

Broward County Public Schools

Larkdale Elementary School



2022-23 Schoolwide Improvement Plan

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Larkdale Elementary School

3250 NW 12TH PL, Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Carla Hart

Start Date for this Principal: 6/27/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: D (39%) 2017-18: D (39%)
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	ATSI
* 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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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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SIP Authority

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Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hart, Carla	Principal	Instructional Leader, Operational Manager, and Head of School. Responsibilities include increasing student achievement, building capacity, leadership development, hiring and retention of school staff, managing school budgets, providing professional learning opportunities for staff, effective communication and transparency with all stakeholders, maintaining a safe, respectful, and inclusive learning environment, implementing and monitoring instructional plans, to name a few.
Woods, Cynthia	Assistant Principal	Instructional Leader, Assistant to Principal. Responsibilities include increasing student achievement, building capacity, leadership development, hiring and retention of school staff, managing school budgets, providing professional learning opportunities for staff, effective communication and transparency with all stakeholders, maintaining a safe, respectful, and inclusive learning environment, implementing and monitoring instructional plans, to name a few.
Marshall, Allegra	School Counselor	Classroom Guidance Group & Individual Counseling. Social Emotional Learning (SEL) Liaison Attendance. Threat Assessment Team Member (CPS/RTI) Facilitator. 504 Liaison Homeless Liaison. Attend Monthly Guidance Meetings. Child Abuse School Designee, School Uniform Designee, Character Education Kids of Character Kiwanis Terrific Kids Coordinator. Testing Coordinator. Specials Designee
Vaughn, Tamala	Math Coach	Principal Designee, K-5-Math Coach, Responsible for developing the Math Action Plan. Contact person for Acalectics program. Threat Assessment Team Member. Facilitated "Roll Out" of new Math Adopted Materials/Resources. Responsible for analyzing and interpreting K-5 Math data. I groups for the lowest 25%. Special Enrichment Small Group. ELO Camp Facilitator TIER-New Educator Support EQUIP. 5th Grade Designee.
Jones, Keisha	Reading Coach	3-5 Literacy Program, Reading Action Plan and Interventions. Part of CPS/RTI Team, Analyze and interpret 3-5 ELA Data Facilities & Monitor monthly ELA Checkpoints. Coordinate and Monitor ELA Push in/Support Monitor the lowest 35% groups of students for Interventions. The ELA PLC Facilitator, ELO Camp Facilitator-Attend Monthly District ELA Meetings.4th Grade Designee
Grosvenor, Nicole	Teacher, ESE	ESE Specialist- Responsibilities include working with staff to ensure students' I.E.P. goals are being followed and met, providing support to staff with students of disabilities, providing additional instruction to students with disabilities, meeting with parents to address their child's progress, and meeting with team of staff and parents to write I.E.P. goals

Name	Position Title	Job Duties and Responsibilities
Ragin, Otis	SAC Member	SAC Chair and P.E. Teacher Pk-5, Team Leader, and SAC Chair, providing physical education and SEL instruction to students, supporting Specials teachers and working as liaison between teachers and administration, collaborating with SAC team, parents, staff and community to write, monitor and implement the SIP, Parent-Family Engagement Plan and School-Parent Compact.
Kirkland, Lattecia	Teacher, K-12	1st Grade Teacher and Team Leader, providing instruction to students in 1st grade, supporting 1st grade teachers and working as liaison between teachers and administration, collaborating with team and parents to high quality instruction and learning.

Demographic Information

Principal start date

Saturday 6/27/2015, Carla Hart

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

380

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	64	52	53	69	68	57	0	0	0	0	0	0	0	363
Attendance below 90 percent	33	22	28	32	28	25	0	0	0	0	0	0	0	168
One or more suspensions	8	0	1	20	13	9	0	0	0	0	0	0	0	51
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 2022 statewide FSA ELA assessment	0	0	0	33	21	18	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	22	25	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	0	5	17	8	19	0	0	0	0	0	0	0	49

Using the table above, complete the table below with the number of students by current grade level who have 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	1	6	39	25	32	0	0	0	0	0	0	0	110

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	2	22	1	1	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 9/1/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	58%	56%				20%	59%	57%
ELA Learning Gains	59%						39%	60%	58%
ELA Lowest 25th Percentile	59%						32%	54%	53%
Math Achievement	48%	54%	50%				41%	65%	63%
Math Learning Gains	66%						71%	66%	62%
Math Lowest 25th Percentile	68%						57%	53%	51%
Science Achievement	29%	59%	59%				13%	46%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	60%	-35%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	23%	62%	-39%	58%	-35%
Cohort Comparison		-25%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	13%	59%	-46%	56%	-43%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	65%	-32%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-33%				
05	2022					
	2019	33%	64%	-31%	60%	-27%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	12%	49%	-37%	53%	-41%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	43	50	39	59	67	12				
ELL	57	88		67	81						
BLK	27	59	60	48	68	67	30				
FRL	29	59	61	47	66	65	26				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	70		33	40						

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	73
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	
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Trends that emerge across grade levels show a steady increase in proficiency in ELA, Math, and 5th grade Science proficiencies, as well as a continued increase in Learning Gains. The Lowest 25% is inconsistent as some years show tremendous learning gains in ELA and Math, and others show drops in learning gains.

Trends that emerge across subgroups show that SWD data is inconsistent across all subject areas, showing gains some years and losses other years. The ELL subgroup show consistent increases in all subject areas for proficiency and learning gains. The BLK and FRL data shows small but steady increases in ELA proficiency and learning gains, and with the exception of 2020-2021, above 40% proficiency in Math and 65% in learning gains.

Trends that emerge across core content areas show that, though ELA continues to show increases, we are still below 30% in overall proficiency for grades 3-5. Learning gains for ELA has increased 10% each of the past 3 assessment periods, however the Lowest 25% learning gains showed a drop of 11% in 2022, after a huge increase of 45% in 2021. Larkdale's students tend to do better in Math, with a proficiency rate above 40%, except for the 2021 school year where they showed decreases in proficiency (-7%), learning gains (-28%), and lowest 25% (-15). The year 2020-2021, showed decreases in Math in all subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement in ELA based on data from the iReady Diagnostic #3 assessment shows that Vocabulary is where we need the greatest improvement, followed closely by Comprehension of Informational text. Based on the 2022 FSA, Key Ideas and Details is where we need the greatest improvement, followed closely by Integration of Knowledge and Ideas.

Our greatest need for improvement in Math, based on the 2022 FSA, is Operations and Algebraic Thinking with the inclusion of fractions in 5th grade. In Science, our greatest need for improvement is Earth and Space Science.

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

The contributing factors for ELA include implementation of a new Reading series, focusing on B.E.S.T. standards while students are testing on FSA standards. For Math, the contributing factors include instruction incorporating the integration of previous year's skill loss due to Covid with current year's skills and standards and connecting benchmarks vertically and horizontally during planning and instruction. New actions that need to be taken are to increase the use of vocabulary strategies in all content areas with a focus on informational text, implementing the new math series with a focus on student mastery and thinking, and more opportunities for students to engage in science field trips and hands-on experiences in Science.

ELO camps, RED, 21st Century

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement in ELA is Language and Editing, as based on the 2022 FSA. In Math it is Numbers and Operations-Fractions for grades 3-4 and Base Ten for grade 5 as based on the 2022 FSA. In Science, it is the Nature of Science.

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

Contributing factors include:

- * Small intervention group pull outs.
- * Literacy Coach Push-in support into classes
- * District planning session for support
- * Increase in ELA Planning and Instruction time
- * implementation of a 2 hour content area professional development for teachers, afterschool, twice a month and on Saturdays
- *increase of math instructional time by 30 minutes to include Math Acceleration Time
- *Math ESSER Support position
- * the early implementation of Extended Learning Opportunity Camps for students in grades 2-5
- * Partnership with "Learning for Life" to implement hands-on science activities for students in grades K-5 during Early Release Days
- * Science field trips virtually, in-school, and face-to-face

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

In order to accelerate learning for this year, we will continue implementing the new actions used on last year, as well as providing professional development, based on Progress Monitoring data from formative assessments and F.A.S.T. data and implementation of Remediation and Enrichment Days (RED) to provide additional opportunities for students who struggle with benchmarks and enrichment for those who show mastery.

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

Professional Development opportunities for ELA include District support PD for Standards Based Instruction, Small Group Instruction- What it Looks Like, and Standards-Based Instruction and Planning. Professional Development opportunities for Math include SuccessMaker in the Classroom, Effective Small Group Instruction, Envision Interventions, Effective Use of Manipulatives, and Digging Into the B.E.S.T. Benchmark

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

Additional services include, but are not limited to

- *Capacity building through strengthening teacher's abilities to continuously improve student learning
- *Documented process to ensure success such as instructional calendars, assessment database, PLC Agenda and Notes
- *Continued support and monitoring from District and School-based Coaches
- *Shared decision-making
- *Continuous feedback and reflection

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on Larkdale 2022 FSA data we showed significant increase in the areas of ELA. Trends show there is still a need to close learning gaps in ELA for students in grades K-5.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 35% of students in grades K-5 will score a level 3 or higher as measured by the FAST ELA Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students progress in grades K-5 will be monitored using Quarterly IReady Diagnostics as well as the states PM1 and PM2 for students progress monitoring. Data from these progress monitoring tools will be analyzed to determine progress towards our goal of 35% Proficiency.

Person responsible for monitoring outcome:

Keisha Jones (keisha.jones@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers in grades K-5 need Instructional Guidance with Small Group Instruction and Standards-Based Instruction. Small Group has been proven to be effective when students need more Direct Instruction to achieve proficiency in Reading. Standards-Based instruction is crucial in determining what students need to learn and how they learn.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on the data trends and observations there is a need for Instructional Practice for Small Group instruction and Standards-based instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will participate in weekly Team Meetings
2. Teachers will participate in Monthly PLCs that are aligned to Standards-Based Instructions
3. Teachers will be provided District Support on Standards-Based Instruction
4. Literacy Coach will facilitate content aligned Planning for Instruction.

Person Responsible

Keisha Jones (keisha.jones@browardschools.com)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Though we have shown improvements in the area of mathematics, there are still fewer than 50% of students achieving proficiency.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By January 2023, students will demonstrate an increase of proficiency as based on the F.A.S.T. PM#2 assessment. By June 2023, 49% of students will demonstrate proficiency on the F.A.S.T. PM#3.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Math will be monitored by the number of minutes students spend on SuccessMaker and enVision Adaptive Practice. Math will also be monitored by enVision Topic Cumulative Assessments. Additionally, progress will be monitored by observing small group and whole group BEST aligned lessons, teacher questioning and probing, discussions that reflect thinking and the reasonableness of solutions, small group instruction and center activities. Feedback will be given and professional development offered.

Person responsible for monitoring outcome:

Tamala Vaughn (tamala.vaughn@browardschools.com)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategies that will be utilized is the Modified Gradual Release of Responsibility Model and small group instruction.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

The Modified Gradual Responsibility Model instills habits of mind that support the Mathematical Thinking and Reasoning Standards. Students start by persevering when examining cognitively complex tasks. Teachers use students' problem solving as a formative assessment to tailor instruction. Small group instruction provides students with time to work more closely with the teacher on a specific learning benchmark as well as gives teachers the opportunity to provide targeted, differentiated instruction. Activities in small groups will be strategically selected by the teacher to support the current concept.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Percentage of students not on track to score level 3 in grades K-2 is 54% as based on the 2021 - 2022 End of Year iReady Diagnostic #3 in ELA.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Percentage of students in grades 4-5, not on track to score a level 3 in ELA as based on the 3-5 FSA score for 2021 - 2022 is 72%, and 3rd graders as based on iReady Diagnostic #3 for 2021 - 2022 is 68%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Using the F.A.S.T. Progress Monitoring (PM) Assessments, 55% of students in grades K-2 will be at/above grade level on the end of year PM #3 in May of 2023.

Grades 3-5: Measureable Outcome(s)

Using the F.A.S.T PM Assessments, 40% of students in grades 3-5 will be at/above grade level on the end of year PM #3 in May of 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Student progress towards meeting the desired outcomes will be monitored by formative data using Benchmark Advance Unit tests, iReady Diagnostic #2 and #3, as well as F.A.S.T. data from PM #2 and #3. Instructional shifts will take place, as needed to create the greatest impact in student learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jones, Keisha, keisha.jones@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance is the required state curriculum for ELA for grades K-5 for B.E.S.T. Standards instruction. LLI Leveled Literacy Intervention is being used to support students who are 2 or more grade

levels below in Reading. This program provides the necessary interventions for reading to capture students areas of need.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on the states requirement for ELA instruction Benchmark Advance is being used for K-5 ELA curriculum instructions. Based FSA, IReady Diagnostics (quarterly) and the states PM1 students are in need of Literacy Intervention support.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Teachers will participate in weekly Team Meetings</p> <p>Teachers will participate in Monthly PLCs that are aligned to Standards-Based Instructions</p> <p>Teachers will be provided District Support on Standards-Based Instruction</p> <p>Literacy Coach will facilitate content aligned Planning for Instruction, Model appropriate instructional practices. Provide intervention support for grades K-5 through Pull-out and Push-ins.</p> <p>Analyze data to identify areas of strengths and needs.</p>	<p>Jones, Keisha, keisha.jones@browardschools.com</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Everyone is greeted as they enter our campus. From students walking, riding the bus, or in cars, to visitors that enter the front office, all are greeted by a Larkdale staff member. Building relationships among the staff and with students and their families is a priority. Every student has at least one adult they can speak to, to mentor them, or to assist them if they need emotional, behavioral or academic support. We have the Mentoring Tomorrow's Leaders (MTL) program to mentor students and provide social-emotional support. YMCA and 21st Century After-school programs provide families with assistance after school hours such as academic support, social-emotional learning (SEL) support, engagement in non-academic activities like scouting and arts and crafts.

For staff we provide engaging and fun activities, contests and motivational games to help build collegiality. Professional development is provided to build knowledge, professionalism, and expertise to ensure the success of students and staff retention. We announce "Peak Performers" each week on our weekly staff newsletter to highlight the staff members who have gone above and beyond their duty assignment to benefit the school. The Sunshine Club provides luncheons, dinners, and fun activities that result in a comfortable and stress-free relaxing social environment.

For parents and the community, we invite and welcome them to be a part of our School Advisory Council (SAC), our School Advisory Forum (SAF), and our Parent-Teacher Organization (PTO). We provide Family Nights welcoming them to be a part of fun and engaging activities, socially and academically. Through our Staff, we are able to provide resources to assist families with food, housing, clothing, and mental health support.

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

Carla Hart- School Principal- provides vision and mission to build a positive and safe culture of learning, support and growth

Cynthia Woods- Intern Principal- supports the Principal and stakeholders in the mission

Allegra Marshall- School Counselor- addresses and provides resources to meet the SEL needs of students, families, and staff

Rhonda Grant- School Social Worker- addresses issues that impact the family and/or student that can hinder student learning

Nicole Grosvenor- ESE Specialist- communication liaison to bridge the gap and deficits in the ESE population

Sarah McIntosh- Community Liaison- works with community to develop community partnerships with the school

Katherine Munoz- Office Manager- oversees the front office to create the welcoming environment for staff, students and visitors

Tamala Vaughn- Math Coach and Keisha Jones-Lewis- Literacy Coach- provides support, instructional focus, and professional development to teachers and students

Otis Ragin-SAC Chair- leads stakeholders in developing SIP goals and monitoring progress towards reaching goals

Larkdale Staff- supporting the students, families, and school in creating positive and safe learning environments

Larkdale Students, Parents, and Community- working with the school to improve student learning in a safe environment