Larkdale Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Larkdale Elementary School

3250 NW 12TH PL, Lauderhill, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hart, Carla	Principal	Instructional Leader, Operational Manager, and Head of School. Responsibilities include increasing student achievement, building capacity, leadership development, hiring and retention of school staff, managing school budgets, providing professional learning opportunities for staff, effective communication and transparency with all stakeholders, maintaining a safe, respectful, and inclusive learning environment, implementing and monitoring instructional plans, to name a few.
Woods, Cynthia	Assistant Principal	Instructional Leader, Assistant to Principal. Responsibilities include increasing student achievement, building capacity, leadership development, hiring and retention of school staff, managing school budgets, providing professional learning opportunities for staff, effective communication and transparency with all stakeholders, maintaining a safe, respectful, and inclusive learning environment, implementing and monitoring instructional plans, to name a few.
Marshall, Allegra	School Counselor	Classroom Guidance, Group & Individual Counseling. Social Emotional Learning (SEL) Liaison. Threat Assessment Team Member, CPS contact, RTI Facilitator. 504 Liaison, Homeless Liaison. Attend Monthly Guidance Meetings. Child Abuse School Designee, School Uniform Designee, Character Education Kids of Character and Kiwanis Terrific Kids Coordinator. Testing Coordinator.
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
Vaughn, Tamala	Math Coach	K-5-Math Coach, Responsible for developing the Math Action Plan, mentoring math teachers, monitoring math data. Threat Assessment Team Member. Planning and facilitating math professional development. Responsible for analyzing and interpreting K-5 Math data for all students and subgroups. Special Enrichment Small Group. ELO Camp Facilitator TIER New Educator Support. EQUIP member.
Ragin, Otis	SAC Member	SAC Chair and PK-5 P.E. Teacher, Team Leader. Provide 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.

Name	Position Title	Job Duties and Responsibilities
Kirkland, Lattecia	Teacher, K-12	SAC Co-Chair, 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 provide high quality instruction and learning. Collaborating with SAC team to write, implement, and monitor the SIP.
Moore, Latasher	Reading Coach	Monitoring the implementation of the Reading Action Plan and Interventions. Part of RTI Team, Analyze and interpret ELA Data, Facilitate & Monitor monthly ELA Checkpoints. Coordinate and Monitor ELA Push-in and pullout Support. Coordinate ELA ELO camps, provide ELA professional development, attend Monthly District ELA Meetings.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council, with representation from all stakeholders, meets monthly to develop, monitor, and edit the SIP. Data is analyzed from FAST progress monitoring and iReady data to inform decisions regarding instruction, resources used, and additional student support to increase student achievement. Any changes are brought to the committee, with questions answered, and voting takes place, as documented by SAC minutes.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly based on progress monitoring data from FAST, iReady, and school curriculum data. Instructional Focus Calendars may be revised based on student's progress or lack of significant progress towards mastery of benchmarks, as well as professional development offered to teachers to improve instruction. Student grouping will be utilized for more targeted instruction in the classroom. Afterschool programs will be used to provide additional academics for students in attendance. Extended Learning Opportunities will be offered to provide enrichment, spiral review, and remediation for students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	37	32	26	31	17	26	0	0	0	169
One or more suspensions	0	3	4	11	10	15	0	0	0	43
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	12	14	21	31	12	26	0	0	0	116
Level 1 on statewide Math assessment	0	13	16	20	15	20	0	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	28	39	12	14	0	0	0	104

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	9	17	29	40	20	26	0	0	0	141

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	8	7	11	4	2	0	0	0	36
Students retained two or more times	3	7	5	1	4	2	0	0	0	22

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	33	22	28	32	28	25	0	0	0	168
One or more suspensions	8	0	1	20	13	9	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	33	21	18	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	25	22	25	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	17	8	19	0	0	0	49

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	1	6	39	25	32	0	0	0	110

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	33	22	28	32	28	25	0	0	0	168
One or more suspensions	8	0	1	20	13	9	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	33	21	18	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	25	22	25	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	17	8	19	0	0	0	49

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	1	6	39	25	32	0	0	0	110

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	56	53	28	58	56	24		
ELA Learning Gains				59			49		
ELA Lowest 25th Percentile				59			77		
Math Achievement*	52	62	59	48	54	50	34		
Math Learning Gains				66			43		
Math Lowest 25th Percentile				68			42		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	16	48	54	29	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	31	59	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	160
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				
SWD	34	Yes	4	
ELL	33	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	31	Yes	1	1

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	40	Yes	3	
ELL	73			
AMI				
ASN				
BLK	51			
HSP				
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			52			16					31
SWD	29			43			25				4	
ELL	30			50							4	31
AMI												
ASN												
BLK	32			52			17				5	31
HSP												
MUL												
PAC												
WHT												
FRL	31			51			17				5	27

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	59	59	48	66	68	29					
SWD	10	43	50	39	59	67	12					
ELL	57	88		67	81							
AMI												
ASN												
BLK	27	59	60	48	68	67	30					
HSP												
MUL												
PAC												
WHT												
FRL	29	59	61	47	66	65	26					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	24	49	77	34	43	42	20					
SWD	25	70		33	40							
ELL	33			55								

						2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	23	48	77	33	44	42	21					
HSP												
MUL												
PAC												
WHT												
FRL	24	47	70	34	43		22					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	42%	61%	-19%	58%	-16%
03	2023 - Spring	27%	53%	-26%	50%	-23%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	62%	-9%	59%	-6%
04	2023 - Spring	55%	65%	-10%	61%	-6%
05	2023 - Spring	50%	58%	-8%	55%	-5%

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	14%	46%	-32%	51%	-37%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 data component that showed the lowest performance was Science, with proficiency at 14%. Contributing factor was the lack of Science instruction in grades kindergarten through 4th grade.

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

The data component that showed the greatest decline from the previous year was Science, which dropped from 29% proficiency in 2022 to 14% in 2023. Again, the contributing factor was the lack of Science instruction in grades kindergarten through 4th grade.

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 was Science. When compared to the District, Science proficiency was 14% as compared to the District at 46% proficiency. The state science proficiency was

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 ELA which increased from 28% proficiency in 2022 to 36% proficiency in 2023. New actions that took place included explicit professional development to improve classroom instruction which was conducted throughout 2022 with additional professional development through the District in 2023, monitoring of instructional practices through classroom walkthroughs and observations providing feedback, focus on small group groupings and instruction based on student needs, and re-structuring the ELA block to include more small group instruction based on students'needs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concerns include attendance and students scoring level 1 on ELA.

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

Highest priorities for school improvement include:
Attendance
ELA
Science

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data from EWS, attendance is an area of concern, therefore an area of focus. If students are in school, they are receiving the necessary instruction to improve learning, increase proficiency, and maintain a positive attitude regarding school. Attendance is pertinent to all subgroups- ELL, SWD, BLK.

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

By June of 2024, the number of students with 10 or more days of absences will decrease by 10% from 169 students to 152 students.

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

The School Social Worker (SSW) and Attendance Liaison will work alongside the School's Registrar to monitor attendance, meet with parents to discuss factors prohibiting students from being in school and providing resources and assistance to help families improve attendance. Teachers will reach out to parents and notify SSW when a student has missed 3 days of school. SSW will continue to monitor attendance and meet with parents at the school when student has been absent 5 days and initiate a parent contract for attendance. After 10 days, students and parent will be referred to BTIP.

Person responsible for monitoring outcome:

Cynthia Woods (cynthia.woods@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Creating a culture where staff purposely and intentionally develop relationships with students and parents by maintaining open communication and creating incentives and awards to honor students who are in attendance each day.
Creating opportunities for students to be engaged in the school culture in the mornings like Safety Patrol, Morning Announcements, and morning camps.

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

Building relationships shows concern for students and families well-being.
Providing opportunities for students to be engaged in activities in the mornings is a way of offering incentives for being at school on time.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

School Registrar will monitor the attendance Hotline and attendance and notify Administration and Social Worker of students who have incurred 5 days of absences each quarter.
Teachers will also put in a Social Worker Referral for students who have missed 5 days in a quarter.
Social Worker will reach out to parents to find out the reason(ss) for absences and if there are any resources that can be provided to assist with attendance. Parents will, then sign an attendance agreement.
Incentives for perfect attendance will be given to students who show up each quarter with no absences.
If absences continue, a meeting will be scheduled with the State Attorney General.

Person Responsible: Carla Hart (carla.hart@browardschools.com)

By When: Quarterly monitoring of attendance.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus is Science. The percentage of 5th graders proficient in Science declined last year In 2023, 14% of 5th graders were proficient in Science.

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

By June of 2024, the number of 5th graders proficient in Science will increase from 14% to 29% proficiency as based on the Next Generation Science Standards (NGSS).

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

The area of focus will be monitored by quarterly science assessments to students in grades 3-5. Scholars will complete a beginning, middle, and end of year assessment. These assesments will be used as progress monitoring tools throughout the school year. Based on this data, an updated/revised Instructional Focus Calendar will be implemented to target the standards students are not meeting proficiency in. After school learning opportunities will be provided as an additional resource to engage students in science content and hands-on-learning.

Person responsible for monitoring outcome:

Tamala Vaughn (tamala.vaughn@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based intervention will include common planning with teachers to plan units and lessons aligned to the standards, with the end in mind, and setting high academic and behavior expectations involving inquiry, exploration, and problem-solving.

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

The rationale for selecting this strategy is if teachers are involved in common planning, planning together, they are learning from each other and sharing ideas that will benefit all students. If they have set high expectations for all students, instruction will be differentiated and use all modalities to reach every student.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Common planning time for teachers to engage in science discussions, planning and data analysis.
School-wide beginning, middle and end of year assessments to monitor students' progress towards mastery of benchmarks.
Classroom walkthroughs during the Science Block to monitor fidelity of instruction.

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

By When: Teachers will meet to discuss, plan and/or analyze science data monthly beginning in August.

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency, though showing a steady increase the past 3 years to 36% in 2023, still continues to be below the District and State proficiency rate, with only 10% of SWD demonstrating proficiency in 2022.

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

By June of 2024, ELA proficiency will increase to 39%, with SWD increasing proficiency to 15% based on the F.A.S.T. PM #3 assessment data.

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

This area of focus will be monitored by Unit assessments from Benchmark Advance, iReady Diagnostic #2 and #3 data, and progress monitoring data from F.A.S.T. #2 and #3 data. Instructional shifts will take place as needed to yield the greatest impact to student mastery of the benchmarks.

Person responsible for monitoring outcome:

Carla Hart (carla.hart@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention will be Science of Reading (SoR), as required by the state, for grades K-5, SIPPS, Benchmark Advance Intervention for tier 2 students, and Reading Horizon for Tier 3 students.

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

Intervention will be based on SoR that targets student's specific deficit in reading, providing support and instruction to move student through the various components of reading- phonological awareness, phonics, decoding, vocabulary, and comprehension. Data will be monitored to ensure student progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

All ELA teachers and supporting staff will be trained on the Science of Reading and implement strategies to target students' deficiencies. Teachers will use common planning time to plan standards-based lessons. Teachers will participate in PLC's to analyze students' data, share best practices, and plan remediation and enrichment lessons.

Person Responsible: Carla Hart (carla.hart@browardschools.com)

By When: By June of 2024, action steps will be reviewed for implementation success.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School Accountability funds are utilized to promote our school's written objectives and action steps. The School Accountability dollar amount is listed on each School Advisory Council meeting agenda and discussed with all stakeholders. Stakeholders are able to bring suggestions to the meeting to discuss of how the school accountability funds should be used. In order for items to be appoved, their must be a quaorom of voting members to pass an accountability item.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 in kindergarten - 2, based on 2023 statewide assessment not on track to score a Level 3 or above are as follows:
K - 48%
1 - 45%
2 - 62%

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

Percentage of students below Level 3 on the 2023 statewide standardized ELA assessment were as follows:
Grade 3 - 71%
Grade 4 - 51%
Grade 5 - 63%

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 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 Measurable Outcomes

By June of 2024, the percentage of students in grade kindergarten who will be at/above grade level as based on the F.A.S.T. Progress Monitoring #3 Assessment (PM3), will be 62%.

By June of 2024, the percentage of students in grade 1 who will be at/above grade level as based on the F.A.S.T. Progress Monitoring #3 Assessment (PM3), will increase from 52% to 62%.

By June of 2024, the percentage of students in grade 2 who will be at/above grade level as based on the F.A.S.T. Progress Monitoring #3 Assessment (PM3), will increase from 55% to 65%.

Grades 3-5 Measurable Outcomes

By June of 2024, the percentage of students in grade 3 who will be at/above Level 3 as based on the F.A.S.T. Progress Monitoring #3 Assessment (PM3), will be 50%.

By June of 2024, the percentage of students in grade 4 who will be at/above Level 3 as based on the F.A.S.T. Progress Monitoring #3 Assessment (PM3), will increase from 29% to 42%.

By June of 2024, the percentage of students in grade 5 who will be at/above Level 3 as based on the F.A.S.T. Progress Monitoring #3 Assessment (PM3), will increase from 49% to 54%.

Monitoring

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 impact student achievement outcomes.

The Area of Focus will be monitored by formative data using iReady Diagnostic data, Benchmark Advance Unit tests, and F.A.S.T. PM #2 data. Instructional shifts will take place, as needed, to create the greatest impact in student achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Moore, Latasher, latasher.moore@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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?

The evidence-based practices/programs being utilized is the Science of Reading (SOR) and the district required curriculum through Benchmark Advance for grades K-5 tier 1 instruction. For support for students 2-3 grade levels below, we will utilize Reading Horizons Discovery (K-3) and Reading Horizons Elevate (4-5), as well as Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS).

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These programs have been identified by the state and the district as supportive and research-based programs that when implemented with fidelity allows students to master the state benchmarks. They also target students' specific needs and provide for remediation and enrichment.

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
Teachers will participate in weekly team planning, monthly PLCs that are aligned to Standards-Based and data driven Instruction. Teachers will be provided District Support on Standards-Based Instruction. The Literacy Coach will facilitate content aligned planning for Instruction, model appropriate instructional practices, and provide intervention support for grades K-5 through pull-out and push-ins. Data analysis will be used to identify areas of concern and areas of strength.	Moore, Latasher, latasher.moore@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

This information is shared through our documented School Advisory Council Meeting, a copy is posted on our website, and this information can be found in our school's newsletters.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Larkdale Elementary takes's pride in building positive relationships with all our stakeholders. Principal sends weekly parent links to the community informing them of weekly updates. Information is displayed on the school's marquis about important dates such as: assessment dates, academic family nights. staff supperlatives, and Laudehill community activities. School flyers are also sent home with scholars to inform parents of pertinent information.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

In the areas of reading and science, we will focus on improving teacher's instructional knowledge and practices. This will allow to teachers to exhibit effective instructional delivery which in return will yield an increase the amount of quality of learning and help enrichment and acceleration.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A