

Broward County Public Schools

Coral Springs Elementary School



2019-20 Schoolwide Improvement Plan

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Coral Springs Elementary School

3601 NW 110TH AVE, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Keandra Fulton

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (50%) 2016-17: C (47%) 2015-16: D (40%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Equity mission of Coral Springs Pre-K – 8 is to provide equity in all aspects of our school culture and instruction by working to ensure all of our students and families can feel safe, included, and empowered regardless of race, ethnicity, national origin, religion, sexual orientation, gender identity, physical disability, or socio economic status.

Provide the school's vision statement.

Our vision is to create a school culture that not only acknowledge diversity in all its forms, but celebrates it so all students feel a sense of inclusion and community within the learning environment while also being provided a fair opportunity to achieve success with rigorous curricula

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Oliver, Vonda	Principal	Instructional leader oversees the day to day operations of the school. Additionally responsible for observing teacher instructional practices and provide feedback to improve teacher effectiveness. As a result of instructional practices, provide opportunities for learning opportunities and professional development to enhance student achievement. Monitor student learning through ongoing data chats, lesson plan development and lesson effectiveness through observations using Marzano's I-Observation.
Brown, Shari	Assistant Principal	Responsibilities include but are not limited to,working with the principal to oversee the operations of the school, curriculum alignment, behavior management, and all safety procedures from the district. Additionally, oversees the instructional practices of primary teachers to ensure early literacy skills are embedded throughout daily instruction. Responsibilities also include progress monitoring of students in grades K - 2nd grade through data chats and teacher effectiveness. Participates in observation evaluation and employee discipline process. She also supervises the custodial staff and enforces the Code of Conduct.
Dowling, Michelle	Administrative Support	ESE Specialist role includes, but is not limited to working with administration and teachers to ensure all ESE requirements are in compliance for the district and state. Additionally, the ESE Specialist is responsible for conducting RTI meetings, and annual parent meetings regarding students with disabilities. Stay abreast of curricula related services and program delivery systems for students with disabilities.
Alfred, Jennifer	Instructional Coach	Collects and manages data with the principal. Organize and facilitate Professional Development, monitor PLCs. Maintain effectiveness of all literacy programs K - 8 at our school. Create and monitor the instructional focus plans and the assessment matrices. She is also responsible for literacy progress monitoring and other duties as assigned. She also helps to write and carry out Instructional focus calendars and assessments calendars.
Person, Adam	Instructional Coach	Collects and manages data with the principal. Organize and facilitate Professional Development, monitor PLCs. Maintain effectiveness of all math programs K - 8 at our school. Create and monitor the instructional focus plans and the assessment matrices. He is also responsible for math progress monitoring and other duties as assigned. He also helps to write and carry out Instructional focus calendars and assessments calendars
Hicks, Jasmine	School Counselor	Responsibilities include but not limited to serving as school's testing coordinator, in charge of implementing the Social Economic Learning program, Kids of Character, guidance groups, test taking skills group, and overseeing the middle school's master schedule. Additionally, the guidance counselor is the 504 liaison, and monitors student attendance.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	92	79	91	105	110	82	41	43	22	0	0	0	0	665
Attendance below 90 percent	35	24	14	16	19	12	3	3	3	0	0	0	0	129
One or more suspensions	1	3	6	3	2	2	6	18	3	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	2	2	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	43	47	48	53	43	41	0	0	0	0	275

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	4	3	0	24	14	11	9	13	3	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	7	4	17	3	1	0	0	0	0	0	0	0	36
Students retained two or more times	0	1	1	2	3	2	4	0	0	0	0	0	0	13

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

54

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	22	20	24	20	15	4	0	3	0	0	0	0	122
One or more suspensions	2	5	5	5	2	6	4	4	2	0	0	0	0	35
Course failure in ELA or Math	0	0	0	0	0	0	3	2	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	49	41	45	20	16	2	0	0	0	0	173

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	7	3	22	28	28	7	5	6	0	0	0	0	107

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	59%	57%	34%	55%	55%
ELA Learning Gains	45%	60%	58%	52%	58%	57%
ELA Lowest 25th Percentile	38%	54%	53%	45%	53%	52%
Math Achievement	42%	65%	63%	40%	61%	61%
Math Learning Gains	48%	66%	62%	59%	63%	61%
Math Lowest 25th Percentile	34%	53%	51%	56%	52%	51%
Science Achievement	26%	46%	53%	37%	45%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	92 (0)	79 (0)	91 (0)	105 (0)	110 (0)	82 (0)	559 (0)
Attendance below 90 percent	35 ()	24 ()	14 ()	16 ()	19 ()	12 ()	120 (0)
One or more suspensions	1 ()	3 (0)	6 (0)	3 (0)	2 (0)	2 (0)	17 (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)	43 (0)	47 (0)	48 (0)	138 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	60%	-15%	58%	-13%
	2018	40%	59%	-19%	57%	-17%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	45%	62%	-17%	58%	-13%
	2018	42%	58%	-16%	56%	-14%
Same Grade Comparison		3%				
Cohort Comparison		5%				
05	2019	36%	59%	-23%	56%	-20%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		-11%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	65%	-20%	62%	-17%
	2018	42%	63%	-21%	62%	-20%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	43%	67%	-24%	64%	-21%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
05	2019	38%	64%	-26%	60%	-22%
	2018	44%	62%	-18%	61%	-17%
Same Grade Comparison		-6%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	18%	49%	-31%	53%	-35%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	34	35	15	36	33	4	17			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	28	40	36	32	48	41	15				
BLK	35	45	45	38	45	27	27	44	56		
HSP	47	43	26	49	55	42	29	18			
WHT	44	48		50	48						
FRL	37	44	40	39	46	35	20	31	36		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	20	17	17	35	26					
ELL	29	55	57	33	45	43					
BLK	36	48	46	41	46	39	31	54			
HSP	54	60	50	54	54	44	29				
WHT	40	38		47	48		27				
FRL	44	52	44	46	48	40	33	58	92		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	40	42	16	49	46	8				
ELL	19	52	53	29	56	50	17				
BLK	32	52	41	34	55	61	33	67			
HSP	33	43	55	40	58	53	37				
MUL	50			45	80						
WHT	42	76		63	68		64				
FRL	33	51	42	40	59	62	34	63			

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Our lowest performance were in the categories of Science and Social Science. As a result of being a combination school, our 5th and 8th grade science categories are combined. Unfortunately, 5th grade science performance was the lowest performed component on the FSA. School data trends show that Science has been consistently low over the last few years. Some of the contributing factors of the low performance is due to the complexity level of the science test, not enough hands on experiences, and large deficits in reading for many of our 5th through 8th grade students, primarily our students with disabilities.

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

Math EOC (Acceleration) had the greatest decline from last year. Unfortunately, we do not have the instructional staff to teach the required EOC courses and the students take the class online. As a result, the students missed vital instruction required to successfully pass the course. Last year, the teacher only had to worry about teaching the Algebra, this year we had Algebra and Geometry (No teacher - online).

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.

Our school's Science data showed the greatest gap compared to the district. As a combination school, 5th and 8th grade data is combined which yields low performance. The middle school has a large population of students with disabilities. Additionally, the science teacher is tasked with teaching all of the middle school sciences with limited prep time. Finally, there is not a lot of professional development for the middle school science teacher.

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

Our school dropped in each of the components.

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

Due to the amount of suspensions in middle school, this is an area of concern. We also have a high percentage of level 1 students in middle school. We are not a traditional middle school and a large percent of the middle school students are students with disabilities.

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

1. We will increase the performance level of our lowest 30 percent of students.
2. Students in grades 5 and 8 will improve performance in science.
3. Through various program implementation such as I-Ready and School City, we will work to build students reading skills.
4. Through various program implementation such as I-Ready and School City, we will work to build student math skills
5. In effort to improve students build coping skills and behavior management, we will implement a school wide Social Emotional Learning (SEL) program.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Improve the Level of High Quality Instruction-ELA</p> <p>Overall ELA learning Gains dropped 7% from 2018 FSA to 2019 FSA. Overall lowest quartile dropped 4% from 2018 FSA to 2019 FSA.</p>
Rationale	<p>Overall math proficiency data dropped 5% from 2018 FSA to 2019 FSA. Overall lowest quartile learning gains dropped 6% from 2018 FSA to 2019 FSA. Overall ELA data has dropped 4% from 2018 FSA to 2019 FSA.</p> <p>Overall Science dropped 8% from 2018 FSA to 2019 FSA.</p> <p>Overall Social Sciences - Civics EOC, 22% from 2018 FSA to 2019 FSA.</p>
State the measurable outcome the school plans to achieve	<p>By June 2020, the percentage of students scoring proficient or higher in ELA will increase by 10%; learning gains will increase by 10%; and lowest 25% will increase by 12% as measured on the FSA.</p> <p>By June 2020, the percentage of students scoring proficient or higher in math will increase by 10%; learning gains will increase by 7%; and lowest 25% will increase by 16% as measured by the FSA.</p> <p>By June 2020, the percentage of students scoring proficient or higher in Science will increase by 15% as measured by the FSA.</p> <p>By June 2020, the percentage of students scoring proficient or higher on the Civics EOC will increase by 15% as measured by the FSA.</p>
Person responsible for monitoring outcome	Vonda Oliver (vonda.oliver@browardschools.com)
Evidence-based Strategy	In working towards achieving our goals, CSPK 8 will elevate our level of progress monitoring of student achievement through the use of iReady.
Rationale for Evidence-based Strategy	This program is researched-based, proven effective and approved by the District. It provides a personalized pathway to learning and tools for teachers to differentiate instruction to meet the needs of all learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of Uncommon School structure 2. Increased Support Staff with a Math Coach 3. Focused Professional Development to align with the Area of Focus 4. Bear Camp will be offered during the first and second semesters. 5. Re-structure instructional focus calendars 6. Ongoing progress monitoring through I-Ready Standards Mastery and School City 7. Solid tier one instruction 8. Early identification of students needing Tier 2 and Tier 3 instruction and provide students with standards based remediation during small group instruction and pull out support from resource teacher.
Person Responsible	Jennifer Alfred (j.alfred@browardschools.com)

#2	
Title	Improve learning gains and achievement level of students with disabilities.
Rationale	Three year trend data indicates that students with disabilities achievement level is below 41%.
State the measurable outcome the school plans to achieve	By June 2020, students with disabilities will score at or above 41% on the FSA.
Person responsible for monitoring outcome	Vonda Oliver (vonda.oliver@browardschools.com)
Evidence-based Strategy	Students will engage in IReady online personalized instruction, teacher led instruction, and assessments for a minimum of 45 minutes per week. Bi-weekly progress monitoring will be included throughout the units of instruction.
Rationale for Evidence-based Strategy	This program is researched based, proven effective and approved by the district. It provides a personalized pathway to learning and tools for teachers to differentiate instruction to meet the needs of all learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. ESE Support facilitators will utilize the co-teaching model in grade levels 3rd - 5th. 2. Middle school will implement the block schedule model allowing time for more differentiated and targeted instruction. 3. Students with disabilities will be offered extended learning opportunities after school at our Bear Camp focusing on deficient literacy skills. 4. Math and ELA Coaches will progress monitor mastery of standards through I-Ready standards mastery component. <p>Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and pull out support from resource teacher.</p>
Person Responsible	Vonda Oliver (vonda.oliver@browardschools.com)

#3	
Title	Improve learning gains and achievement level of our English Language Learners
Rationale	Data indicates that our English Language Learners ELA achievement level is below 41%.
State the measurable outcome the school plans to achieve	By June 2020, English Language Learners will score at or above 41% on the FSA.
Person responsible for monitoring outcome	Jennifer Alfred (j.alfred@browardschools.com)
Evidence-based Strategy	Students will engage in Imagine Learning online personalized instruction, Thinking Maps, teacher led instruction, and assessments weekly. Bi-weekly progress monitoring will be implemented in the instructional cycle.
Rationale for Evidence-based Strategy	This program is researched based, proven to strengthen reading and language through explicit and targeted instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. An IDEA classroom Classroom assistant will provide pull out support to our English Language Learners. 2. The district has purchased Implement Imagine Learning for ELLs to provide bi-weekly progress monitoring 3. ELLs will be offered extended learning opportunities after school at our Bear Camp focusing on deficient literacy skills. 4. ELLs will engage in visual verbal learning tools through District approved Thinking Maps Program 5. Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and pull out support from resource teacher.
Person Responsible	Jennifer Alfred (j.alfred@browardschools.com)

#4	
Title	Improve achievement levels among our Hispanic Students
Rationale	Data indicates that our Hispanic students ELA achievement level is below 41%.
State the measurable outcome the school plans to achieve	By June 2020, our Hispanic students will score at or above 41% on the FSA.
Person responsible for monitoring outcome	Vonda Oliver (vonda.oliver@browardschools.com)
Evidence-based Strategy	Students will engage in Imagine Learning online personalized instruction, Thinking Maps, teacher-led instruction and assessments weekly. Bi-weekly progress monitoring will be implemented in the instructional cycle.
Rationale for Evidence-based Strategy	This program is researched-based, proven to strengthen reading and language through explicit and targeted instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. A Classroom assistant will provide pull out support to our English Language Learners. 2. I-Ready learning paths will be utilized to progress monitor Hispanic students bi-weekly. 3. Hispanic students will be offered extended learning opportunities after school at our Bear Camp focusing on deficient literacy skills. 4. Hispanic students will engage in visual verbal learning tools through District approved Thinking Maps Program 5. Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and pull out support from resource teacher.
Person Responsible	Jennifer Alfred (j.alfred@browardschools.com)

#5	
Title	Improve learning gains and achievement level for students who are economically disadvantaged.
Rationale	Data indicates that our Economically Disadvantaged Students achievement level is below 41%.
State the measurable outcome the school plans to achieve	By June 2020, Economically Disadvantaged Students will score at or above 41% on the FSA.
Person responsible for monitoring outcome	Vonda Oliver (vonda.oliver@browardschools.com)
Evidence-based Strategy	In working towards achieving our goals, CSPK-8 will elevate our level of progress monitoring of student achievement through the use of iReady.
Rationale for Evidence-based Strategy	This program is researched-based, proven effective and approved by the District. It provides a personalized pathway to learning and tools for teachers to differentiate instruction to meet the needs of all learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. In effort to prohibit inappropriate behaviors, our school will implement a behavior management program through (Social Emotional Learning) SEL as indicated on our SIP. 2. Bi-weekly progress monitoring through I-Ready standards mastery component of the program. 3. ESE Support Facilitators to provide push in support during the ELA block in grades 3rd - 5th. 4. The guidance counselor will monitor targets students through weekly guidance groups. 5. Students will receive bi-weekly incentives for students demonstrating growth on bi-weekly reports through I-Ready.
Person Responsible	Jennifer Alfred (j.alfred@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

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

In addition to our curriculum goals, we are also focusing on the Social and Emotional Learning environment of our school. Under the seven correlates of a safe and ordering school, we are including several aspect of SEL. Several of our teachers have attended district training. Our aim to to visit a school with a model program of incorporating the SEL piece.

We will also continue ongoing Professional Development in the MTSS-RTI component of SEL.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Increased parent communication and collaboration through various modalities such as parent link, bi-weekly newsletter, parent teacher conferences, and parent University to bridge the gap between the home and the school.

Parent teacher conferences are held twice per year or as needed to discuss student progress. Teachers and school leaders make ongoing parent contact as it pertains to student academics and behavior. Parents and community members are informed through monthly meetings such as SAC, PTA, and SAF. Parents are oriented to Early Literacy and FSA requirements through our Parent University held in the Fall and the Spring.

Parents are also keep abreast of student progress through quarterly report cards, interim reports throughout the school year, primary reading tests, and standardized test scores.

PFEP Link

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

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

We have a school based guidance counselor and a social worker who works with our school twice a week to meet the needs of our students in the areas of social emotional learning. Our guidance counselor and equity liaison has also been trained to implement a SEL program in our school to help manage undesired behavior.

Each support staff member has been assigned a grade level to conduct weekly check ins for students who are in need of more one to one interaction. The students are identified through RTI data. Parents are notified via letter of the support provided to our students.

Teachers receive ongoing training in the RTI process and ongoing support in implementing strategies to meet the needs of our students. Our behavior tech is available to assist students with coping strategies to support students in returning to class after they have struggled with managing behavior.

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

The school based Head Start Program conducts a Kindergarten classroom visitation during the 4th grading period of the school year. The Pre-Kindergarten and Kindergarten teachers are permitted vertical planning to ensure a smooth transition for the Pre-Kindergarten students. The planning includes but is not limited to developing reading, social, and independency skills. All incoming kindergarten students are assessed prior to, or upon entering Kindergarten in order to ascertain individual and group intervention programs.

Additionally, 5th grade students are permitted to shadow our 6th grade students during the 4th grading period as well. Students have the option of remaining at our school or moving to their home middle school. Students are also provided the opportunity to visit the home middle school in effort to decide where they would like to complete secondary school. Students are placed in classes based on their current level FSA scores.

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.

In order to meet the needs of all students and maximize desired outcomes, we use federal, state and local funds to employ additional resource personnel, purchase curriculum, and train teachers in best practices. The Literacy Coach and Math Coach provide professional development and co-teach, and pull small groups for intervention of deficit skills. They attend district trainings on a monthly basis to keep abreast of current best practices and disseminate the information to the leadership team, faculty and staff.

The Literacy Coach and Math Coach plan collaboratively and create focus calendars during the summer to align the instruction to the Florida Standards. Previous test scores and current diagnostic tests are used to ensure students are placed in the best learning environment to meet their learning needs. Parent workshops are provided to educate parents on how they can best support their children at home.

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

In order to create a college and career readiness awareness at CSPK8, the school organizes an annual Career Fair, allowing students to interact with people from all types of careers. These professionals share their skills and present to the students all the steps they had to follow to obtain their job. Additionally, students in 5th and 8th grades are provided real world career experiences through Broward County's Junior Achievement Business town, where students are offered the opportunity to spend a day in the career they are aiming to choose. We also, took students in grades 5th - 8th on two day field trip to tour college campuses of four of the most references universities in Florida. Students had the opportunity to spend the day touring the campus, having lunch on campus, and visiting the dorm to experience college life. The school has also reached out to several businesses and community organizations to become part of our Partners in Education. Through this partnership, business and organizations are involved and participate in our academic nights and other school events such as Math Night.

To further help students to start thinking about college we encourage students and staff to dress in their favorite college shirt on every Early Release day.

Part V: Budget

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

1	III.A.	Areas of Focus: Improve the Level of High Quality Instruction-ELA				\$353,937.13
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	2551 - Coral Springs Elementary School	UniSIG	2.13	\$37,470.13
			<i>Notes: Three Paraprofessional Salaries: 3 Para Professionals to support to 3rd - 8th grade lowest quartile students.</i>			
	5100	210-Retirement	2551 - Coral Springs Elementary School	UniSIG		\$3,100.00
			<i>Notes: Fringe Retirement: Retirement @ 8.26% - 3 Paras to support literacy instruction</i>			
	6400	140-Substitute Teachers	2551 - Coral Springs Elementary School	UniSIG		\$3,143.00

			<i>Notes: Substitute will be hired to relieve teachers for professional development, to provide instructional support to students, and to provide common planning time for teachers during PLCs and data chat sessions to ensure our students make learning gains and close help close achievement gaps.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$14,190.00
			<i>Notes: Purchase ACALETICS to support mathematics, and supplementary math resources for students to utilize for classroom instruction and to reinforce Florida Math Standards by providing a supplement to the core instructional materials.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,794.00
			<i>Notes: Rally Education: MAFS Rehearsal Level C,D,E Math Success student workbooks for additional support during daily double dosing session, and during ELO Camps. * MAFS Rehearsal Level C,D,E 75 @ \$10.99 * Math Success Level C,D,E 150 @ \$11.20</i>		
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$3,295.00
			<i>Notes: Explore Learning, Reflex Math: Purchase school-wide site license for Reflex Math to improve students automaticity with mathematical computation in adding, subtracting, multiplying, and dividing.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$8,869.00
			<i>Notes: Purchase Ready Math Practice Problem Solving Books and toolbox for all students in grades 1st through 5th. Will provide supplemental practice for students to improve their math skills in relation to the Florida Math Standards.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$8,970.00
			<i>Notes: Purchase Algebra Performance Coach and Instruction Coach student books for middle school students to increase middle school acceleration points.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$9,630.00
			<i>Notes: Every Day Counts K-5: Calendar Math Kits for daily usage during the math block. To provide students with repetitive exposure to math foundation skills and building skills necessary for closing the achievement gap.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$8,869.00
			<i>Notes: Purchase Ready LAFS Books and toolbox for all students in Grades 1st through 5th, as a supplemental instructional material to be used in whole and small groups deepening students' understanding of the English Language Arts standards.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,794.00
			<i>Notes: Rally Education: MAFS Rehearsal Level C,D,E Math Success student workbooks for additional support during daily double dosing session, and during ELO Camps. * MAFS Rehearsal Level C,D,E 75 @ \$10.99 * Math Success Level C,D,E 150 @ \$11.20</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,330.00
			<i>Notes: Purchase Phonics for Reading Books for 3rd - 6th lowest quartile students to be used as a supplemental resource to teach students phonics and decoding skills to improve reading instruction and achievement.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$3,010.00
			<i>Notes: Super Qar to provide Tier 2 and Tier 3 remediation for students in grades 3rd - 6th with a deficit in comprehension. 10 sets each @ \$72.48</i>		

	6400	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$17,600.00
			Notes: Core Connections: ELA Reading and writing resource Grades K - 6th Classroom modeling, teacher debriefing scoring and progressing monitoring 16 days at \$17,600.			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$16,058.00
			Notes: Wilson Language Training Corp: Purchase Foundations Student Notebooks K (10-pack) for all of our kindergarten and first grade students. This instructional workbook is part of the Foundations kit and concentrates on core, foundational skills including letter and phonemic awareness and phonics. This will provide a positive impact towards our goal because centers will be differentiated for all learners including our lowest quartile kindergarten students. This will reduce the number of future students entering intermediate grade levels deficient in core literacy skills.			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$3,990.00
			Notes: SchoolCity: Purchase the site license for SchoolCity Suite and Item Bank Package License. SchoolCity will be utilized as one of CSPK8's main data collections for grades 3 through 5. The school will utilize this program as part of the school's C.A.R.E. package for both ELA, Math, and Science. Data gathered from these assessments will be utilized in data chats, to drive future whole/small group instruction, material selection, and placement of resources. \$3,750 to Site Licenses * SchoolCity SUITE & Item Bank Package License - * Roster Integration Fee - \$240			
	5100	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$4,680.00
			Notes: ELO Stipends: Provide stipends to 12 teachers to teach Reading/ELA Extended Learning Opportunity Camps for 12 days for our 3rd - 8th grade students. This camp will provide remediation and enrichment to small groups of students in our lowest quartile. Instruction and materials will be selected based on data. Our student groups will be built homogeneously to best differentiate instruction. All these strategies will help us achieve our goal of increasing our lowest quartile learning gains. * Fall Session 1 - 10/2019 - 12/2019; \$30/hour stipends for 20 teachers to teach extended learning opportunity camps from October - December.			
	5100	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$4,680.00
			Notes: ELO Stipends: Provide stipends to 12 teachers to teach Reading/ELA Extended Learning Opportunity Camps for 12 days for our 3rd - 8th grade students. This camp will provide remediation and enrichment to small groups of students in in our lowest quartile. Instruction and materials will be selected based on data. All these strategies will help us achieve our goal of increasing our lowest quartile learning. Spring Session 2 - \$30/hour stipends for 20 teachers to teach extended learning opportunity camps from January - April			
	5100	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$717.00
			Notes: Fringe Social Security: Employee Social Security Benefits @ 7.65% for ELO Camps.			
	5100	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$5.00
			Notes: Unemployment Compensation @ 0.05% for ELO Camps			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$6,330.00
			Notes: USA Test Prep- Middle School progress monitoring tool to identify students with early warning signals of not successfully meeting proficiency on the FSA.			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$580.00
			Notes: EOC Civics materials to support the curriculum and provide additional assessments for progress monitoring.			

5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,350.00
		<i>Notes: EOC Civics materials required to expose students to curriculum as presented on the EOC exam.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,486.00
		<i>Notes: EOC Civics materials required to expose students to curriculum as presented on the EOC exam.</i>			
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$710.00
		<i>Notes: PBIS Rewards is a behavioral management system for middle school students. Implementing the program will eliminate the growing number of suspensions in the middle school, providing at risk students more time in school.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,306.00
		<i>Notes: Scholastic - Storyworks - Informational text used to enrich students in the area of ELA. Many of our high performing students are experiencing drops on the FSA due to lack of enrichment.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$10,140.00
		<i>Notes: Pearson QuickReads - Supplemental Literacy Intervention for Grades 2-6 QuickReads is a supplemental literacy intervention program that improves students' fluency, comprehension, and content knowledge. Short, nonfiction texts are read quickly, repeatedly, and meaningfully.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$460.00
		<i>Notes: The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. In order to quickly and effectively monitor the primary students we need to add more kits to our classrooms.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,690.00
		<i>Notes: Time for Kids - To further support ELA with informational text (one our weakest areas) students in grades 3rd through 5th.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,985.00
		<i>Notes: Lakeshore Learning: Purchase center materials for second grade classrooms. The center materials will be utilized to create differentiated centers to develop foundation literacy skills necessary for students moving into intermediate grade level students. This will provide a positive impact towards our goal because centers will be differentiated for all learners including our lowest quartile kindergarten and first grade students. This will reduce the number of future students entering intermediate grade levels deficient in core literacy skills.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,330.00
		<i>Notes: Purchase Phonics for Reading Books for all 1st grade students to be used as a supplemental resource to teach students phonics and decoding skills to improve reading instruction and achievement.</i>			
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$6,330.00
		<i>Notes: Purchase site license for unlimited licenses to support students in Grades 3-8 through the implementation of high quality instruction materials and progress monitoring. This will include the use of technology for intervention opportunities through the USA Test Prep platform.</i>			

	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,797.00
			<i>Notes: Close Reads for Middle school lowest 30% of students. Providing support and remediating deficient skills.</i>			
	5100	519-Technology-Related Supplies	2551 - Coral Springs Elementary School	UniSIG		\$950.00
			<i>Notes: Purchase 1000 Headphones for students to use with their one-to-one laptop devices, helping students focus on their assignments without distractions and without interrupting other students with their sound</i>			
	6400	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$3,000.00
			<i>Notes: Curriculum Associates, iREADY: Professional Development - An iReady consultant will provide on-site professional development for teachers designed to meet the individual learning needs of educators at each phase of implementation. This will ensure that direct instruction is provided to students as designed.</i>			
	5100	644-Computer Hardware Non-Capitalized	2551 - Coral Springs Elementary School	UniSIG		\$14,525.00
			<i>Notes: Purchase 30 projectors @ \$479 each for teachers without access to Recordex Boards to use during whole group learning and Balanced Literacy Instruction</i>			
	5100	644-Computer Hardware Non-Capitalized	2551 - Coral Springs Elementary School	UniSIG		\$10,516.00
			<i>Notes: Laptop computers: Purchase 44 Lenovo Touch laptops @ \$239 each for student usage for practice during Balanced Literacy Instruction.</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2551 - Coral Springs Elementary School	UniSIG		\$2,876.00
			<i>Notes: Purchase two laptop carts @ \$1339 each and wiring @ \$4.50 each for 44 computers. Carts will be used by students for practice during Balanced Literacy Instruction</i>			
	6150	644-Computer Hardware Non-Capitalized	2551 - Coral Springs Elementary School	UniSIG		\$1,550.00
			<i>Notes: Purchase 2 Desktops @ \$609 each and a multi-function printer at \$328.48 to utilize in the Parent Resource Room for trainings, tutorials, and access to student resources and information.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	2551 - Coral Springs Elementary School	UniSIG		\$1,370.00
			<i>Notes: Purchase 1 Lenovo ThinkPad @ \$1370 for compatibility with Recordex Boards during whole group and Balanced Literacy Instruction.</i>			
	5100	519-Technology-Related Supplies	2551 - Coral Springs Elementary School	UniSIG		\$825.00
			<i>Notes: Purchase 8 @ \$25 each Mini HDMI adapters compatibility with classroom laptops and 25 adapters for classroom Think pads at \$25 each.</i>			
	6150	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$380.00
			<i>Notes: Purchase printer supplies to use through the school year for parental involvement activities. Black toner 2 @ \$39.38, Standard toner 2 @ \$50.00, Magenta Standard toner 2 @ \$50.00, and Yellow standard toner 2 @ \$50.00</i>			
	6400	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$9,600.00
			<i>Notes: Provide stipends to 20 K-8 teachers to engage in professional development. The intense data usage and pedagogy focus of the professional development will support teachers to increase their knowledge to work with students to close the achievement gap.</i>			

			<i>The professional development will take place July/August 2020 It will consist of four additional preplanning days at \$30/hour stipend for a total of 16 hours per teacher. Allocate \$9,600 in stipends for 20 K-8 teachers to work days for the purpose of professional development and planning in the areas of science, mathematics, and reading.</i>		
6400	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$735.00
			<i>Notes: Fringe Social Security: Employee Social Security Benefits @ 7.65% for 20 teachers to work 16 additional hours in July and August or the purpose of professional development and planning in the areas of science, mathematics, and reading. .</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,490.00
			<i>Notes: ACALETICS to support 5th and 8th grade science and supplementary science resources for students to utilize for classroom instruction and to reinforce Florida Science standards by providing a supplement to the core instructional materials.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,192.00
			<i>Notes: Florida Coach Science: Purchase Florida Coach Science for 4th and 5th grade.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,335.00
			<i>Notes: School Specialty - Purchase various colors of construction paper for use during the school year.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$220.00
			<i>Notes: Medix USA - Purchase first aid supplies , gloves, ziplocks, etc. for use during the school year.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$4,372.00
			<i>Notes: Office Depot - Purchase office supplies such as folders, pencils, pens, etc. for use during the school year.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$8,440.00
			<i>Notes: Random House - purchase all colors of copy paper for use during the school year.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$4,765.00
			<i>Notes: School Specialty - student composition books, binders, glue, etc.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,865.00
			<i>Notes: Office Depot/Office Max Office supplies such as student calculators (Algebra EOC), markers, etc.</i>		
6150	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$325.00
			<i>Notes: Museum of Discovery and Science: Science Night - parent materials -</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$6,578.00
			<i>Notes: Word Wise: Vocabulary builders for grades 2nd -5th classroom sets. Material will provide to students with an additional exposure to various vocabulary used in high-stakes test. Wordly Wise 2nd-5th student booklets classroom 22 sets @ \$299</i>		
6400	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$15,667.00

			<i>Notes: Incentive Pay: Teachers who are present in school at least 98% of the time based on the bargaining unit's calendar will receive incentive pay on a tiered system. The amount will be paid to teachers that meet the goal of being present at least 98% of time. This incentive pay based on teacher attendance will help to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students' academic success. (\$500 - 0 days absent, \$400 - 1 day, \$300 - 2 days, \$200 - 3 days, \$100 - 4 days)</i>			
	6400	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$1,199.00
			<i>Notes: Fringe Social Security: Social Security @ 7.65 for Teachers Attendance Incentive</i>			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$4,125.00
			<i>Notes: Renaissance, myON: Purchase site license for myON to support students in grades K-5 with online reading resources that can be scaffolded for any reader. The myON online reading programs will have a positive impact on our stated goals because the program provides flexible scaffolds, including professionally-recorded audio, text highlighting, an embedded dictionary, zoom features, and other reading/writing tools that foster close connections to the text. These features allow all readers, especially our lowest quartile students, access a variety of texts (fiction/nonfiction) at their levels with tools to succeed</i>			
	5100	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$6,000.00
			<i>Notes: Teacher stipends: Provide stipends at \$30/hr. to 15 intermediate teachers to work 4 hours on three Saturdays to revisit our "Playbook" to ensure we are making progress towards our achievement goals. Allocate: \$6,000 for intermediate teachers to work on 2 Saturdays to review, and re-write data toward our achievement goal. First semester and Second semester.</i>			
	5100	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$459.00
			<i>Notes: Fringe Social Security: Social Security @ 7.65% for 15 Teachers stipends - Saturday work sessions</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,109.00
			<i>Notes: Purchase Social Emotional Learning Resources to provide students with strategies to cope with personal, emotional challenges which may be distracting them from focusing on learning.</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$5,040.00
			<i>Notes: Thinking Maps: K-5 Instructional materials used to develop a common visual language across all grade levels. * 10 Thinking Maps Binder @ \$125 each * 30 Cooperative Desk Maps @ \$69 each * 10 Thinking Maps wall Posters Replacement Sets @ \$40 each * 10 Path to Proficiency for ELLs @ \$135 each</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$4,195.00
			<i>Notes: ETA hand2mind: Math manipulative K-5th used to provide concrete cognitive understanding for students prior to moving to abstract.</i>			
	6400	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,050.00
			<i>Notes: Purchase "Teach Like a Champion" Book for teacher professional development to align with our SIP goal of High Quality Instruction. Purchase 60 copies of Teach Like a Champion.</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,566.00
			<i>Notes: J & J Educational Science Boot Camp: 4th & 5th Student workbooks used to provide student with additional support in the science content. * 4th grade- 2 sets of 25 @ \$325, 2 teacher's edition @ 54.95 * 5th grade- 2 sets of 25 @ \$325, Individual Speed bag boolets @ \$20, and 3 teacher's edition @ \$54.95</i>			

	5100	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$2,870.00
			<i>Notes: Fringe Social Security: Social Security @ 7.65% - 3 Paras to support literacy instruction</i>			
	5100	230-Group Insurance	2551 - Coral Springs Elementary School	UniSIG		\$24,696.00
			<i>Notes: Fringe Group Insurance: Group Insurance @ \$8,232 - 3 Paras to support literacy instruction</i>			
	5100	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$684.00
			<i>Notes: Fringe Workers Comp.: Workers Compensation @ 1.82% - 3 Paras to support literacy instruction</i>			
	5100	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$21.00
			<i>Notes: Fringe Unemployment Comp.: Unemployment Compensation @ .05% - 3 Paras to support literacy instruction</i>			
	6400	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$241.00
			<i>Notes: Fringe Social Security: Social Security @ 7.65% - Substitutes</i>			
	6400	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$58.00
			<i>Notes: Fringe Workers Comp.: Workers Compensation @ 1.82% - Substitutes</i>			
	6400	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$2.00
			<i>Notes: Fringe Unemployment Comp.: Unemployment Compensation @ .05% - Substitutes</i>			
	5100	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$171.00
			<i>Notes: Employee Workers Compensation Benefits @ 1.82% for ELO Camps. .</i>			
	6400	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$175.00
			<i>Notes: Fringe Workers Comp.: Employee Workers Compensation Benefits @ 1.82% for 20 teachers to work 16 additional hours in July and August purpose of professional development and planning in the areas of science, mathematics, and reading.</i>			
	6400	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$5.00
			<i>Notes: Fringe Unemployment Comp.: Unemployment Compensation @ 0.05% for 20 teachers to work for 16 additional hours July and August purpose of professional development and planning in the areas of science, mathematics, and reading.</i>			
	6400	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$286.00
			<i>Notes: Fringe Workers Compensation: Workers Compensation @ 1.82% for Teachers Attendance Incentive</i>			
	6400	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$8.00
			<i>Notes: Fringe Unemployment Compensation: Unemployment Compensation @ .05% for Teachers Attendance Incentive</i>			
	5100	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$110.00

			<i>Notes: Fringe Workers Compensation: Workers Compensation @ 1.82% for 15 Teachers stipend - Saturday work sessions</i>			
	5100	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$3.00
			<i>Notes: Fringe Unemployment Compensation: Unemployment Compensation @ .05% for 15 Teachers stipend - Saturday work sessions</i>			
	6400	330-Travel	2551 - Coral Springs Elementary School	UniSIG		\$9,405.00
			<i>Notes: To continue to promote the SEL component of our SIP, 8 teachers will travel to visit the Ron Clark Academy to see the programs implemented to promote Social Emotional and Learning in his academy. Registration fee is \$525 per person Estimated travel \$2750 Estimated lodging \$2000 Meals - \$600</i>			
	7730	330-Travel	2551 - Coral Springs Elementary School	UniSIG		\$1,195.00
			<i>Notes: To continue to promote the SEL component of our SIP, 1 administrator will travel to visit the Ron Clark Academy to see the programs implemented to promote Social Emotional and Learning in his academy. Registration fee is \$525 per person Estimated incidentals: \$670</i>			
			2551 - Coral Springs Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Substitutes to provide coverage to teachers for common planning and data chats.</i>			
2	III.A.	Areas of Focus: Improve learning gains and achievement level of students with disabilities.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2551 - Coral Springs Elementary School	General Fund		\$3,000.00
			<i>Notes: Students with disabilities will be offered extended learning opportunities in Literacy through our Bear Camp.</i>			
			2551 - Coral Springs Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Substitutes to provide coverage for teachers for common planning and data chats.</i>			
3	III.A.	Areas of Focus: Improve learning gains and achievement level of our English Language Learners				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2551 - Coral Springs Elementary School	Ttitle III		\$1,000.00
			<i>Notes: ELLs will engage in visual verbal learning tools through District approved Thinking Maps Program</i>			
4	III.A.	Areas of Focus: Improve achievement levels among our Hispanic Students				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2551 - Coral Springs Elementary School	Ttitle III		\$1,000.00
5	III.A.	Areas of Focus: Improve learning gains and achievement level for students who are economically disadvantaged.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			2551 - Coral Springs Elementary School	Title, I Part D		\$4,000.00	
			<i>Notes: Students who are economically disadvantaged will be offered extended learning opportunities in Literacy and Math skills through our Bear Camp.</i>				
						Total:	\$363,937.13