

Broward County Public Schools

Larkdale Elementary School



2019-20 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: 7/29/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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*
School Grades History	2018-19: D (39%) 2017-18: D (39%) 2016-17: F (29%) 2015-16: C (41%) 2014-15: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	D	F	C

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<https://www.floridacims.org>.

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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	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.
Vaughn, Tamala	Instructional Coach	Math Coach and Science Contact, 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, working with teachers to provide resources and interventions for students (and staff) experiencing difficulties socially, emotionally, behaviorally, and academically, and working with groups of students in counseling groups.
Grosvenor, Nicole	Teacher, ESE	ESE Specialist and Teacher 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.
Kirkland, Lattecia	Teacher, K-12	Third Grade Teacher and Team Leader , 21st Century After Care Supervisor providing instruction to students in 3rd grade, working as liaison between 3rd grade teachers and administration to address team concerns, and providing extended learning opportunities to K- 5 students in the 21st Century After Care Program.
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.
	Instructional Coach	Literacy Coach K-5, 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.

Early Warning Systems

Current Year

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	75	88	55	64	51	57	0	0	0	0	0	0	0	390
Attendance below 90 percent	20	19	17	14	6	14	0	0	0	0	0	0	0	90
One or more suspensions	2	3	4	9	3	8	0	0	0	0	0	0	0	29
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	34	29	36	0	0	0	0	0	0	0	99

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	2	1	23	10	24	0	0	0	0	0	0	0	61

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	3	2	17	7	17	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

19

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - 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	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 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	7	14	5	5	14	13	0	0	0	0	0	0	0	58

Prior Year - 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	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 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	7	14	5	5	14	13	0	0	0	0	0	0	0	58

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	20%	59%	57%	16%	55%	55%
ELA Learning Gains	39%	60%	58%	35%	58%	57%
ELA Lowest 25th Percentile	32%	54%	53%	36%	53%	52%
Math Achievement	41%	65%	63%	24%	61%	61%
Math Learning Gains	71%	66%	62%	38%	63%	61%
Math Lowest 25th Percentile	57%	53%	51%	33%	52%	51%
Science Achievement	13%	46%	53%	18%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	88 (0)	55 (0)	64 (0)	51 (0)	57 (0)	390 (0)
Attendance below 90 percent	20 (26)	19 (36)	17 (15)	14 (15)	6 (15)	14 (17)	90 (124)
One or more suspensions	2 (1)	3 (0)	4 (2)	9 (2)	3 (4)	8 (8)	29 (17)
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 (0)	0 (0)	0 (0)	34 (59)	29 (58)	36 (52)	99 (169)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	60%	-35%	58%	-33%
	2018	16%	59%	-43%	57%	-41%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	23%	62%	-39%	58%	-35%
	2018	24%	58%	-34%	56%	-32%
Same Grade Comparison		-1%				
Cohort Comparison		7%				
05	2019	13%	59%	-46%	56%	-43%
	2018	23%	56%	-33%	55%	-32%
Same Grade Comparison		-10%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	65%	-32%	62%	-29%
	2018	40%	63%	-23%	62%	-22%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	57%	67%	-10%	64%	-7%
	2018	27%	63%	-36%	62%	-35%
Same Grade Comparison		30%				
Cohort Comparison		17%				
05	2019	33%	64%	-31%	60%	-27%
	2018	42%	62%	-20%	61%	-19%
Same Grade Comparison		-9%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	12%	49%	-37%	53%	-41%
	2018	22%	51%	-29%	55%	-33%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

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						

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
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
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 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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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 Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component that scored the lowest was 5th Grade Science. Our students' 5th grade ELA proficiency was weak and this contributed to the overall weakness in science. Students performed at a 13 percent proficiency in both areas. Our subgroup data showed that Black students scored at a 9% proficiency, while students on FRL scored at a 13% proficiency. Students in both subgroups struggle with Science, and last year both subgroups scored a 24% proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component that showed the greatest decline from the prior year, was 5th Grade Science. Science went from a 24% proficiency down to a 13% proficiency. Our students' 5th grade ELA proficiency was weak and this contributed to the overall weakness in science. Students performed at a 13 percent proficiency in both areas (ELA and Science). Our subgroup data showed that SWD scored at a 10% proficiency, BLK students scored at a 19% proficiency, FRL students scored at a 20% proficiency in ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Science. The Science average for the school was a 13% proficiency, while the state average was a 53% proficiency. Our subgroup data showed that BLK students scored at a 9% proficiency, while students on FRL scored at a 13% proficiency. Factors contributing to this gap include students inability to understand science vocabulary and application of real-world science content.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Math overall learning gains. Math Learning gains increased from a 65% proficiency to a 71% proficiency. New actions the school took in this area included the school-wide implementation of Add Math, Math 4 Today (grades 3-5), and departmentalization in grades 4-5. Additional pull-out support also contributed this increase in math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern include ELA. There will continue to be a strong emphasis in the area of reading to ensure the proficiency in this area of focus. When the proficiency in ELA increases, all

other data components will also increase, including that of our BLK, FRL, and SWD subgroup population. Our data also shows that 5th grade Science data increases(or decreases) as 5th grade ELA data increases (decreases).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA
2. Science
3. Attendance
4. Behavior
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Science- Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students
Rationale	Science was the lowest data component, had the greatest decline from the prior year, and also had the greatest gap when compared to the state.

State the measurable outcome the school plans to achieve

By June 2020, Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students will score at or above 30% on the 5th grade State Science Assessment.

Person responsible for monitoring outcome

Tamala Vaughn (tamala.vaughn@browardschools.com)

Evidence-based Strategy

An evidence-based strategy will be the implementation of student note-taking skills by using Thinking Maps.

Rationale for Evidence-based Strategy

An evidence-based strategy will be the implementation of student note-taking skills by using Thinking Maps. This research-based strategy helps students reach higher levels of critical and creative thinking. This strategy can also be used across disciplines.

Action Step

Description	<ol style="list-style-type: none"> 1. Coaches will collaborate with the science teacher to implement a Science instructional focus calendar. 2. Teachers will incorporate vocabulary, comprehension, and hands-on explorations for each science standard. 3. Teachers will receive professional development in note-taking strategies to implement in the classroom. 4. Coaches will provide support to the teachers. 5. Formal and informal assessments will be used to progress monitor students' progress towards mastery.
Person Responsible	Tamala Vaughn (tamala.vaughn@browardschools.com)

#2	
Title	ELA-Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students
Rationale	Though ELA data demonstrated an increase in proficiency and learning gains by 1%, learning gains from the lowest quartile decreased by 3%, and ELA continues to fall below the state average.
State the measurable outcome the school plans to achieve	By June 2020, Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students will demonstrate learning gains in ELA of 45% on the FSA.
Person responsible for monitoring outcome	Lattecia Kirkland (latteciasimone.kirkland@browardschools.com)
Evidence-based Strategy	The evidence-based strategy that will be utilized is Balanced Literacy.
Rationale for Evidence-based Strategy	If students are exposed to explicit skill instruction using authentic texts, students will move toward proficiency and becoming lifelong readers. One of the resources used to make this decision is "The New Balanced Literacy School: Implementing Common Core" by Becky McTague and Margaret Mary Policastro.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers in grades K-3 will embed Saxon Phonics into their Tier 1 instruction. 2. Teachers will participate in professional development, as needed, to implement strategies from the James Patterson University of Florida Literacy Initiative. 3. Literacy Coach will collaborate with teachers to effectively analyze data, plan for instruction and progress monitor students' growth towards proficiency. 4. Teachers will continue to implement "Rehearsing for the Common Core" as a part of their Tier 1 instruction. 5. Teachers will implement "Reading by Genre" as part of their Tier 2 and Tier 3 intervention instruction. 6. "Write Score" will be used as a tool to progress monitor the ELA Writing in grades 4-5. 7. Lowest quartile students will be provided small group pull-out for more targeted Tier 2 or Tier 3 instruction. 8. Literacy Coach will provide support to teachers through modeling and professional development.
Person Responsible	Lattecia Kirkland (latteciasimone.kirkland@browardschools.com)

#3	
Title	Mathematics-Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students
Rationale	Though we have shown improvement in the area of mathematics, there are still fewer than 50% of students scoring at a level 3 or higher in the area of mathematics on the FSA.
State the measurable outcome the school plans to achieve	By June of 2020, Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students will demonstrate learning gains of 68% on the FSA.
Person responsible for monitoring outcome	Tamala Vaughn (tamala.vaughn@browardschools.com)
Evidence-based Strategy	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, 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 Step	
Description	<ol style="list-style-type: none"> 1. Teachers will continue to embed ADD Math into Tier 1 instruction 2. Teachers will utilize small group instruction to better meet the needs of students. 3. Math Coach will provide support and modeling for teachers, as needed. 4. Lowest quartile students will be pulled for additional support in mastering foundational skills 5. Math Coach will meet with teachers, monthly, to analyze data and plan for instruction and remediation.
Person Responsible	Tamala Vaughn (tamala.vaughn@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The remaining school-wide improvement priorities will be addressed through weekly Leadership meetings and Professional Learning Communities to monitor and analyze data and school initiatives, and through walkthroughs to monitor fidelity of instruction.

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 Schoolwide Improvement Plan 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 build positive relationships with parents, families, and other community stakeholders through parent nights that focus on specific academic content areas prekindergarten through 5th grade, family nights at various community locations to foster the school-parent-community partnership, and by providing wrap-around services through our Specialized Professionals Advancing Resources, Knowledge and Skills (SPARKS) program, guidance counselor, community liaison, and school social worker.

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.

The Guidance Counselor will work with small groups of students, specifically retained 3rd graders students who have difficulty working with other students and adults, and students with social-emotional needs. The SPARKS will provide support to students and families including counseling, community resources and agency information, food and clothing. In addition, we will implement the 5000 Role Models mentoring program and assign mentors to students needing behavior supports.

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

Strategies that Larkdale Elementary employs to support incoming and outgoing cohorts of students include kindergarten round-up to prepare entering kindergarten students and parents with a preview of the kindergarten experience and school expectations, meet and greet for parents and students to meet their teachers and visit their classrooms, wrap-around services that develop family and community partnerships, including uniforms and backpacks with school supplies. We will also coordinate visits from the feeder Middle Schools to give 5th graders an overview of each school and prepare students for a smooth transition to middle school.

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 Facilitator, Allegra Marshall, 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 academics or behavior issues 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 during Professional Learning Communities and with data chats with teachers.

Title I:

Funds are utilized for additional teachers, professional development, community liaison, and parent involvement activities, materials, and supplies. The Leadership Team meets weekly to discuss data, needs of students and staff, and resources and/or initiatives to meet the needs.

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

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

1	III.A.	Areas of Focus: Science- Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students				\$8,350.88
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$2,190.88
			Notes: J & J Educational Bootcamp: Purchase Science Speed Bags for grades 4-5 that allows students to illustrate science concepts as indicated in the Next Generation Sunshine State Standards. This game includes FCAT 2.0 practice questions that may be used as a classroom activity, assessment, or as an integration to science during art class. Vendor: J & J Educational Bootcamp * Science Speed Bag Student Booklets Grade 5- 4 sets @\$350.00 * Science Boot Camp Class Pkg. Grade 4 1 set@ 495.00 Total w/shipping 2189.50 \$2,190.00			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,192.00
			Notes: Florida Coach Science: Purchase Florida Coach Science for 4th and 5th grade students.			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$319.00
			Notes: Composition Books (40 sets of 3) These composition Books will be used during science instruction as students use Thinking Maps for notetaking			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,070.00
			Notes: Educational Development Associates, Inc. ACALECTICS: Science student quick-picks, used to provide an additional instructional support in the area of science. \$1,068.93			
	5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$594.00

			<i>Notes: Purchase site license for Study Island: Science Library program license.</i>			
	5100	310-Professional and Technical Services	0621 - Larkdale Elementary School	UniSIG		\$2,985.00
			<i>Notes: J&J Educational Boot Camp: Will conduct hands on lab sessions with student groups.</i>			
2	III.A.	Areas of Focus: ELA-Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students				\$177,079.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,810.00
			<i>Notes: Write Score Writing Program to administer text based writing to students and review feedback from Write Score to change the instruction</i>			
	5100	210-Retirement	0621 - Larkdale Elementary School	UniSIG		\$2,064.00
			<i>Notes: Fringe Retirement: Retirement @ 8.26% for 2 paraprofessionals.</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$7,094.00
			<i>Notes: Rally Education for grades 2-4 reading materials (Reading by genre) \$6,304.00 + \$790.00= \$7,094.00</i>			
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$8,100.00
			<i>Notes: ELO Stipends: Stipends for teachers to provide tutoring and extended learning opportunities in English Language Arts, Science, and Mathematics. Each teacher (6 total) will be paid a stipend of \$30 per hour for 2 hours for 12 weeks.</i>			
	5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$5,253.00
			<i>Notes: Renaissance, myON: Purchase site license for MyON Reader and MyON News to be utilized by students to read high interest text on the students' individual lexile levels. MyON is a digital library of enhanced reading content for students in Grades KG-12. MyON measures reading with quizzes and provides data about student reading engagement. These data points offer important insights into whether students are on the path to reading proficiency and growth. Embedded Lexile Level assessments and optional end-of-book quizzes within the MyON environment enable seamless measurement of student growth.</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$1,911.00
			<i>Notes: Fringe Social Security: Employment Social Security @ 7.65% for 2 paraprofessionals.</i>			
	5100	230-Group Insurance	0621 - Larkdale Elementary School	UniSIG		\$16,464.00
			<i>Notes: Fringe: Group Insurance @ \$8232 for 2 paraprofessionals</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$455.00
			<i>Notes: Fringe Worker's Comp: Employee Workers Compensation @1.82% for 2 paraprofessionals.</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$13.00
			<i>Notes: Fringe Unemployment Comp: Unemployment Compensation @ 0.05% for 2 paraprofessionals.</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$620.00

			<i>Notes: Fringe Social Security: Employment Social Security @ 7.65% for ELO Stipends</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$148.00
			<i>Notes: Fringe Worker's Comp: Employee Workers Compensation @1.82% for ELO Stipends</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$5.00
			<i>Notes: Fringe Unemployment Comp: Unemployment Compensation @ 0.05% for ELO Stipends</i>			
	5100	644-Computer Hardware Non-Capitalized	0621 - Larkdale Elementary School	UniSIG		\$10,780.00
			<i>Notes: 20 Lenova M720q Desktop Computers Each teacher in grades K-2 will receive 2 computers per class to support and increase our iReady usage in reading and math. \$10,580.00 (desktops) + \$200.00 delivery & deployment= TOTAL \$10,780.00</i>			
	5100	130-Other Certified Instructional Personnel	0621 - Larkdale Elementary School	UniSIG	0.75	\$30,000.00
			<i>Notes: One Interventionist Salary: Hire 1 interventionist to support the implementation of interventions for students in the lowest quartile.</i>			
	6400	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$5,400.00
			<i>Notes: Training Stipends: Provide stipends to 30 K-5th grade teachers, coaches, and administrator to participate in a 6 hr. Thinking Maps training (9/14/19). Teachers will engage in the Comprehension Strategies training that aligns directly with the school's vision for Balanced Literacy; not limited to whole group strategies, guided reading groups, and writing on a daily basis. This training will work with teachers to understand the major comprehension strategies supported by research and demonstrate how to connect these strategies with Thinking Maps in preparation for the Florida Assessments and College and Career Readiness standards. Each participant will receive a \$30.00 hr. stipend upon their completion of follow-up assignment. Allocation: \$5,400.00</i>			
	6400	310-Professional and Technical Services	0621 - Larkdale Elementary School	UniSIG		\$3,600.00
			<i>Notes: Consultant/Training. A 6 hr. training will be delivered to 30 teachers K-5 on 9/14/19. Consultant will return in December 2019 for follow-up consultation with administration, coaches, and each individual team. Allocation: \$1,800.00 X 2 visits= 3,600.00</i>			
	6400	330-Travel	0621 - Larkdale Elementary School	UniSIG		\$5,985.00
			<i>Notes: Allocate funds for teacher registration fee to attend the Ron Clark Academy Educator Training in Atlanta, Georgia. This professional development consists of classroom observations and workshops designed to equip educators with skills to change school culture in order to impact student achievement in the academic areas (ELA, math, science, and social studies). Three individuals (teachers and instructional coaches) will attend the two day training at a cost of \$995 per person for a total of \$2,985 Allocate \$1,000.00 per person for Travel/Lodge/Food for Ron Clark's 2 day Institute in Atlanta, Georgia. Allocate: \$3,000.00 for travel for 3 participants</i>			
	6400	330-Travel	0621 - Larkdale Elementary School	UniSIG		\$6,900.00
			<i>Notes: Standards Institute conference Registration February 10- 14 in Orlando. This 5 day training is designed to build, improve and sustain equitable instructional excellence in ELA, math, and leadership. This conference helps build rigor in standards based instruction. Two instructional staff will attend this conference. Allocation 2,450.00 X 2 = \$4,900 Allocate \$1,000.00 per person for Travel/Lodge/Food for Standards Institute 5 day Conference in Orlando, Florida. Allocate: \$2,000.00 for travel for 2 participants</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$2,506.00
			<i>Notes: School Specialty, Wordly Wise: Purchase supplementary vocabulary materials and resources from School Specialty to support increasing student vocabulary. *3 Classroom</i>			

			Sets in grade 5 @ \$256.70 = \$770.10 * 3 Classroom Sets in grade 4 @ \$256.70 = \$770.10 * 4 Classroom Sets in grade 3 @ \$240.95 = \$963.80 Allocation: \$2,506.00			
	5100	150-Aides	0621 - Larkdale Elementary School	UniSIG	1.42	\$24,980.00
			Notes: Two Paraprofessionals Salaries. Hire 2 new paraprofessionals to support the implementation of literacy instruction in grades 4 and 5.			
	5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$13,720.00
			Notes: Curriculum Associates, iReady: Purchase site licenses for I-Ready and I-Ready Toolbox for 301-500 licenses to support students in Grades K-5 through the implementation of high quality instructional materials and progress monitoring. This will include the use of technology for intervention opportunities through the I-Ready Platform. This program will have a positive impact on our learning gains.			
	5100	210-Retirement	0621 - Larkdale Elementary School	UniSIG		\$3,115.00
			Notes: Fringe Retirement: Retirement @ 8.26% for 1 Interventionist			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$2,790.00
			Notes: Fringe Social Security: Employment Social Security @ 7.65% for 1 Interventionist			
	5100	230-Group Insurance	0621 - Larkdale Elementary School	UniSIG		\$8,232.00
			Notes: Fringe: Group Insurance @ \$8232 for 1 Interventionist			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$708.00
			Notes: Fringe Worker's Comp: Employee Workers Compensation @1.82% for 1 Interventionist			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$20.00
			Notes: Fringe Unemployment Comp: Unemployment Compensation @ 0.05% for 1 Interventionist			
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$414.00
			Notes: Fringe Social Security: Employment Social Security @ 7.65% for PD Stipends			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$99.00
			Notes: Fringe Worker's Comp: Employee Workers Compensation @1.82% for PD Stipends			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$3.00
			Notes: Fringe Unemployment Comp: Unemployment Compensation @ 0.05% for PD Stipends			
	6400	310-Professional and Technical Services	0621 - Larkdale Elementary School	UniSIG		\$3,000.00
			Notes: Curriculum Associates, iReady Training: Purchase Professional and Technical services for professional development for teachers on the use of iReady Platform. An iReady consultant will provide on-site professional development for teachers to meet the individual learning needs of educators at each phase of implementation. This will include the use of technology for intervention opportunities through the I-Ready Platform. This program will have a positive impact on our learning gains.			

	7730	330-Travel	0621 - Larkdale Elementary School	UniSIG		\$3,990.00
			Notes: Allocate funds for teacher registration fee to attend the Ron Clark Academy Educator Training in Atlanta, Georgia. This professional development consists of classroom observations and workshops designed to equip educators with skills to change school culture in order to impact student achievement in the academic areas (ELA, math, science, and social studies). Two administrator will attend the two day training at a cost of \$995 per person for a total of \$1,990 Allocate \$1,000.00 per person for Travel/Lodge/Food for Ron Clark's 2 day Institute in Atlanta, Georgia. Allocate: \$2,000.00 for travel for 2 participants			
	7730	330-Travel	0621 - Larkdale Elementary School	UniSIG		\$6,900.00
			Notes: Standards Institute conference Registration February 10- 14 in Orlando. This 5 day training is designed to build, improve and sustain equitable instructional excellence in ELA, math, and leadership. This conference helps build rigor in standards based instruction. Two administrators will attend this conference. Allocation 2,450.00 X 2 = \$4,900 Allocate \$1,000.00 per person for Travel/Lodge/Food for Standards Institute 5 day Conference in Orlando, Florida. Allocate: \$2,000.00 for travel for 2 participants			
3	III.A.	Areas of Focus: Mathematics-Students w/Disabilities, Black/African American Students and Economically Disadvantaged Students				\$19,573.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$6,822.00
			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. Vendor: ACALETICS			
	5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$3,295.00
			Notes: Explore Learning, Reflex Math: Purchase school-wide site license for Reflex Math to improve students automaticity with mathematical computation in adding, subtracting, multiplying, and dividing.			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$2,250.00
			Notes: Grow Publications- ADD MATH Purchase instructional Materials for k-5th Grade to be used daily to assist with math fluency and spiral of math concepts.			
	5100	519-Technology-Related Supplies	0621 - Larkdale Elementary School	UniSIG		\$3,380.00
			Notes: Headphones for 400 students to use with their one-to-one laptop devices, These headphones will be used for IReady lessons and other individual instructional learning pathways.			
	5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$3,826.00
			Notes: Purchase site license for First in Math subscriptions to improve students automaticity with mathematical computation in adding, subtracting, multiplying, and dividing.			
					Total:	\$205,002.88