		\$1,500.00
			<i>Notes: "Purchase of one Earthwalk laptop cart plus wiring to hold 30 laptops. Laptop cart will transport, store and charge purchased laptops. - (1) Earthwalk carts @ \$1,339/each - (30) Laptop wiring @ \$5.00/each"</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$3,500.00

			<i>Notes: "Educational Development Associates, Inc. ACALETICS: Purchase Instructional material for students in grades 3-5, to be used as TIER 1 instruction to spiral math foundational skills. - (80) Grade 3: CRS Quik Pik Book 1-2 - (65) Grade 4: CRS Quik Pik Book 1-2 - (55) Grade 5: CRS Quik Pik Book 1-2</i>		
5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$700.00
			<i>Notes: GROW Publications-ADD MATH Purchase ADD Math Check-Ups for K-2nd Grade to be used daily to assist with math fluency and spiral of math concepts. - (30) Grade K - ADD Math Check-Ups - (40) Grade 1 - ADD Math Check-Ups - (65) Grade 2 - ADD Math Check-Ups</i>		
5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$5,280.00
			<i>Notes: Purchase Zearn Math materials for grades 3-5 will support teachers in providing students with critical and foundational content in math that has been impacted due to Covid. This program addresses unfinished learning and accelerates students forward in their grade-level learning. According to the research students with high Zearn usage are twice as likely to improve their test scores in one year than non Zearn users. - Grade 3 -Student Workbook (75), Teacher Answer Key (3) - Grade 4 -Student Workbook (75), Teacher Answer Key (3) - Grade 5 -Student Workbook (65), Teacher Answer Key (3)</i>		
5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$2,500.00
			<i>Notes: Zearn Site License - K-5 students will engage in Zearn Math daily for 30 minutes during the instructional day. This online platform has digital and paper/pencil standard/ benchmark aligned lessons that include fluency, concept development and independent practice with built in math help.</i>		
				<b>Total:</b>	<b>\$167,413.75</b>