Pompano Beach Elementary School

2019-20 Schoolwide Improvement Plan

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Pompano Beach Elementary School

700 NE 13TH AVE, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Shezette Blue Small

Start Date for this Principal: 2/8/2017

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: C (51%) 2017-18: C (43%) 2016-17: C (45%) 2015-16: D (32%) 2014-15: F (31%)
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	TS&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	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	92%

School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pompano Beach Elementary School strives to inspire a love of learning by meeting each child's academic, social, and emotional needs while challenging all students to become productive citizens in our ever-changing global community.

Provide the school's vision statement.

At Pompano Beach Elementary our vision is to ensure equity throughout the educational and social environments through the use of diverse quality leadership and instructional approaches to classroom and social experiences.

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
Blue-Small, Shezette	Principal	To provide the leadership and managment necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Foster, Shamelle	Instructional Coach	The instructional coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition, the goal of the coach is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching and building capacity across the curriculum.
Odom, Germaine	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Hibbert, Tonnie	Instructional Coach	The instructional coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition, the goal of the coach is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching and building capacity across the curriculum.
Monroe, Tiffany	Instructional Coach	The instructional coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition, the goal of the coach is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching and building capacity across the curriculum.

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	69	70	92	77	51	93	0	0	0	0	0	0	0	452
Attendance below 90 percent	5	8	13	13	6	9	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	9	10	27	0	0	0	0	0	0	0	46

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	0	0	0	0	8	0	0	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	16	9	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

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

28

Date this data was collected or last updated

Tuesday 10/1/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 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	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	27	11	19	19	18	0	0	0	0	0	0	0	115
One or more suspensions	1	5	3	8	6	6	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	66	34	0	0	0	0	0	0	0	148

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	4	14	14	11	10	0	0	0	0	0	0	0	54

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	37%	59%	57%	27%	55%	55%
ELA Learning Gains	60%	60%	58%	58%	58%	57%
ELA Lowest 25th Percentile	53%	54%	53%	66%	53%	52%
Math Achievement	50%	65%	63%	36%	61%	61%
Math Learning Gains	66%	66%	62%	55%	63%	61%
Math Lowest 25th Percentile	61%	53%	51%	46%	52%	51%
Science Achievement	31%	46%	53%	25%	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	69 (0)	70 (0)	92 (0)	77 (0)	51 (0)	93 (0)	452 (0)
Attendance below 90 percent	5 (0)	8 (0)	13 (0)	13 (0)	6 (0)	9 (0)	54 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (0)	10 (0)	27 (0)	46 (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	34%	60%	-26%	58%	-24%	
	2018	32%	59%	-27%	57%	-25%	
Same Grade Comparison		2%					
Cohort Comparison							
04	2019	48%	62%	-14%	58%	-10%	
	2018	15%	58%	-43%	56%	-41%	
Same Grade Comparison		33%					
Cohort Comparison		16%					
05	2019	23%	59%	-36%	56%	-33%	
	2018	36%	56%	-20%	55%	-19%	
Same Grade Comparison		-13%					
Cohort Comparison		8%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	51%	65%	-14%	62%	-11%	
	2018	44%	63%	-19%	62%	-18%	
Same Grade Comparison		7%					
Cohort Comparison							
04	2019	51%	67%	-16%	64%	-13%	
	2018	27%	63%	-36%	62%	-35%	
Same Grade Comparison		24%					
Cohort Comparison		7%					
05	2019	42%	64%	-22%	60%	-18%	
	2018	47%	62%	-15%	61%	-14%	
Same Grade Comparison		-5%					
Cohort Comparison		15%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	28%	49%	-21%	53%	-25%	
	2018	43%	51%	-8%	55%	-12%	
Same Grade Comparison		-15%					
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	19	49	48	30	56	57	15				

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	42	61	53	50	68	62	35				
BLK	32	60	58	48	65	60	31				
HSP	41	59	50	54	68	64	33				
WHT	45	58		45	62						
FRL	37	61	53	51	67	63	31				
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	6	41	53	18	47	38	13				
ELL	14	28	50	37	42	20	36				
BLK	26	44	73	41	49	48	43				
HSP	35	47	36	45	50	23	38				
WHT	39	20		39	53		60				
FRL	30	42	56	43	50	37	43				
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	52	56	12	28	13					
ELL	21	45	45	37	53	40	18				
BLK	21	57	63	33	53	43	15				
HSP	31	48		38	47		24				
WHT	33	70		32	67		50				
FRL	24	57	66	35	55	46	22				

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)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	50
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	53
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Science achievement showed the lowest performance. This performance was an actual decrease from the prior year (44% to 31%). There were no apparent trends from one year to the next.

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

Science achievement also showed the greatest decline from the prior year. The factors that contributed to this decline. There were no apparent trends from one year to the next.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state is our Science component. There were no apparent trends from one year to the next.

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

Math Lowest 25th Percentile showed the most improvement. We pulled small-groups in each grade-level weekly.

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

One area of potential concern are our students with 1 or more Early Warning signs.

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

1. Teacher Development in Instructional Practices
2. Teacher Development in the creation of standards-based lessons, activities, and class assignments.

3. Progress monitoring of student achievement
4. Progress monitoring of our MTSS
5. Strengthen the school-home connection

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High Quality Instruction
Rationale	Teachers continue to need professional development on delivering high-quality instruction in order to increase student achievement and learning, implementation of rigorous standard-based lessons and activities, and technology integration.
State the measurable outcome the school plans to achieve	By June 2020, 50% of students will score a level 3 or above on the FSA ELA.
Person responsible for monitoring outcome	Shezette Blue-Small (blue-small@browardschools.com)
Evidence-based Strategy	The implementation of the uncommon lesson plans which include explicit standards-based instruction to increase achievement in ELA, Math, and Science.
Rationale for Evidence-based Strategy	Teachers will receive professional learning courses from the Elementary Learning Department, these courses for each content area will take place at Pompano Beach Elementary throughout the school year. Teachers will then be able to analyze and determine the standards they need to address and delve deeper with their students.

Action Step	
Description	1. Leadership team to collect, monitor, and analyze student data to identify areas of gaps. 2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness continuing to develop strengths. 3. Schedule weekly ELA, Math, and Science pull-outs for the lowest-quartile conducted by instructional coaches and the Leadership Team. 4. SchoolCity, iReady, and PBES data charts will be used to monitor student achievement and learning gains. 5. Teachers will receive professional learning training from the Elementary Learning Department.
Person Responsible	Shezette Blue-Small (blue-small@browardschools.com)

#2	
Title	SWD
Rationale	Students with disabilities are below the 41% threshold, and therefore, we will focus on continuing to provide professional development to teachers on delivering high quality instruction in order to increase achievement among our SWD population,
State the measurable outcome the school plans to achieve	By June 2020, 42% of Students With Disability will score a level 3 or above on the FSA ELA.
Person responsible for monitoring outcome	Shezette Blue-Small (blue-small@browardschools.com)
Evidence-based Strategy	The implementation of the uncommon lesson plans which include explicit standards-based instruction to increase achievement in ELA, Math, and Science.
Rationale for Evidence-based Strategy	Teachers will receive professional learning courses from the Elementary Learning Department, these courses for each content area will take place at Pompano Beach Elementary throughout the school year. Teachers will then be able to analyze and determine the standards they need to address and delve deeper with their students.

Action Step	
Description	1. Leadership team and ESE specialist to collect, monitor, and analyze student data based off of IEPS (504). 2. Based on areas of weakness within our SWD, the leadership team and ESE specialist will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness continuing to develop strengths. 3. Schedule monthly analysis of ELA, Math, and Science for SWD to determine next instructional steps. 4. SchoolCity, iReady, and PBES data charts will be used to monitor student achievement and learning gains. 5. Teachers will receive professional learning training from the Elementary Learning Department.
Person Responsible	Shezette Blue-Small (blue-small@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).

To address the school-wide improvement area of focus, the school will implement "Leaders Lounge" where teachers will collaborate, share best practices aligned to standards, identify gaps in the instructional learning process through progress monitoring, data analysis and research based strategies. Teachers will review feedback given from Support and peers to make instructional decisions.

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.

Our goal is to increase parental attendance at school event such as parent conferences, Open House, family nights, and SAC/SAF meetings.

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.

Pompano Beach Elementary has worked extensively to increase awareness and support for the social-emotional needs of all students. All classes will engage in daily restorative circles to provide students the opportunity to share and overcome the negative outside influences that may impact student learning. Students in need of additional mentoring opportunities have also been invited to participate in an after-school karate program to build character and mental fitness. Local agencies have provided a full time counselor, on site, to provide counseling and mentoring to at-risk students as well.

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

Head Start
Pompano Beach Elementary currently has one Head Start, one VPK program, and one Behavior Intensive Pre-K. The purpose of these classes is to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Regarding the logistics of registering students at the elementary schools, the Head Start and VPK Programs ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The family services support teams and the teachers provide ongoing guidance to the families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. In the Ely/Pompano Zone, schools have worked with area preschools to share early childhood curriculum and standards. The Head Start program, on campus, also allows students to develop the readiness skills necessary for school.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the Head Start classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

A matriculation orientation is held yearly for our exiting 5th graders. Fifth grade teachers and students take a field trip to Pompano Beach Middle where they are orientated with the school and the programs it has to offer.

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 team meets once a week to engage in the following activities:
Review universal screening data such as placement assessments and link results to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom snapshots, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary curriculum materials and intervention activities.

The Title I program is to support our school's efforts that all children meet challenging standards and have a fair, equal, and significant opportunity to obtain a high quality education. Title I funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at Pompano Beach Elementary by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability of
teaching and learning, and by meeting the educational needs of low achieving children in our school. Funds are used for teacher salaries, parent involvement and professional development activities for teachers that are district and school based. Professional development activities such as Florida Standards Reading, Mathematics, Writing and Science workshops are coordinated. Resources are distributed where needs are greatest.
The Title I, Part C funded students are offered after school tutorial services. This will allow our students to receive an additional dose of reading daily for either remediation or enrichment.

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

PBES has in place the college tour for our 5th grade students. The tour takes our 5th grade students to several colleges in North Florida.

Part V: Budget

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

1	III.A.	Areas of Focus: High Quality Instruction				$4,394.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0751 - Pompano Beach Elementary School	Title, I Part A	0.0	$2,513.00
			Notes: ELO Camp for Literacy, Math, & Science, SchoolCity License, performance coach books, and phonics for reading. Applies to both SWD and ELA overall proficiency.			
			0751 - Pompano Beach Elementary School	School Improvement Funds	0.0	$1,881.00

				Notes: Student agendas, school supplies, and reflex math licenses. Applies to both SWD and ELA overall proficiency.			
2	**III.A.**	**Areas of Focus: SWD**					**$4,394.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0751 - Pompano Beach Elementary School	Title, I Part A		$2,513.00
			Notes: ELO Camp for Literacy, Math, & Science, SchoolCity License, performance coach books, and phonics for reading. Applies to both SWD and ELA overall proficiency.			
			0751 - Pompano Beach Elementary School	General Fund		$1,881.00
			Notes: Student agendas, school supplies, and reflex math licenses. Applies to both SWD and ELA overall proficiency.			
					Total:	**$8,788.00**