Sawgrass Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Sawgrass Elementary School

12655 NW 8TH ST, Sunrise, FL 33325

[no web address on file]

Demographics

Principal: Stephen Decotis

Start Date for this Principal: 7/10/2017

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: A (64%) 2016-17: A (65%) 2015-16: C (51%) 2014-15: A (64%)
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	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

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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.

At Sawgrass Elementary School, students are accepted, appreciated, nurtured, and challenged according to their individual needs. Through their education at school, students should gain the skills, strategies, and desire necessary for continued learning. They should develop a strong sense of responsibility for themselves and toward each other, their community, and the earth's resources.

Provide the school's vision statement.

The Vision of Sawgrass Elementary School is to improve the lives of our students and the families of our community. In order to accomplish this vision we will help each student develop knowledge and understanding, while instilling a lifelong love of learning. Our approach is to always be respectful and kind as we challenge ourselves to be better teachers, parents, students and community members.

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
Decotis, Stephen	Principal	Exhibit knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of the students served in the school; demonstrate effective communication and interaction skills with all stakeholders; have the ability to use group dynamics within the context of cultural diversity; and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Finkel, Nicole	Assistant Principal	Exhibit knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of the students served in the school; demonstrate effective communication and interaction skills with all stakeholders; have the ability to use group dynamics within the context of cultural diversity; and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Amento, Michelle	Instructional Coach	Demonstrate leadership and strong interpersonal skills; requires in-depth knowledge and proven strategies in developing reading skills. Track literacy data throughout the the year and across all grade levels to provide support for struggling students. Facilitate and schedule Literacy training's to staff to stay on top of educational trends and strategies. Support teachers in meeting the needs of students on various academic levels.
Jean, Kim	SAC Member	The School Advisory Council (SAC) is a team of people representing various segments of the community–parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee A portion of the money should be used for implementing the school improvement plan."
Weise , Johnna	SAC Member	The School Advisory Council (SAC) is a team of people representing various segments of the community–parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee A portion of the money should be used for implementing the school improvement plan."

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	142	160	228	183	174	160	0	0	0	0	0	0	0	1047
Attendance below 90 percent	21	12	17	14	24	20	0	0	0	0	0	0	0	108
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	21	52	31	0	0	0	0	0	0	0	104

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	3	2	3	5	42	30	0	0	0	0	0	0	0	85

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	6	5	3	41	29	0	0	0	0	0	0	0	88
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)
67

Date this data was collected or last updated
Wednesday 9/18/2019

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	27	20	12	22	16	22	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
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	43	33	39	0	0	0	0	0	0	0	115

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	1	1	1	1	2	0	0	0	0	0	0	0	6

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	72%	59%	57%	68%	55%	55%
ELA Learning Gains	65%	60%	58%	69%	58%	57%
ELA Lowest 25th Percentile	57%	54%	53%	55%	53%	52%
Math Achievement	69%	65%	63%	69%	61%	61%
Math Learning Gains	62%	66%	62%	75%	63%	61%
Math Lowest 25th Percentile	38%	53%	51%	60%	52%	51%
Science Achievement	45%	46%	53%	62%	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	142 (0)	160 (0)	228 (0)	183 (0)	174 (0)	160 (0)	1047 (0)
Attendance below 90 percent	21 ()	12 ()	17 ()	14 ()	24 ()	20 ()	108 (0)
One or more suspensions	0 ()	0 (0)	1 (0)	0 (0)	1 (0)	0 (0)	2 (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)	21 (0)	52 (0)	31 (0)	104 (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	77%	60%	17%	58%	19%
	2018	65%	59%	6%	57%	8%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	67%	62%	5%	58%	9%
	2018	68%	58%	10%	56%	12%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
05	2019	61%	59%	2%	56%	5%
	2018	66%	56%	10%	55%	11%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	65%	14%	62%	17%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	60%	67%	-7%	64%	-4%
	2018	72%	63%	9%	62%	10%
Same Grade Comparison		-12%				
Cohort Comparison		0%				
05	2019	57%	64%	-7%	60%	-3%
	2018	63%	62%	1%	61%	2%
Same Grade Comparison		-6%				
Cohort Comparison		-15%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	49%	-7%	53%	-11%
	2018	56%	51%	5%	55%	1%
Same Grade Comparison		-14%				
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	38	44	42	42	42	32	28				

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	72	67	67	65	61	35	35				
ASN	95	83		91	92						
BLK	59	64	67	58	55	35	25				
HSP	74	65	55	69	63	36	51				
MUL	81			81							
WHT	73	66		72	66	50	54				
FRL	62	60	55	59	57	33	34				

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	34	49	52	34	46	42	22				
ELL	63	72	76	60	66	52	29				
ASN	100			100							
BLK	67	64	57	60	56	50	53				
HSP	65	71	67	67	68	47	57				
MUL	85	60		69	70						
WHT	76	66		74	66	40	67				
FRL	65	66	64	61	61	52	47				

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	39	49	36	29	56	48	24				
ELL	44	58	57	54	78	83	35				
ASN	89	90		88	90						
BLK	66	69	52	65	70	50	58				
HSP	64	66	61	68	79	74	57				
MUL	73			80							
WHT	73	69	46	72	74	40	74				
FRL	59	66	49	61	68	53	56				

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	60
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	69
Total Points Earned for the Federal Index	477

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	59
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	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
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	60
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	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	64
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	54
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.

In the 2018-2019 school year, there was an increase of students with a Level 1 in ELA or Math of 19 students. Students with Disabilities (SWD) scored 38% on the Subgroup Federal Index which is considered underperforming. 16.3 % of the student population at Sawgrass Elementary are SWD.

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

Lowest 25% students in the area of math; dropped 11 points from the prior school year. Factors contributing include teachers having difficulty differentiating instruction to reach the needs of the lowest 25% students.

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 greatest gap was in the area of Mathematics. Many of the students in this subgroup are ESE and ESOL students which is a contributing factor to this decline along with appropriate differentiation.

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

The most improved area was ELA achievement. Actions that were taken include: Small group Guided Reading, LLI, i-Ready Digital Learning and Accelerated Reading (AR).

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

A potential area of concern is attendance. We are continually working with our Social Worker to ensure students are on time and attend school regularly.

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

1. SWD Performance in Math
2. SWD Performance in ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	The area of focus is SWD student achievement.
Rationale	Students with Disabilities (SWD) in grades 3 - 5 scored below 41% according to FPPI.

State the measurable outcome the school plans to achieve	By June of 2020, students with disabilities will be above 41% according to FPPI.
Person responsible for monitoring outcome	Stephen Decotis (stephen.decotis@browardschools.com)
Evidence-based Strategy	Accommodations and modification provisions need to be met to meet the learning needs of students in this subgroup. This means providing them with high-quality instruction that enables them to have access to the general curriculum and classroom setting. According to research, students with disabilities that are included in a general classroom education do significantly better academically. The action plan will be ongoing and targeted specifically based on the data. Twice a month, teachers, the support team and administration will analyze the assessment data from common assessments, benchmark assessments and diagnostic assessments. Continuous monitoring of all assessments will be reviewed, and adjustments will be made based on data results.
Rationale for Evidence-based Strategy	This strategy was chosen because research has proven that students with disabilities that are included in a general education classroom do significantly better academically. With the planned continuous monitoring of student progress, adjustments to meet students individual needs will be implemented throughout the year.

Action Step	
Description	1. General Education setting for SWD 2. Ensure High Quality Instruction 3. Team Planning 4. Analyze Data (Benchmark & Diagnostic) 5. Adjust curriculum and strategies to meet students needs
Person Responsible	Stephen Decotis (stephen.decotis@browardschools.com)

#2	
Title	The area of focus is ELA student achivement.
Rationale	Student in the lowest 25% decreased by 7% in ELA from the 2017-2018 school year to the 2018-2019 school year.
State the measurable outcome the school plans to achieve	By June of 2020, students in the lowest 25% will show an increase of 6% on the FSA ELA assessment.
Person responsible for monitoring outcome	Stephen Decotis (stephen.decotis@browardschools.com)
Evidence-based Strategy	Accommodations and modification provisions need to be met to meet the learning needs of students in this subgroup. This means providing them with high-quality instruction that enables them to have access to the general curriculum and classroom setting. According to research, students with disabilities that are included in a general classroom education do significantly better academically. The action plan will be ongoing and targeted specifically based on the data. Twice a month, teachers, the support team and administration will analyze the reading assessment data from common assessments, benchmark assessments and diagnostic assessments. Continuous monitoring of all assessments will be reviewed, and adjustments will be made based on data results.
Rationale for Evidence-based Strategy	This strategy was chosen because research has proven that students with disabilities that are included in a general education classroom do significantly better academically. With the planned continuous monitoring of student progress, adjustments to meet students individual needs will be implemented throughout the year.
Action Step	
Description	1. Ensure High Quality Instruction 2. Team Planning 3. Analyze Data (Benchmark & Diagnostic) 4. Adjust curriculum and strategies to me et students needs
Person Responsible	Stephen Decotis (stephen.decotis@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).

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.

Parents and families will participate in school meetings/events such as Family Fun Nights, as well as the development and monitoring of the School Improvement Plan (SIP). In addition, families will be informed of any and all academic changes within the district and state as well as participate in training/workshops to raise student achievement.

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.

Sawgrass Elementary has a Guidance Counselor on staff to speak to kids as needed. There is a Family Change group that allows students from divorced homes to talk about their feelings with other students with a similar family dynamic. Panther Pals pairs typical kids with ESE student to act as a friend and mentor. There are many activities such as: Debate, Student Government, and Robotics that allows kids to make friends and build their self-esteem through after school activities.

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

Students that are incoming to Sawgrass Elementary are welcomed by the support staff and escorted to their new classroom after being given a tour of the school. Teachers are friendly and supportive of new students. New students are often assigned a class mentor to guide them through class procedures, transitions, and class expectations. Outgoing student records are send to their new school and pertinent information is shared to help students adjust both academically and socially.

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.

Resources are shared with staff via faculty meetings, emails, team meetings, and Professional Learning Opportunities. PLC's are held by Grade Levels bi-weekly and team members share best practices. Staff development opportunities are scheduled to introduce and understand new resources ie: i-Ready Reading/Math, Core Connections Writing, Guided Reading, etc.The inventory of all digital resources and technology is done by the Microtech while paper based materials such as books and manipulatives are inventoried by the text book coordinator. Supplies are carefully tracked and ordered as needed.

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

Sawgrass Elementary invites community stakeholders and families to join the School Advisory Council (SAC) each year. We also work to build partnerships with area businesses to enhance our school

culture. Career Day is an annual event that invites community members to share their college and work experiences with students. Teachers hold students to a high expectation and talk about higher education as a natural continuation of their learning experience.

Part V: Budget

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

1	III.A.	Areas of Focus: The area of focus is SWD student achievement.				$28,947.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1530	399-Other Technology-Related Purchased Services	3401 - Sawgrass Elementary School	Title, I Part A		$12,240.00
			Notes: I-READY Reading Digital Program I-READY Math Digital Program			
	1530	399-Other Technology-Related Purchased Services	3401 - Sawgrass Elementary School	Title, I Part A		$3,295.00
			Notes: REFLEX Math Digital Program			
	1530	399-Other Technology-Related Purchased Services	3401 - Sawgrass Elementary School	School Improvement Funds		$7,412.00
			Notes: Accelerated Reader			
	1530	500-Materials and Supplies	3401 - Sawgrass Elementary School	School Improvement Funds		$6,000.00
			Notes: LAFS Books Grades 2-5			
2	III.A.	Areas of Focus: The area of focus is ELA student achievement.				$13,412.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1530	399-Other Technology-Related Purchased Services	3401 - Sawgrass Elementary School	School Improvement Funds		$7,412.00
			Notes: Accelerated Reader			
	1530	500-Materials and Supplies	3401 - Sawgrass Elementary School	School Improvement Funds		$6,000.00
			Notes: LAFS Books Grades 2-5			
					Total:	$42,359.00