

Broward County Public Schools

Larkdale Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	13

Larkdale Elementary School

3250 NW 12TH PL, Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	F	C	F*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 and position title for each member of the school leadership team.:

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

Duties

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

These members serve as a part of the Leadership Support Team. Their responsibilities are to support teachers, students, and parents through staff development and modeling best practices. They are also responsible for progress monitoring school data throughout the school year. This team practices shared decision making based on school-wide data.

Principal - oversees and monitors all k-5 data (focused on ELA); oversees all academic and curriculum plans; collaborates with team to identify needs and wants of the school.

Assistant Principal - oversees and monitors k-5 data (focused on math/writing); helps to oversee implementation of academic plans, collaborate with teachers to identify appropriate resources to meet students' needs.

Literacy Coach - assist teachers with planning, sequencing, and scaffolding of instruction. Demonstrate/model reading strategies in classrooms. Evaluate literacy needs and collaborate with teachers and administration to interpret, problem solve and use data to improve Literacy instruction. Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action. Provides daily coaching and mentoring support to teachers.

Math Coach - works with teachers to plan, implement and reflect on Math instruction. Oversees and monitors daily implementation of math plans. Models best practices in mathematics instruction with teachers as active participants. Plans and implements mathematics professional development sessions. Facilitates the review, evaluation, and integration of mathematics resources. Provides daily coaching and mentoring support to teachers.

Guidance- oversees the RTI process, monitors student data, provide social and emotional learning support to students and families. Provides resources such as character traits and cloud 9 to teachers and students to help create effective and successful classroom environments.

ESE Specialist- oversees all ESE student data and provide support to students and classroom teachers. Collaborates with teachers to provide instructional strategies and/or resources needed to help ESE students meet with success in a general education setting.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	36	15	15	15	17	0	0	0	0	0	0	0	124
One or more suspensions	1	0	2	2	4	8	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	59	58	52	0	0	0	0	0	0	0	169

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	14	5	5	14	13	0	0	0	0	0	0	0	58

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	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	1	0	0	4	0	0	0	0	0	0	0	0	0	5

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - 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	
Attendance below 90 percent	33	21	27	23	29	15	0	0	0	0	0	0	0	148
One or more suspensions	5	2	13	15	19	7	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	27	49	50	62	71	64	0	0	0	0	0	0	0	323

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	9	19	25	29	15	0	0	0	0	0	0	0	108

Year 2016-17 - 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	
Attendance below 90 percent	33	21	27	23	29	15	0	0	0	0	0	0	0	148
One or more suspensions	5	2	13	15	19	7	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	62	71	64	0	0	0	0	0	0	0	197

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	9	19	25	29	15	0	0	0	0	0	0	0	108

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The component that scored the lowest was ELA. This has been an ongoing trend for the last several years.

Which data component showed the greatest decline from prior year?

The component that showed the greatest decline was ELA lowest quartile. The percentage in 2017 for lowest quartile dropped from 36 to a 32.

Which data component had the biggest gap when compared to the state average?

ELA had the biggest gap when compared to the state average.
 The ELA average for the school was 19 and the state average was at 56.

Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement was math lowest quartile increasing from 38 to 65. This has not been the trend in the past 3 years, however we are expecting to continue this upward trend.

Describe the actions or changes that led to the improvement in this area.

Some of the changes that contributed to this improvement in math scores were the following:
 -departmentalization
 - strategic grouping
 -consistent small group interventions
 -incentives and creative math practice by Math Coach (Tamala Vaughn)

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	19%	56%	56%	22%	50%	52%
ELA Learning Gains	39%	57%	55%	53%	52%	52%
ELA Lowest 25th Percentile	32%	51%	48%	46%	45%	46%
Math Achievement	38%	62%	62%	25%	57%	58%
Math Learning Gains	65%	60%	59%	50%	58%	58%
Math Lowest 25th Percentile	59%	47%	47%	63%	45%	46%
Science Achievement	24%	49%	55%	25%	43%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26 (33)	36 (21)	15 (27)	15 (23)	15 (29)	17 (15)	124 (148)
One or more suspensions	1 (5)	0 (2)	2 (13)	2 (15)	4 (19)	8 (7)	17 (61)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (27)	0 (49)	0 (50)	59 (62)	58 (71)	52 (64)	169 (323)

Grade Level Data

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	2018	16%	59%	-43%	57%	-41%
	2017	24%	57%	-33%	58%	-34%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	24%	58%	-34%	56%	-32%
	2017	10%	56%	-46%	56%	-46%
Same Grade Comparison		14%				
Cohort Comparison		0%				
05	2018	23%	56%	-33%	55%	-32%
	2017	18%	54%	-36%	53%	-35%
Same Grade Comparison		5%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	63%	-23%	62%	-22%
	2017	27%	61%	-34%	62%	-35%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	27%	63%	-36%	62%	-35%
	2017	22%	64%	-42%	64%	-42%
Same Grade Comparison		5%				
Cohort Comparison		0%				
05	2018	42%	62%	-20%	61%	-19%
	2017	23%	60%	-37%	57%	-34%
Same Grade Comparison		19%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	22%	51%	-29%	55%	-33%
	2017					
Cohort Comparison						

Subgroup Data

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							

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
BLK	18	39	32	37	64	59	24				
FRL	19	39	32	37	65	59	24				
2017 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 2015-16	C & C Accel 2015-16
SWD	7	9	15	7	22	29	8				
ELL	20	27		33	50						
BLK	15	36	36	23	37	31	18				
FRL	16	35	36	24	38	33	18				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	Based on trend data, reading proficiency shows the lowest data component. Less than 25 percent of students in grades 3-5 met reading proficiency.
Intended Outcome	If foundational literacy skills are strategically taught, then there will be an increase in reading proficiency and a decrease of students scoring level 1 in ELA on the FSA.
Point Person	Robin Yassen (robin.yassen@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Met with our Cadre Director, Mr. Ernie Lazano, to plan and design our 2018-2019 instructional timelines, assessment calendar, and non-negotiable resources to be used throughout the year. 2. Teacher will attend professional development in foundational literacy skills provided by the Literacy Coach to increase the quality of Tier 1 and Tier 2 instruction. 3. We have embedded Saxon Phonics as a part of our Tier 1 instruction in grades K-3. 4. Rehearsing for the Common Core has been implemented daily as a a part of Tier 1 instruction. 5. Reaching for the New Reading Standards has been implemented as a part of Tier 2 instruction. 6. Teachers will attend weekly meetings to effectively plan and incorporate foundational literacy skills. 7. Lowest quartile students will be pulled for small explicit Tier 2 or Tier 3 Instruction. 8. Larkdale has partnered with the James Patterson Reading Initiative. 9. Teachers will participate in year-long professional development as part of the James Patterson Reading Initiative.
Person Responsible	Robin Yassen (robin.yassen@browardschools.com)
Plan to Monitor Effectiveness	
Description	Teachers will monitor the effectiveness of the instructional programs by completing ongoing progress monitoring that's embedded in the TIER 1 and intervention programs. A data room was created for teachers and students to monitor their on-going progress. Every student in the school has an individual data card that documents their data. This room is used for student and teacher data chats. Literacy Coach and Principal will meet with teachers bi-weekly to progress monitor the effectiveness of these programs. Additionally, our Cadre Director and Instructional Facilitator, Dr. Malva Thomas monitors our data weekly, by participating in walk throughs and data chats with the leadership team.
Person Responsible	Carla Hart (carla.hart@browardschools.com)

Activity #2	
Title	MATH
Rationale	Less than 50% of students are scoring a level 3 or higher in the area of proficiency.
Intended Outcome	If students master basic foundational math skills, then there will be an increase in math proficiency and a steady increase in learning gains and lowest quartile.
Point Person	Tamala Vaughn (tamala.vaughn@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Met with our Cadre Director, Mr. Ernie Lazano, to plan our 2018-2019 assessment calendar and non-negotiable resources to be used throughout the year. 2. Grades K-5 have embedded ADD Math as part of our TIER 1 instruction daily. 3. Teachers will receive professional development in the use of foundational skills through Acaletics and Reflex Math. 4. Teachers will implement these programs within their instructional math block. 5. Math Coach will provide classroom support to teachers. 6. Lowest quartile students will be pulled for small group instruction to ensure mastery of foundational skills.
Person Responsible	Tamala Vaughn (tamala.vaughn@browardschools.com)
Plan to Monitor Effectiveness	
Description	<p>Formal and informal assessments will be used to monitor the effectiveness of these programs.</p> <p>Administration and Math Coach will conduct classroom walk throughs to monitor the fidelity of instructional delivery. A data room was created for teachers and students to monitor their on-going progress. Every student in the school has an individual data card that documents their data. This room is used for student and teacher data chats. Additionally, our Cadre Director and Instructional Facilitator, Dr. Malva Thomas monitors our data weekly, by participating in walk throughs and data chats with the leadership team.</p>
Person Responsible	Tamala Vaughn (tamala.vaughn@browardschools.com)

Activity #3	
Title	Science
Rationale	Less than 50% of students are scoring a level 3 or higher in the area of proficiency in Science.
Intended Outcome	If students are exposed to more hands on science experiments and increase their comprehension skills, then students will increase their level of proficiency based on the FSA.
Point Person	[no one identified]
Action Step	
Description	<ol style="list-style-type: none"> 1. Science Coach will collaborate with science teachers to create and design hands on activities that are aligned to state standards. 2. Science Coach will model effective instructional delivery to engage students. 3. Literacy Coach will provide each classroom with high interest science library books for independent reading.
Person Responsible	Tamala Vaughn (tamala.vaughn@browardschools.com)
Plan to Monitor Effectiveness	
Description	Formal and informal assessments will be used to progress monitor mastery of standards. A data room was created for teachers and students to monitor their on-going progress. Every student in the school has an individual data card that documents their data. This room is used for student and teacher data chats. Additionally, our Cadre Director and Instructional Facilitator, Dr. Malva Thomas monitors our data weekly, by participating in walk throughs and data chats with the leadership team.
Person Responsible	Tamala Vaughn (tamala.vaughn@browardschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Larkdale Elementary will increase parent involvement through parent nights that focus on specific academic subjects in all grades. We will also increase parental involvement by hosting family nights at various community locations. Lastly, wrap-around services that develop family and community partnerships will be provided.

PFEP Link

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

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

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

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

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

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.

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

Our school has a variety of business partners that increases advanced college and career awareness amongst our student population. We also have an annual Career Day to expose our students to an array of professions throughout the community.

Part V: Budget

Total:	\$189,976.25
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