

Broward County Public Schools

Coral Springs Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Coral Springs Elementary School

3601 NW 110TH AVE, Coral Springs, FL 33065

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

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SIP Authority

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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.

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 acknowledges 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 for both face to face and e-learning.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Oliver, Vonda	Principal	<p>Instructional leader oversees the daily operations of the school while ensuring successful outcomes for students in a nurturing, supportive and safe environment. Additionally, the principal is responsible for observing teacher instructional practices and provide feedback to improve teacher effectiveness. As a result of instructional teacher practices, opportunities for professional development and adult learning is implemented to enhance student achievement. The principal is also responsible for monitoring student progress through ongoing data chats, standards based lesson plan development and lesson effectiveness through classroom learning walks and observations.</p> <p>The principal is also responsible for recruiting and retaining effective teachers and staff to build capacity and continuity in closing the student achievement gap. Finally, the principal oversees all operational duties such as but not limited to, budget, property inventory and building customer relationships.</p>
Brown, Shari	Assistant Principal	<p>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.</p>
Dowling, Michelle	Administrative Support	<p>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. Finally, the ESE Specialist is also required to work with all teachers to ensure students are properly identified and receiving instruction through the appropriate tiers of RTI.</p>
Alfred, Jennifer	Instructional Coach	<p>Collect and manage 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. The Literacy Coach is also responsible for monitoring and supporting teachers and staff through e-learning. The Literacy Coach oversees all ELOs.</p>
Person, Adam	Instructional Coach	<p>Collect and manage 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</p>

Name	Title	Job Duties and Responsibilities
		monitoring and other duties as assigned. He also helps to write and carry out Instructional focus calendars and assessments calendars. The Math Coach is also responsible for monitoring and supporting teachers and staff through e-learning. The Math Coach also works with the Literacy Coach to oversee all ELOs.
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. The Guidance Counselor is also expected to support our students during e-learning.

Demographic Information

Principal start date

Tuesday 7/1/2014, Keandra Fulton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

39

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners*

(subgroups below the federal threshold are identified with an asterisk)	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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
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ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	71	80	76	78	88	104	28	39	31	0	0	0	0	595
Attendance below 90 percent	38	31	29	23	44	22	10	16	12	0	0	0	0	225
One or more suspensions	1	2	4	3	2	3	2	4	8	0	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	4	10	5	8	10	8	11	12	7	0	0	0	0	75

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	3	6	16	13	13	23	13	9	4	0	0	0	0	100
Students retained two or more times	0	0	1	2	2	0	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Saturday 6/20/2020

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	
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

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	
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	36
Students retained two or more times		0	1	1	2	3	2	4	0	0	0	0	0	13

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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			
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%	2
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0

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.

This information is continued from last school year as the year was not completed. 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 shows that Science has been consistently low over the last three years. Some of the contributing factors of the low performance includes but is not limited to, the complexity level of the science test, not enough hands on experience provided to the students, and large deficits in reading for many of our 5th and 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?

Data shows that CSPK8 dropped on the 2019 FSA in all areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Data Driven Instruction
2. Increased Progress Monitoring/Ongoing Data Conversations
3. Increased Teacher Support
4. Ensure solid Tier 2 and Tier 3 Interventions
5. Continued Professional Development

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Improve High Quality Instruction
 Over all ELA learning gains dropped 7% from 2018 FSA to 2019 FSA. Overall lowest quartile dropped from 4% from 2018 FSA to 2019 FSA.
 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 Science dropped 8% from 2018 FSA to 2019 FSA.
 Overall Social Sciences - Civics EOC, dropped 22% from 2018 FSA to 202019 FSA.

Measurable Outcome: By June 2021, the percentage of students scoring proficient or higher in ELA will increase by 8%; Learning gains will increase by 8%; and our lowest quartile component will increase by 10%, as measured on the FSA.

Person responsible for monitoring outcome: Vonda Oliver (vonda.oliver@browardschools.com)

Evidence-based Strategy: Students will be exposed to solid tier 1 instruction through the District's core resources in ELA, Math, and Science through standards - based planned lessons with an emphasis on grade level specific aligned performance tasks per subject.

Rationale for Evidence-based Strategy: During PLC and weekly Common Planning, teachers and coaches will work together to plan standards based lessons, pull various resources to use, and create the grade level tasks needed. Lesson plans will be kept in data notebooks. This will allow the teacher a clear focus for instructional delivery at each grade level.

Action Steps to Implement

1. All baseline assessments will be completed by August 30, 2020.

Person Responsible Jennifer Alfred (j.alfred@browardschools.com)

2. Small group instruction and intervention groups will begin by the first week in September.

Person Responsible Vonda Oliver (vonda.oliver@browardschools.com)

3. Increased coaching and modeling by the instructional coaches to tier 2 and tier 3 teachers.

Person Responsible Vonda Oliver (vonda.oliver@browardschools.com)

4. Ongoing progress monitoring of standards through iReady and School City.

Person Responsible Jennifer Alfred (j.alfred@browardschools.com)

5. Ongoing data driven conversations with teachers and coaches to make informed decisions around delivery of instruction.

Person Responsible Vonda Oliver (vonda.oliver@browardschools.com)

6. Focus Professional Development to align to the areas of focus.

Person Responsible Shari Brown (shari.brown@browardschools.com)

7. Early identification of students requiring Tier 2 and Tier 3 instruction and provide students with standards remediation during small group instruction and pull out support from the resource teachers.

Person Responsible Jennifer Alfred (j.alfred@browardschools.com)

8. Targeted students will be offered the opportunity to participate in after school extended learning through our Bear Camp, which focuses on standards based enrichment and remediation.

Person Responsible Vonda Oliver (vonda.oliver@browardschools.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Improve achievement levels and learning gains for students in the following ESSA groups, SWD, ELL, Hispanic, and Economically Disadvantaged Students. Trend data indicates that the listed subgroups has scored below the 41% index for consecutive years.

Measurable Outcome: By June 2021, students with disabilities, ELL students, Hispanic students, and Economically Disadvantaged students will score at or above the 41% index on the FSA.

Person responsible for monitoring outcome: Jennifer Alfred (j.alfred@browardschools.com)

Evidence-based Strategy: Increase targeted subgroups proficiency by utilizing an interventionist to provide tier 2 support such as an additional small group dose of instruction. implementing small group intervention in the classroom and the addition of Wilson Foundations as a tool for weekly pullout support. The classroom teacher and the Educational Support Professional will implement Foundations. All subgroups will be progress monitored on a bi-weekly basis to allow for remediation or acceleration of instruction.

Rationale for Evidence-based Strategy: Daily interventionist in addition to teacher whole group instruction and small group remediation with an effective program will offer needed support to students struggling in ELA and Math.

Action Steps to Implement

1. ESE Support Facilitators will utilize the co-teaching model in grades 3rd - 6th grade assisting our students with disabilities.

Person Responsible Michelle Dowling (michelle.dowling@browardschools.com)

2. Students will all ESSA groups will offered extended learning opportunities after school through our Bear Camp with a laser focus on deficit standards.

Person Responsible Jennifer Alfred (j.alfred@browardschools.com)

3. An IDEA classroom assistant will provide pull - out support to our ELL students to help close the language gap in addition to the learning gap.

Person Responsible Shari Brown (shari.brown@browardschools.com)

4. All ESSA groups will engage in visual verbal learning tools through District approved Thinking Maps program.

Person Responsible Jennifer Alfred (j.alfred@browardschools.com)

5. I-Ready learning paths will be utilized to progress monitor all ESSA groups bi - weekly.

Person Responsible Vonda Oliver (vonda.oliver@browardschools.com)

6. In effort to decrease behavior situations, we will implement the CHAMPS behavior management program to change negative behavior from negative to positive.

Person Responsible Shari Brown (shari.brown@browardschools.com)

7. The guidance counselor will monitor targeted students through weekly guidance groups.

Person Responsible Jasmine Hicks (jasmine.hicks@browardschools.com)

8. Students will receive bi-weekly incentives for students demonstrating growth on bi-weekly reports produced by iReady.

Person Responsible Adam Person (adam.person@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Student incentives for both attendance and academics will be introduced to all students in staff at the beginning of the school year. Additionally, the school's social worker and guidance counselor will be offering support groups for those targeted students. Finally, students will be provided a mentor from the support staff that they will check in with weekly.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Increased parent communication and collaboration through various modalities such as parent link, bi-weekly newsletter (The Bear Bullet), parent/teacher conferences, and parent university to bridge the gap between the home and 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 also informed through monthly meetings such as SAC, PTA, and SAF. Parents are oriented to Early Literacy and FSA requirements through our Parent Universities held in the Fall and the Spring.

Finally, due to the different languages in our school, we provide language specific Parent Nights as needed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$161,005.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	2551 - Coral Springs Elementary School	UniSIG	2.0	\$37,260.00
			<i>Notes: ***Two Paraprofessionals Salaries: 2 Para professionals to support 3rd through 8th grade lowest quartile students. (Pre-approved positions, but originally requested three, reduced to 2)</i>			
	5100	210-Retirement	2551 - Coral Springs Elementary School	UniSIG		\$9,308.00
			<i>Notes: Fringe: Retirement: 1 teacher, 2 Paraprofessionals</i>			
	6400	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$19,800.00
			<i>Notes: Core Connections: ELA Reading and Writing resource to continue building solid reading and writing skills. Grades K - 6th classroom modeling, teacher debriefing, and progress monitoring. Program to support face to face and online instruction. PD sessions shall not exceed \$3,000/day. Grade K: 3 sessions @ \$1,100 = \$3,300</i>			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$3,721.00
			<i>Notes: School City: Purchase site license for School City Suite and Item Test Bank Package License. School City will be utilized as one of CSPK8 data collection points for grades 3rd - 8th. The school will utilize this program as part of the school's C.A.R.E. package for both ELA, Math, Civics, 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. License term date cannot extend pass August 31, 2021.</i>			
	6400	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$9,600.00
			<i>Notes: Provide stipends to twenty 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. The professional development will take place July/August 2021 and will consist of four additional preplanning days at \$30/hour stipend for a total of sixteen hours per teacher. Allocate \$9,600 in stipends for twenty K-8 teachers for the purpose of professional development and planning in the areas of science, mathematics, and reading. - PD Hours: 20 teachers x 16 hours x \$30 stipend = \$9,600</i>			
	6400	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$942.00
			<i>Notes: Fringe Social Security: PD Stipends, Substitutes</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$580.00
			<i>Notes: EOC Civics: Supplemental Civics materials for Grades 6-8 to provide additional exposure to the End of Course Curriculum.</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$4,430.00
			<i>Notes: EOC Civics: Supplemental Civics materials from McGraw Hill for Grade 7 to provide additional exposure to the End of Course Curriculum.</i>			
	5100	644-Computer Hardware Non-Capitalized	2551 - Coral Springs Elementary School	UniSIG		\$19,340.00
			<i>Notes: Laptop computers: Purchase eighty-one (81) Lenovo 300e laptops @ \$237.50 each for student usage in grades 3-8 for practice during Balanced Literacy Instruction and Core</i>			

			<i>Math instruction. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/laptop ratio. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/laptop ratio.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$6,434.00
			<i>Notes: Office Depot - Purchase office supplies such as folders, pencils, pens, crayons, chart paper, etc. for use during the school year.</i>		
5100	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$9,255.00
			<i>Notes: Fringe: Social Security: 1 teacher, 2 Paraprofessionals, ELO Stipends</i>		
5100	230-Group Insurance	2551 - Coral Springs Elementary School	UniSIG		\$24,885.00
			<i>Notes: Fringe: Health Insurance: 1 teacher, 2 Paraprofessionals</i>		
5100	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$3,040.00
			<i>Notes: Fringe: Worker's compensation: 1 teacher, 2 Paraprofessionals, ELO Stipends</i>		
5100	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$65.00
			<i>Notes: Fringe: Unemployment: 2 Paraprofessionals, 1 teacher, ELO Stipends</i>		
6400	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$265.00
			<i>Notes: Fringe Workers Comp.: PD Stipends, Substitutes</i>		
6400	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$10.00
			<i>Notes: Fringe Unemployment Comp.: PD Stipends, Substitutes</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,350.00
			<i>Notes: Super QAR to provide Tier 2 and Tier 3 remediation for students in grades 2nd through 4th with a deficit in comprehension.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$8,040.00
			<i>Notes: Wordly Wise - Vocabulary builders for grades K - 5th classroom sets. Materials will provide additional exposure to various vocabulary students will be exposed to on the FSA. - Grade K: Wordly Wise 3000 Academic Vocabulary Classroom Set with 26 Books - Grade 1: Wordly Wise 3000 Academic Vocabulary Classroom Set with 26 Books - Grade 2: Wordly Wise 3000 4th Edition Class Refill Set - Grade 3: Wordly Wise 3000 4th Edition Class Refill Set - Grade 4: Wordly Wise 3000 4th Edition Class Refill Set - Grade 5: Wordly Wise 3000 4th Edition Grade Refill Set</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$690.00
			<i>Notes: Florida Coach Science -Additional supplemental material to support 8th grade Science.</i>		
6400	210-Retirement	2551 - Coral Springs Elementary School	UniSIG		\$220.00
			<i>Notes: Fringe Retirement: Substitutes</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$570.00

			<i>Notes: Wilson Language, Foundations: Additional Teacher kit to support First grade students in developing phonemic awareness and phonics skills. Materials will be used to close gaps in learning in foundational skills.</i>			
	6400	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,200.00
			<i>Notes: Purchase 50 copies of the Distance Learning Playbook for teachers and administrators. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$104,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	2551 - Coral Springs Elementary School	UniSIG	1.0	\$57,540.00
			<i>Notes: Hire Teacher/Interventionist to provide support to classroom teachers in 3rd - 8th grade. Interventionist will provide a triple dose of small group reading, math, and science instruction as needed. Position to begin September 1, 2020.</i>			
	5100	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$19,320.00
			<i>Notes: ELO Stipends: Provide stipends to fourteen teachers to teach ELA/Math/Science Extended Learning Opportunity Camps and/or Virtual Camps for our 3rd - 8th grade students with specific targets on students in our ESSA groups and lowest quartile groups for remediation and enrichment. Instruction and materials will be selected based on data. All these strategies will help us achieve our SIP goals. \$30/hour stipends for 14 teachers to teach extended learning opportunity camps from November 2020 to April 2021. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at \$30/hour. - ELO Student Camp Time: 2 hours/week x 20 weeks = 40 hours - ELO Student Camp Stipends: 14 teachers x 40 hours x \$30 stipend = \$16,800 - ELO Planning Time: 1 hour/month x 6 months = 6 hours - ELO Planning Stipends: 14 teachers x 6 hours x \$30 stipend = \$2,520 - Total ELO Camp Request: \$16,800 + \$2,520 = \$19,320</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 for grades K-8 to improve students automaticity with mathematical computation in adding, subtracting, multiplying, and dividing. License term date cannot extend pass August 31, 2021.</i>			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$1,938.00
			<i>Notes: Edmentum - Study Island Site License for middle school science and social studies classes. Standards - based program to provide ongoing progress monitoring and practice. License term date cannot extend pass August 31, 2021.</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$3,131.00
			<i>Notes: Purchase Curriculum Associates, Phonics for Reading Books for 2nd - 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	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$3,500.00
			<i>Notes: EduSmart: K-5 and 6-8th Grade Supplement Science site license aligned to the Florida Standards. Program designed to remediate and enrich science content. License term date cannot extend pass August 31, 2021.</i>			
	5100	644-Computer Hardware Non-Capitalized	2551 - Coral Springs Elementary School	UniSIG		\$5,880.00

			<i>Notes: iPads: Purchase twenty 7th Generation iPads @ \$294 each for Kindergarten student usage for practice during Balanced Literacy Instruction.</i>		
6400	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$450.00
			<i>Notes: Edmentum - Study Island PLC Cohort Onboarding training for teachers. PD sessions shall not exceed \$3,000/day.</i>		
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$2,500.00
			<i>Notes: NearPod Flocabulary - A digital site license to Flocabulary and the The Week in Rap for teachers and students in all grades. License term date cannot extend pass August 31, 2021.</i>		
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$1,000.00
			<i>Notes: Catch up with Coach - ELA/Math digital program to focus on ESSA groups to close the achievement gap. License term date cannot extend pass August 31, 2021.</i>		
6400	140-Substitute Teachers	2551 - Coral Springs Elementary School	UniSIG		\$2,475.00
			<i>Notes: 21 Substitute days will be used to provide coverage for data conversations. The substitutes will be paid \$15.49/hour which is the district critical substitute rate for high need schools. The number of substitutes will vary based on availability of substitutes that day but will not exceed more than 3 substitutes per day. - Total Substitute Request: 21 days x 7.5 hours x \$15.49/hour = \$2,439.67</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$3,301.00
			<i>Notes: Lakeshore Learning center materials for grades K-5 that focus on skills in Reading (phonics, vocabulary, language skills, comprehension) and Math (numbers and operations and algebraic thinking). Materials will be utilized to support differentiated learning and close gaps in foundational skills in an interactive manner. Additionally, order includes grade level appropriate texts to teach about diversity.</i>		
Total:					\$265,335.00