

Broward County Public Schools

Larkdale Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	18
Budget to Support Goals	19

Larkdale Elementary School

3250 NW 12TH PL, Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Carla Hart

Start Date for this Principal: 7/27/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	19

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	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, position title, and job duties/responsibilities 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.
Yassen, Robin	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.

Demographic Information

Principal start date

Monday 7/27/2015, 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

19

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	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

Date this data was collected or last updated

Wednesday 8/26/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						
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				

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
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 5th grade students scored at a 13 percent proficiency in Science, a decrease of 11 percentage points from 2018 (24%). Our subgroup data showed that BLK 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 (2018) down to a 13% proficiency (2019). 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 5th Grade 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, limited prior knowledge and exposure to science texts, and application and exploration 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 Learning Gains. Math Learning gains increased from a 65% proficiency (2018) to a 71% proficiency (2019). 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 pullout support also contributed this increase in math. New actions included instituting a High-achieving class for grades 1-5, with highly qualified teachers or teachers with proven track records of increasing student achievement. Additional support staff was hired to work with teachers and students in grades 3-5 to provide push-in and small group support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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 ESSA 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. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Though ELA data for grades 3-5 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 district and state average.

Measurable Outcome: By January 2021, SWD, BLK and FRL students in grades 3-5 will demonstrate learning gains on the iReady Diagnostic #2 Assessment. By June 2021, SWD, BLK and FRL students in grades 3-5 will demonstrate learning gains in ELA of 45% on the 2021 FSA.

Person responsible for monitoring outcome: Robin Yassen (robin.yassen@browardschools.com)

Evidence-based Strategy: The evidence-based strategies that will be used is Teach Like a Champion.

Rationale for Evidence-based Strategy: This strategy was selected because it emphasizes 62 strategies that put students on the pathway to college. 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-3 Teachers will embed Saxon Phonics into their Tier 1 instruction.
2. Teachers in grades K-2 will implement strategies from the James Patterson University of Florida Literacy Initiative.
3. Grades 2-5 Teachers will continue to implement "Rehearsing and Exploring the Standards" as a part of their Tier 1 instruction.
4. 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.
5. "Write Score" will be used to progress monitor the ELA Writing in grades 4-5.
6. Students will be provided small group pull-out for targeted Tier 2 or Tier 3 instruction with the assistance of Educational Support Professionals (ESP's).
7. 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.

Person Responsible: Robin Yassen (robin.yassen@browardschools.com)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Science was the lowest data component, based, had the greatest decline from the prior year, and also had the greatest gap when compared to the state.

Measurable Outcome: By June 2021, 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 STEMscopes as Tier 1 instruction.

Rationale for Evidence-based Strategy:

The rationale for using this strategy is that it provides the rigor and depth demanded by the Next Generation Science Standards (NGSS) and helps students reach higher levels of critical and creative thinking through hands-on lessons and resources. It provides differentiation for intervention and acceleration. For teachers, it also provides embedded professional development and facilitation resources.

Action Steps to Implement

1. Science Coach will collaborate with the teachers to implement a Science instructional focus calendar.
2. Teachers will incorporate vocabulary, comprehension, and hands-on explorations for each science standard.
3. Coaches will provide support to the teachers.
4. Formal and informal assessments will be used to progress monitor students' progress towards mastery.

Person

Responsible [no one identified]

#3. Instructional Practice specifically relating to Math

Area of Focus Description and 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.
Measurable Outcome:	By January of 2021, ESSA students will demonstrate an increase of learning gains as based on the i-Ready Diagnostic #2 assessment. By June of 2021, ESSA Students will demonstrate learning gains of 68% on the 2021 FSA.
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.
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.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance will be monitored and addressed through the combined efforts of the Specialized Professionals Advancing Resources, Knowledge, and Skills (SPARKS) program, Registrar/IMT, and Administration.

Behavior will be addressed through the implementation of the School-wide Positive Behavior Plan (SPBP) and the District's Discipline Matrix.

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 ensuring all stakeholders are involved.

Larkdale Elementary will build positive school culture and environment with parents, families, and other community stakeholders through School Advisory Council (SAC) meetings and Community Assessment Team (CAT) meetings. Larkdale will continue to provide 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 SPARKS program, guidance counselor, community liaison, and school social worker. Larkdale will also work to build a positive school culture and environment through continual communication with parents by way of Open House and Parent-Teacher Conferences, face-to-face and through virtual platforms.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$148,716.25
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0621 - Larkdale Elementary School	UniSIG	2.0	\$37,260.00
			Notes: ***Two paraprofessionals Salaries. Hire 2 paraprofessionals to support the implementation of literacy instruction in grades 4 and 5. (Pre-approved positions)			
	5100	130-Other Certified Instructional Personnel	0621 - Larkdale Elementary School	UniSIG	1.0	\$57,540.00
			Notes: ***Interventionist Salary: Hire 1 interventionist to support the implementation of Reading interventions for the lowest quartile. (TIER 2 and TIER 3 instruction) (Pre-approved position)			
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$8,280.00
			Notes: ELO Stipends: Stipends for six teachers to provide tutoring and extended learning opportunities for students in grades 2-5 from October 2020 to April 2021 in English Language Arts, Science, and Mathematics. Each teacher will be paid \$30.00 per hour for two hours/ week. - ELO Student Camp Time: 2 hours/week x 23 weeks = 46 hours - ELO Student Camp Stipends: 6 teachers x 46 hours x \$30 stipend = \$8,280			
	5100	210-Retirement	0621 - Larkdale Elementary School	UniSIG		\$9,413.25

			<i>Notes: Fringe Retirement: Retirement @8.26 for 2 Interventionist Fringe Retirement @ 8.26 for 2 paraprofessionals</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$8,890.00
			<i>Notes: Fringe: Social Security: 1 teacher, 2 paras, ELO Stipends</i>			
	5100	230-Group Insurance	0621 - Larkdale Elementary School	UniSIG		\$24,885.00
			<i>Notes: Fringe: Health Insurance: 1 teacher, 2 paras</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$2,358.00
			<i>Notes: Fringe: Worker's compensation: 1 teacher, 2 paras, ELO Stipends</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$90.00
			<i>Notes: Fringe: Unemployment: 1 teacher, 2 paras, ELO Stipends</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$15,990.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$5,000.00
			<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. - Grade 2: CRS Quik Pik Book 3 - Grade 3: CRS Quik Pik Book 3-4 - Grade 4: CRS Quik Pik Book 3-4 - Grade 5 CRS Quik Pik Book 3-4</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$475.00
			<i>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.</i>			
	5100	369-Technology-Related Rentals	0621 - Larkdale Elementary School	UniSIG		\$705.00
			<i>Notes: Mountain Math/Language LLC Site License Purchase Common Core Math Online for 2nd-5th Grade to be used daily to assist with math fluency and spiral of math concepts. License term date cannot extend pass August 31, 2021.</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$8,000.00
			<i>Notes: Lakeshore Learning Materials Math Manipulatives for students in K-5 (i.e. Flashcards, counters, hands on math kits, etc.)</i>			
	6400	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,810.00
			<i>Notes: Purchase 30 copies of the Distance Learning Playbook for teachers and administrators. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual. Also purchase 30 copies of Doug Lemov's Teach Like a Champion 2.0 Book Study. This book provides teacher with strategies to use daily in their classrooms, including everything from boosting academic rigor, to improving classroom management, and inspiring student engagement</i>			
Total:						\$164,706.25