Broward County Public Schools

Broward Estates Elementary School

2016-17 Schoolwide Improvement Plan

Broward Estates Elementary School

441 NW 35TH AVE, Lauderhill, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Broward Estates Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Broward Estates Elementary Magnet School's mission is to empower, educate and equip our students with the tools to be successful. With a dedicated and committed staff, parent involvement, and community partnership our students will meet the challenges of the future.

b. Provide the school's vision statement.

We believe in an exemplary school that provides the highest quality education for all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Broward Estates Elementary places top priority on learning about students' cultures and builds relationships between teachers and students through the following methods:

*Title One Family Night Events
Ex:McDonald's Night
*Parent Academy- Academic Nights
*Celebrating Black History
Quarterly STEM Museum Night
*Celebrating Hispanic Heritage
*Annual Multicultural Parade
*Student Interest Inventory
*Mentoring program
*Holiday baskets for selected famiy
*Provide child care for parent events through Title One
*After-school extra-curricula clubs
Ex: SECME Club, Chess Club, Girl's Etiquette Club
*Make connections between cultural backgrounds through social studies lessons- text-world connections

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Student safety is the number one priority for the faculty and staff at Broward Estates. The following procedures are currently in place to ensure that all students feel safe and respected while at school:

*Safe Zones for students to come share their feelings concerning any uncomfortable situations at home or school.
*AM Supervision- each support staff and teachers are strategically positioned around the school yard to ensure maximum supervision of students at all time during the arrival

*Afternoon Supervision-each support staff and teachers are strategically positioned around the school yard to ensure maximum supervision of students at all time during the dismissal time.

*STAR System used for all visitors before entering classrooms and hallways.

*Cameras that monitor hallways and cafeteria.
*One point of entry after 8:05 am. Gate and classroom doors are secured at all times, as well as after 3:00pm.
*Emergency Drills (fire, tornado, evacuation, lock downs).
*Faculty and staff participated in a Bullying training.
*Administration has an open door policy for students to voice their concerns.
*Guidance Counselor implements Character Traits Education.
*Guidance Counselor and Teachers implement LEAPS Curriculum with students.
*Quarterly Discipline/Anti-Bullying Assemblies
*Students always walk in groups of two or three in the hallway.
*It is the expectation of administration that students are treated with dignity and this expectation is upheld at all times. Teachers provide a nurturing and supportive environment that fosters the development of the whole child.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The schoolwide behavioral system that is in place at Broward Estates is as follows:
*Universal School Rules: Think FAST - Follow directions the first time given, Always show respect, Stay on task, Take responsibility for your actions
*Universal hand signal for getting students attention: BEE Hive Pride Give Me Five
Requently monitoring of TIER 2 and Tier 3 behavioral students by administration
*Hallway Behavioral Expectations: walk in a quiet and straight line at all times
School-wide behavior rules posted in the hallways and cafeteria (SPBP) as reminders
*All classroom teachers have classroom management plan with incentives and consequences
*Incident codes for disruption to teaching and learning environment
*Cafeteria Rules posted in the cafeteria
*Cafeteria incentive program
*Discipline Matrix System(DMS)- training for all instructional staff-review protocols for disciplinary incidents

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

Broward Estates ensures that the social-emotional needs of all students are being met by implementing the following initiatives:
*Guidance Counselor implements Character Traits Education
*Guidance Counselor and Teachers implement LEAPS Curriculum with students
*Mentoring programs:"Girl Talk" and "Boy Talk"
*Conflict Mediation Conferences
*Safe Zone locations for students
*One to one counseling with Guidance Counselor
*Outside referral services such as Chrysalis Center
*Social worker referrals to conduct home visits

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

N/A

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Broward Estates works at building positive relationships with families to increase involvement, which includes efforts to communicate the school's mission and vision, and keep parents informed of their child's progress through the following initiatives:
*Title One Parent Night Academy
*Monthly SAC/SAF and PTO Meetings
*Annual Meet and Greet Event
*Annual Open House Event
*Magnet Open House
*Quarterly Sprouning STEM Museum Night
*Award ceremonies such as Honor Roll, Perfect Attendance, Most Improved
*Support staff members conduct regular School Tours- Aspiring "A" School
*Parent/Teacher Conferences
*Parent Link Communication
*Quarterly Newsletters
*Informational Flyers

*School Website
*Bi-weekly Progress Reports

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Broward Estates builds and sustains partnerships with local community businesses for the purpose of securing and utilizing resources to support the school and student achievement through the following methods:

*Generate and distribute partnership recruitment letters to potential business partners in educaton
*McTeacher Night Fundraiser at local McDonald's- teachers and administration serve students and parents
*McDonald's - academic incentives
*Career Day - local community members and owners are invited to share their career expertise with students
*McWhite's Funeral Home - financial contribution- participate in annual career day event
*PTO - Fundraisers and sponsored school-wide events- constant present at the school and actively involved
*ASP - Financial Contributions-Host back to school teacher and staff breakfast- housed at the school-site
*Galaxy Skateway - academic incentives
*Florida Medical Center - donation of school supplies and participate in annual career day event
*Tax Time - financial contribution and participate in annual career day event
* Church - donation of school supplies, school uniforms, painted murals

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hunt, Cyntheria	Principal
Stewart, Georgia	Assistant Principal

b. Duties

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

MTSS Leadership Team
Tier 1

•Principal, Ms. Hunt or Intern Principal, Dr. Stewart, will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure the effective implementation and monitoring of the MTSS/RTI/CPST process, ensure follow up of action steps, allocate resources and continuous improvement efforts to ensure that the diverse learning needs of all students are met.

In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP implementation and MTSS/RTI/CPST problem solving process with fidelity:

*Ms. West and Dr. Lewis - Reading Coaches - implement school-wide reading program to infuse literacy throughout the curriculum, analyzes data to identify areas of deficiencies, model lessons for teachers to ensure effective instructional strategies in literacy, provide ELA support and resources to teachers to facilitate professional development in literacy.
*Mr. Saunders - Math Coach - implements math program, analyzes data, model lessons to teachers, provides Math support and resources to teachers
*Ms. Claxton - Science Support - implements science program, analyzes data, model lessons to teachers, provides Science support and resources to teachers
*Ms. Claxton - STEM/Magnet Coordinator - implements Sprouting STEM Grant, model lessons to teachers, secures partnerships, implements STEM program and analyzes data

*Ms. Walker - STEM Science Coach - assists teachers in developing and implementing integrated units as it pertains to the Sprouting STEM Grant, model lessons to teachers and analyzes data
*Bezada - STEM Instructional Facilitator - assists teachers in developing and implementing integrated units as it pertains to the Sprouting STEM Grant, model lessons to teachers and analyzes data
*Ms. Marshall - ESE Specialist - provides services to students, assists with RTI, develops IEPs and 504plans for students

*Melissa Royer- Speech Pathologist - provides speech and language services to students
*Ms. Jones - School Guidance Counselor - RTI facilitator, provides socio-emotional support
*Shakuanda Holt- School Psychologist - attends the CPST meetings and conducts evaluates students who aren ot responding to intervention.
Ms. Johnson - School Social Worker - Conducts home visits and supports families as needed to ensure student academic success. Conferences with parents regarding attendance policy to ensure compliance with K-12 attendance policy.

•In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team:
*Principal - Ms. Cyntheria J. Hunt
*Intern Principal - Dr. Georgia A. Stewart
*Reading Coach - West/Dr. Lewis
*Math Coach - Saunders
*Science Support-Instructional Facilitator-Bezada
*STEM/Magnet Coordinator - Ms. Claxton
*Special education personnel - Ms. Marshall
*Guidance Counselor- Ms. Jones
The CPST team will conduct bi-weekly CPST meetings to discuss the progress of the prescriptive six week interventions in place for students (Tier 2 and Tier 3). Teachers will be provided with the a prescriptive intervention plan that outlines supplemental instructional materials to be utilized to remediate deficiencies, frequency of intervention, protocol for tracking progress etc. The CPST team members will serve as case managers to monitor and support the teachers efforts during the implementation cycle. The CARE model instructional approach will guide the CPST process (Curriculum, Assessment, Remediation, Enrichment) in an effort to move students from Tier 2 or Tier 3 to Tier 1 - proficient.

Tier 3 SST
The Leadership Team and parent/guardian make up the Tier 3 SST Problem Solving Team. Same process as the for TIER 2. Please see above.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team will meet biweekly with classroom teachers to determine the effectiveness of the interventions, assessments, and instruction taking place in the classroom. Students not making progress with the current interventions in place, will be reviewed. The team will discuss the student's portfolio and evaluate the instructional and intervention materials being used. Teachers will chart student progress to monitor the effectiveness of the intervention.

Broward Estates Elementary school provides a literacy rich Head Start early learning program to four-year-old students or pre-kindergarten age children. Broward Estates Elementary is identified as a Title One school and therefore our students receive free breakfast and free or reduced lunch. Broward Estates Elementary also participates in the Fresh Fruit and Vegetable Program.

Supplemental Academic Instruction (SAI- double-dose instruction, push-in support, iReady) during the regular instructional day and Extended Learning Opportunities (21st Century Learning tutoring-after school and on Saturdays, ELO during the regular instructional day) will be provided for all retained, student identified for RTI for academics, and those students which fell below the the bottom 30th percentile as evidenced by FSA assessment results in reading and mathematics.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Blackett, Elizabeth- Parent	Parent
Blackett, Elisabeth	Parent
Bristol, Adrianne	Parent
Candelaria, Sherry	Education Support Employee
Crhistopher, Catherine	Parent
Ms. Michelle	Business/Community
Fitzpatrick, Krystle	Teacher
Cyntheria J. Hunt	Principal
Kinsey, Tynetta	Parent
Murphy, Michelle	Business/Community
Orange, Judith	Parent
Pierre, Valerie	Teacher
Romann, Tony	Parent
Vicamar, Kechena	Parent
West, Rasheeda	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC Team met in May 1st 2016 to draft the 2016-2017 SIP plan. Smart goals were reviewed, the PIP was revised, professional development plan drafted based on needs assessments (teachers and parents). See below for minutes from the SAC meeting discussing the development of the 15-16 SIP Plan and PIP Plan.

Broward Estates Elementary Magnet School
SAC Meeting
A Title One Community Meeting
Wednesday, April 27, 2016

Title 1 2016 -2017 Parent/Teacher/Student School Improvement Plan Input (SIP) Parent Input- help set targets and discuss CARE Strategies
• Parents continue with 5% or higher increase from the 2015-2016 school year.
• SIP goals for next year (2016-2017)
- Reading 35%
- Math 40%
- Science 30%
• District student Achievement Initiative for the 2016-2017 school year: Utilizing the CARE/PLC Model, the leadership team will meet with teachers on a weekly basis to analyze student performance data; align curriculum and assessment; identify appropriate intervention and enrichment strategies to further increase students' proficiency levels. All teachers will be provided with on-going professional learning in literacy development in order to increase instructional efficacy and student achievement in all curriculum areas.
• Overall goal, increase literacy.
• Review-Intensive reading hour focused on phonics
• Continue with overarching goal for next year.
• Parent input- Make reading more interactive/engaging
• Reviewed C.A.R.E model.
• Continue with professional development as a primary focus to increase teacher effectiveness
• Parent input on strategies- Media Clerk and in the library to assist students with checking out books.

b. Development of this school improvement plan

The 2015-2016 SAC Committee will review and suggest revisions of the SIP before the final draft is submitted to the District/State for approval. The SAC Committee will also help in the facilitation of school events and initiatives set forth in the school improvement plan.

c. Preparation of the school's annual budget and plan

TBA

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds will be used to provide academic resources for all students and enrichment experiences for intermediate students such as instructional materials for ELO, Science/Math Night, and selected field trips. The funds will also be used to purchase honor roll incentive items such as ribbons, trophies, medals, etc. Rewards and motivational incentives for students meeting academic standards.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

TBA

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Stewart, Georgia	Assistant Principal
Hunt, Cyntheria	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will work to synchronize the school's reading instructional design CARE (curriculum, assessment, remediation, enrichment) additional-schedules, resources. A school-wide reading and writing initiative will be emphasized across the curriculum, encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout all subject areas. The LLT will also attend district-level reading professional development in order to disseminate information and provide training to the school instructional staff. Also, the LLT will lead the instructional staff in monitoring the academic progress of all students. Reading coach will attend monthly coaches meeting to bring information regarding state and district initiatives to the school instructional staff. Teachers will have opportunities to participate in professional learning that will improve their instructional delivery such as:
- small group differentiated instruction;
- student engagement;
- actionable teacher to student feedback.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Broward Estates strategies to encourage positive working relationships between teachers are as follows:

*Teachers participate in weekly collaborative planning
*Teachers participate in PLCs on a bi-weekly basis with administration and instructional coaches
*Sunshine Community host monthly team building events (ex:bowling events, happy hour, day cruise)
*The principal and Intern principal meet with each team to provide curriculum and instructional guidance
-Every Tuesdays and Thursdays
*Principal's Chew and chat- with support staff
*Prime time with the principal - all staff members get to meet with the principal for one-on-one time

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Teacher Induction Program: Facilitator will pair teachers that are new to the school/grade level with a mentor teacher with three or more years of experience. Mentors will collaborate frequently with the mentee for support in the areas of instructional planning, access to curriculum resources, and classroom management strategies.

New teachers will also have support from their grade level team during their weekly common planning grade level team meetings. This common planning time will be used to collaborate within the team regarding
instructional best practices, classroom management strategies, and also engage in effective instructional planning.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Participants of the teacher mentoring program will attend quarterly meetings for interactive discussions regarding best practices, school and classroom data trends, and technology integration. Participants will also have scheduled release times to allow the opportunity to observe a model classroom.

New Teacher Teacher Induction Rationale for Pairing
Cox- K (new) Dr. Lewis Instructional coach - primary reading
Dr. Harper- 3rd (new to schoo) West Experience Instructional coach
Fenton- 5th (new to school) Claxton Instructional coach - math
Little-2nd (new to school) Walker STEM Science/Math Coach
Wimberly- Special/Science Claxton

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Broward Estates ensures its core instructional programs and materials are aligned to Florida's standards by utilizing the following programs and materials:

Core Instructional Program:
*Teachers received binders/IFCs with the Florida Standards for all academic areas, test specification
*IFCs outline (CARE) curriculum, assessment, remediation, enrichment) time-line for implementation, instructional delivery tools (DOK levels, DOK question stems, high effective size instructional strategies, graphic organizers, thinking maps etc.)
*Teachers participate in weekly staff development/PLCs to become acclimated with the Florida Standards, learn best practices for instructional delivery, how to plan for effective instruction, implement prescriptive instructional framework to further impact student achievement, and utilize Marzano high yield strategies to prove teacher efficacy.

*Supplemental materials that will be used for the intensive reading program (additional hour of

reading instruction in addition to the ELA 90 minutes) are researched-based and aligned with the core instructional program. Intensive reading instructional materials (Fundations-K, Phonics for Reading 1-5 based on needs) Phonics-based instructional materials will be used to increase students' proficiency in basic foundational skills.

*The struggling reader's chart was utilized to inform selection process in selecting diagnostic and instructional intervention materials for the six areas of reading.

Technology integration:
*iReady program - differentiated reading and mathematics web-based instruction. All instructional staff members, instructional coaches and administrators will receive iReady training and will ensure the full implementation /monitoring of iReady web-based learning for the 2016-2017 school year.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Broward Estates uses data to provide and differentiate instruction to meet the diverse needs of students by implementing the CARE (Curriculum, Assessment, Remediation and Enrichment) initiative:

*Curriculum - Grade level bi-weekly data analysis meetings to review implementation of Florida standards, make curriculum and instructional adjustments to drive teaching and learning.

*Assessment - Begin with the end in mind UBD- assessment is reviewed during the instructional planning process and drives curriculum and instructional design. Consequently, the desired outcome or what teachers expect students to be able to do (performance targets/learning goals) guides the process for selecting instructional delivery strategies, learning activities/ identify and plan for cognetive complex tasks etc...ensuring that students are on track to mastering the skills deemed necessary to meet proficiency 70% or above, meet mastery 100% on each assessment. Furthermore, students' assessment data is continuously analyzed and used to inform flexible grouping for reteaching/remediation and enrichment. Additionally, student performance data is used to make instructional staffing decisions to capitalize on teachers' strengths. Data is also used make formulation intervention plans, identify alternative effective instructional strategies for reteacing.

*Remediation - Identify additional instructional intervention measures to provide instructional remediation for tier 2 and 3 students, review and adjust flexible grouping based on data knowledge. Example- a first grade student who struggles with phonics: (initial sounds, blending, etc.. based on DAR data knowledge maybe prescribed foundations to address specific area(s) of deficiencies related to phonics/phonemic awareness.

*Enrichment - based on data, students who have reached mastery will be provided with rigorous project-based activities utilizing DOK 3 & 4 level of cognetively complex questioning and tasks to further promote critical thinkging, problemsolving and ultimately increase their proficiency levels.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Intensive Reading - extended school day (an additional hour): Students will participate in 60 minutes of extensive reading instruction to build foundational literacy skills as well as enhance proficiency on Florida Standards.

Discription:
Students will be provided an additional 60 minutes of reading instruction per day through the extended day model. Students will participate in phonics-based instruction- ability grouping model (walk to read). Targeted students will receive direct instruction focusing on decoding (phonics), fluency or comprehension strategies based upon specific deficiency and grade level. Research based materials used for intensive reading (Fundations - K-1, Phonics for Reading 2- 3 and Rewards 4 - 5 Grades, standard-based enrichment for on level and advanced students during intensive reading sessions).

Direct Instruction programs implemented: Leveled Readers- for differentiation
Vocabulary - Grades K - 5 Journeys Vocabulary Readers/Elements of Vocabulary supplemental resources
Comprehension (non-fiction text) - K - 5 Social Studies/Science Textbook/1- 5 comprehension/ K-5 Journey's Leveled Readers. Intermediate -LAFS Florida Ready - Comprehension
Computer assisted instruction - K - 5 iReady differentiated reading intervention

Strategy Rationale

The instructional materials were selected for the additional hour of intensive reading are researched based intervention programs that are identified on the struggling readers chart for Tier 2 strategic and Tier 3 intensive intervention instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stewart, Georgia, georgia.stewart@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Bi-weekly progress monitoring assessments will be administered to determine acquisition of skills. Test data will be disaggregated, tabulated and analyzed by instructional coaches in an effort to identify further intervention strategies for remediation and enrichment (CARE).

| **Strategy:** Extended School Day |
| **Minutes added to school year:** |

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

The district's preschool program ensures a smooth transition to kindergarten by providing information about the enrollment processes and time-lines to families participating in the programs. The program's services support team and preschool teachers share information with parents related to corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup events at those schools.

Kindergarten Round-Up is advertised through flyers that are distributed to local preschools inviting prospective students to tour the school. Kindergarten Round-Up is scheduled in May to help students that are not in our Head Start program transition to kindergarten at our school. A meeting is scheduled for parents to meet key staff members of the school such as administration, kindergarten teachers, support staff and contact person for registration. Registration packets will be available for parents and the registration coordinator (IMT and/or Office Manager) will explain the registration process. Parents and students will have an opportunity to tour the campus.

b. College and Career Readiness

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

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If all teachers incorporate phonics-based literacy skills with fidelity through an additional hour of Intensive Reading each day (IR Program), then students' proficiency will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all teachers incorporate phonics-based literacy skills with fidelity through an additional hour of Intensive Reading each day (IR Program), then students' proficiency will increase in all content areas. `1a`

🔍 G084840

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal `3`

- There is a need to increase teacher efficacy in the delivery of effective instructional strategies to increase student learning.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional support- implementation of the coaching cycle Administrative support- Timely and actionable feedback practices- Focused classroom walkthrough (Administration & Instructional Coaches) * Walk to Read Program- Intensive reading- building foundational skills Extended hour- more time for planning and staff development after school Grants/Funding/Technology Resources: *Digital 5 Grant- technology-based learning for 5th grade students *Sprouting STEM/Grant/Museum Concept - project-based learning, integrated curriculum model *TIF Grant- additional curriculum coaches-3 and TIF substitute- 1) emphasis on science, mathematics, technology integration Title One dollars - staff development, parent academy Staff Development/ PLCs Teacher Development centered around CARE- Curriculum, assessment, remediation, and enrichment *Daily 60 minute intensive reading - additional hour *IR- Intensive reading focus- vocabulary development, phonics and comprehension- using leveled readers non-fiction text *Instructional Coaches as training facilitators - every six days rotation PLCs opportunities K-5 *Writing professional development training for all teachers K-5 *Staff development opportunities - facilitated by district's master coaches: (Example of topics coverage: EIE, UBD, DOK, Marzano, Florida standards, gradual release of responsibility, technology integration, thematic units, writing across the curriculum etc.) *Release time provided for peer observation of model classrooms- TIF substitute- grant funded *Common Planning- collaborative work- teachers meet on a weekly basis to plan explicit data driven lessons (50 minutes on Thursdays) K-5 curriculum coaches facilitate/support the teachers through this process.

Plan to Monitor Progress Toward G1. 8

Analyze student performance data in order to make curriculum and instruction adjustments
Teacher instructional practice data and feedback- iObservation
Collect and analyze data of teacher planning according to differentiated accountability Look-fors
checklist, instructional framework design, and additional Classroom Walk-through data.

Person Responsible

Cyntheria Hunt

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student mastery/proficiency in performance data (reading, math, science, writing) Data Sources:
Progress monitoring assessment - 21 days instructional cycle assessment (CARE) Formative
assessments: On-going (teacher track and use to drive instruction/make timely instructional
adjustment) District benchmark assessment Analysis of student work

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If all teachers incorporate phonics-based literacy skills with fidelity through an additional hour of Intensive Reading each day (IR Program), then students' proficiency will increase in all content areas. `1`

🔍 G084840

G1.B1 There is a need to increase teacher efficacy in the delivery of effective instructional strategies to increase student learning. `2`

🔍 B225604

G1.B1.S1 Provide on-going professional development focusing on using student performance data for curriculum planning and instructional delivery via (CARE CYCLE MODEL) Curriculum, Assessment, Remediation, and Enrichment. `4`

🔍 S237995

Strategy Rationale

If teachers are able to use timely student performance data to plan more effectively for instruction then students' learning will increase.

Action Step 1 `5`

Through Collaborative Professional Learning Communities, teachers will participate in professional development on active student engagement strategies; small group differentiated instruction; and providing actionable feedback to students.

Person Responsible

Cyntheria Hunt

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Coaches classroom walk-through feedback forms (CWTs), administration actionable feedback in iObservation, student performance data evidence: on-going formative and summative student assessment results, annual BSA data, teachers' lesson plans indicating attention to standard-based instruction and use of high effective-size instructional strategies, explicit academic feedback on student work, and final end of the year school performance data.

Action Step 2 `5`

Authentic PLCs -BEST Practice # 1 (Duration: 1 hour) Frequency - Weekly PLC Meetings
Weekly CARE Meeting with teachers to engage in data driven curriculum planning prescribing to
the (UBD Model) backward design, beginning with the end in mind. Curriculum leaders (Ms. Hunt
and Dr. Stewart) along with instructional coaches for reading and math, meet weekly (every
Thursday (K-2) and (3-5 grade) with the teachers to deconstruct and analyze the grade level
specific standards, formulate rigorous learning goals and create scales/rubrics indicating levels of
performance from simple to complex; generate formative assessments for progress monitoring at
strategic points through the 14 days (part of the 21 days cycle) of instructional delivery of the
targeted standards; plan for effective teaching and learning: plan differentiated activities and
cognitive complex learning tasks that are in alignment with the grade level standards and at the
DOK rigor levels (DOK 2, 3 and 4) deemed necessary to ensure our students are prepared for
success.

Person Responsible

Georgia Stewart

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Weekly meeting agenda, sign in sheet, CARE documents discussed during meeting,
Example: IFCs, test specifications, instructional framework for ELA, Intensive Reading and
RtI reading, math, social sciences; collaboratively created learning goals/scales, formative
assessments aligned to grade level standards, progress monitoring schedule based on the
21 days instructional cycle model implemented this school year, baseline data, and progress
monitoring data used to make timely curriculum and instructional adjustments throughout
the school year in an effort to increase student achievement.

Action Step 3 5

BEST Practice # 3 RtI Implementation- Laser vision focus on meeting the learning needs of our most academically fragile learners through the implementation and monitoring of the RtI process. Eighty four students are currently in RTI. Three TIER 3 students, and 35 at TIER 2. Working collaborative with the CPST team the following action steps will be taken to ensure that these students are on track to making adequate progress this school year: diagnostic assessments administered to identify areas of deficiencies; targeted intervention program that are research-based will be selected and will appropriately address areas of concerns; progress monitoring during the 30 minutes RtI reading block for those students identified; tracking of progress and meeting every six weeks RtI cycle to make necessary adjustments/modifications to interventions.

The Implementation and Monitoring of: "Walk to TIER" RTI instruction 30 minutes per day (in addition
2016-2017 School-wide implementation of Walk to TIER in an effort to meet the differentiated learning needs of students identified through the RTI process as at risk academically. Students are grouped in small groups of 3-4 based on like deficiencies. Each teacher on the team provides small group direction instruction to the targeted students on a daily basis in an effort to reduce or close the learning gaps.

Research based Intervention Instructional Resources
K-3 Journey's tool kit
4-5 -Journey's Literacy tool kit

Teachers were provided with the professional development deemed necessary to implement the programs with fidelity. Instructional coaches conduct daily classroom walkthroughs to monitor programs and provide support/feedback to the teachers. Progress monitoring assessments data collected, analyzed and used to make instructional adjustments. Groups remain fluid throughout the school year in order to ensure that students are receiving the right intervention at strategic points.

Person Responsible

Cyntheria Hunt

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Walk to Tier progress monitoring data collected bi-weekly or at strategic point depending on the program (varies).

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Conduct classroom walk-throughs (CWTs) focusing on student work and lesson plans utilizing the Curriculum, Assessment, Remediation, and Enrichment Model.

Person Responsible

Georgia Stewart

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Actionable and timely feedback from administration to teachers in iObservation using the Marzano evaluation model, bi-weekly feedback on effective lesson planning for standard-based instruction, coaching cycle implementation-modeling, co-teaching, conferencing, coaches conduct daily CWTs and provide feedback to the teachers to further increase student learning, model classroom strategy for teacher's to observe best practices, data analysis meeting to further make instructional adjustments (create remediation calendar for reteaching and re-assessment for student not meeting proficiency, and provide enrichment for high performing students).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Analyze teacher and student performance data.
Classroom walk-through checklist utilizing the differentiated accountability checklist, iObservation Marzano evaluation system for teacher feedback. Administrative Checklist (Small group instruction, feedback practices on student work, and student engagement).

Person Responsible

Cyntheria Hunt

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Classroom walk-through data: *DA checklist- common language look-fors *Administrative checklist - BASA (small group instruction, student engagement, and teacher feedback practices) iObservation data feedback practices. *Coaching cycle data/feedback practices *21 days CARE Cycle data analysis/checkpoints- Teachers, admin and instructional coaches *Increases in teacher and student performance data * Student work evidence: Analysis of student work - student portfolios (work samples and student artifacts)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M314320	Analyze student performance data in order to make curriculum and instruction adjustments Teacher...	Hunt, Cyntheria	8/22/2016	Student mastery/proficiency in performance data (reading, math, science, writing) Data Sources: Progress monitoring assessment - 21 days instructional cycle assessment (CARE) Formative assessments: On-going (teacher track and use to drive instruction/make timely instructional adjustment) District benchmark assessment Analysis of student work	6/9/2017 weekly
G1.B1.S1.MA1 🔑 M314318	Analyze teacher and student performance data. Classroom walk-through checklist utilizing the...	Hunt, Cyntheria	8/22/2016	Classroom walk-through data: *DA checklist- common language look-fors *Administrative checklist - BASA (small group instruction, student engagement, and teacher feedback practices) iObservation data feedback practices. *Coaching cycle data/feedback practices *21 days CARE Cycle data analysis/checkpoints- Teachers, admin and instructional coaches *Increases in teacher and student performance data * Student work evidence: Analysis of student work - student portfolios (work samples and student artifacts)	6/9/2017 daily
G1.B1.S1.MA1 🔑 M314319	Conduct classroom walk-throughs (CWTs) focusing on student work and lesson plans utilizing the...	Stewart, Georgia	8/22/2016	Actionable and timely feedback from administration to teachers in iObservation using the Marzano evaluation model, bi-weekly feedback on effective lesson planning for standard-based instruction, coaching cycle implementation-modeling, co-teaching, conferencing, coaches conduct daily CWTs and provide feedback to the teachers to further increase student learning, model classroom strategy for teacher's to observe best practices, data analysis meeting to further make instructional adjustments (create remediation calendar for reteaching and re-assessment for student not meeting proficiency, and provide enrichment for high performing students).	6/9/2017 daily
G1.B1.S1.A1 🔑 A307940	Through Collaborative Professional Learning Communities, teachers will participate in professional...	Hunt, Cyntheria	8/22/2016	Coaches classroom walk-through feedback forms (CWTs), administration actionable feedback in iObservation, student performance data evidence: on-going formative and summative student assessment results, annual BSA data, teachers' lesson plans indicating attention to standard-based instruction and use of high effective-size instructional strategies, explicit academic feedback on student work, and final end of the year school performance data.	6/9/2017 weekly
G1.B1.S1.A2 🔑 A307941	Authentic PLCs -BEST Practice # 1 (Duration: 1 hour) Frequency - Weekly PLC Meetings Weekly CARE...	Stewart, Georgia	8/22/2016	Weekly meeting agenda, sign in sheet, CARE documents discussed during meeting, Example: IFCs, test specifications, instructional framework for ELA, Intensive Reading and RtI	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				reading, math, social sciences; collaboratively created learning goals/ scales, formative assessments aligned to grade level standards, progress monitoring schedule based on the 21 days instructional cycle model implemented this school year, baseline data, and progress monitoring data used to make timely curriculum and instructional adjustments throughout the school year in an effort to increase student achievement.	
G1.B1.S1.A3 🔑 A307942	BEST Practice # 3 RtI Implementation-Laser vision focus on meeting the learning needs of our most...	Hunt, Cyntheria	8/22/2016	Walk to Tier progress monitoring data collected bi-weekly or at strategic point depending on the program (varies).	6/9/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all teachers incorporate phonics-based literacy skills with fidelity through an additional hour of Intensive Reading each day (IR Program), then students' proficiency will increase in all content areas.

G1.B1 There is a need to increase teacher efficacy in the delivery of effective instructional strategies to increase student learning.

G1.B1.S1 Provide on-going professional development focusing on using student performance data for curriculum planning and instructional delivery via (CARE CYCLE MODEL) Curriculum, Assessment, Remediation, and Enrichment.

PD Opportunity 1

Through Collaborative Professional Learning Communities, teachers will participate in professional development on active student engagement strategies; small group differentiated instruction; and providing actionable feedback to students.

Facilitator

Administrators Instructional Coaches External Support

Participants

All Teachers

Schedule

Weekly, from 8/22/2016 to 6/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Through Collaborative Professional Learning Communities, teachers will participate in professional development on active student engagement strategies; small group differentiated instruction; and providing actionable feedback to students.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$10,000.00
2	G1.B1.S1.A2	Authentic PLCs -BEST Practice # 1 (Duration: 1 hour) Frequency - Weekly PLC Meetings Weekly CARE Meeting with teachers to engage in data driven curriculum planning prescribing to the (UBD Model) backward design, beginning with the end in mind. Curriculum leaders (Ms. Hunt and Dr. Stewart) along with instructional coaches for reading and math, meet weekly (every Thursday (K-2) and (3-5 grade) with the teachers to deconstruct and analyze the grade level specific standards, formulate rigorous learning goals and create scales/rubrics indicating levels of performance from simple to complex; generate formative assessments for progress monitoring at strategic points through the 14 days (part of the 21 days cycle) of instructional delivery of the targeted standards; plan for effective teaching and learning: plan differentiated activities and cognitive complex learning tasks that are in alignment with the grade level standards and at the DOK rigor levels (DOK 2, 3 and 4) deemed necessary to ensure our students are prepared for success.				$0.00
3	G1.B1.S1.A3	BEST Practice # 3 RtI Implementation- Laser vision focus on meeting the learning needs of our most academically fragile learners through the implementation and monitoring of the RtI process. Eighty four students are currently in RTI. Three TIER 3 students, and 35 at TIER 2. Working collaborative with the CPST team the following action steps will be taken to ensure that these students are on track to making adequate progress this school year: diagnostic assessments administered to identify areas of deficiencies; targeted intervention program that are research-based will be selected and will appropriately address areas of concerns; progress monitoring during the 30 minutes RtI reading block for those students identified; tracking of progress and meeting every six weeks RtI cycle to make necessary adjustments/modifications to interventions. The Implementation and Monitoring of: "Walk to TIER" RTI instruction 30 minutes per day (in addition 2016-2017 School-wide implementation of Walk to TIER in an effort to meet the differentiated learning needs of students identified through the RTI process as at risk academically. Students are grouped in small groups of 3-4 based on like deficiencies. Each teacher on the team provides small group direction instruction to the targeted students on a daily basis in an effort to reduce or close the learning gaps. Research based Intervention Instructional Resources K-3 Journey's tool kit 4-5 -Journey's Literacy tool kit Teachers were provided with the professional development deemed necessary to implement the programs with fidelity. Instructional coaches conduct daily classroom walkthroughs to monitor programs and provide support/feedback to the teachers. Progress monitoring assessments data collected, analyzed and used to make instructional adjustments. Groups remain fluid throughout				$0.00

		the school year in order to ensure that students are receiving the right intervention at strategic points.	
		Total:	**$10,000.00**