

Broward County Public Schools

Coral Springs Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Our vision is to create a school culture that not only 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 all students.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Oliver, Vonda	Principal	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. 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.
Brown, Shari	Assistant Principal	Responsibilities include but are not limited to working with the principal to oversee the operations of the school, curriculum alignment, behavior management, and all safety procedures from the district. Additionally, oversees the instructional practices of primary teachers to ensure early literacy skills are embedded throughout daily instruction. Responsibilities also include progress monitoring of students in grades K - 2nd grade through data chats and teacher effectiveness. Participates in observation evaluation and employee discipline process. She also supervises the custodial staff and enforces the Code of Conduct.
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 and strategies group, and overseeing the middle school's master schedule. Additionally, the guidance counselor is the 504 liaison, and monitors student attendance as well as other district initiatives such as Liaison for Child Abuse and Suicide. The guidance counselor is also part of our Behavior Threat Assessment Team as the mental health professional.
Dowling, Michelle	Other	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.
Holligan, Alicia	Reading Coach	Collect, analyze, and disaggregate data with teachers and the administrative team. Monitor the effectiveness of all literacy programs K - 8 at our school. Organize and facilitate Professional Development and participate in all Data Chats and conversations. Create and monitor the instructional focus plans and the assessment

Name	Position Title	Job Duties and Responsibilities
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matrices. She is also responsible for ELA progress monitoring and other duties as assigned. The Literacy Coach also helps to write and carry out Instructional focus calendars and assessments calendars. The Literacy Coach also works with the Math Coach to oversees all ELOs and Summer Professional Development. In addition, the coaches are expected to provide coaching and modeling to teachers as needed.

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.*

5

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.*

43

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

653

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	88	76	77	76	88	89	51	28	40	0	0	0	0	613
Attendance below 90 percent	43	36	46	27	31	32	13	10	10	0	0	0	0	248
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	15	9	8	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	6	1	10	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	21	16	9	13	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	4	26	19	11	14	0	0	0	0	75
Number of students with a substantial reading deficiency	0	1	5	17	11	14	50	27	31	0	0	0	0	156

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	7	9	8	26	36	19	21	0	0	0	0	127

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	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	3	3	0	0	0	0	7

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - 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	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

2020-21 - 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	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	32	35	31	16	17	9	0	0	0	0	140
Level 1 on 2019 statewide Math assessment	0	0	0	35	37	31	17	11	5	0	0	0	0	136

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	2	3	4	10	10	3	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	1	2	2	0	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	59%	57%	44%	56%	56%
ELA Learning Gains				45%	60%	58%	52%	57%	55%
ELA Lowest 25th Percentile				38%	54%	53%	42%	51%	48%
Math Achievement				42%	65%	63%	47%	62%	62%
Math Learning Gains				48%	66%	62%	49%	60%	59%
Math Lowest 25th Percentile				34%	53%	51%	40%	47%	47%
Science Achievement				26%	46%	53%	34%	49%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-45%				
05	2021					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	65%	-20%	62%	-17%
Cohort Comparison						
04	2021					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-45%				
05	2021					
	2019	38%	64%	-26%	60%	-22%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	18%	49%	-31%	53%	-35%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten through 8th grade utilizes iReady for ELA and Math for progress monitoring. Mastery Connect and School City are utilized for 5th and 8th Grade Science and Civics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	31%	42%
	Economically Disadvantaged	13%	23%	35%
	Students With Disabilities	10%	40%	60%
	English Language Learners	0%	13%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	22%	29%
	Economically Disadvantaged	17%	21%	21%
	Students With Disabilities	20%	50%	68%
	English Language Learners	24%	6%	12%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	33%	35%
	Economically Disadvantaged	14%	27%	30%
	Students With Disabilities	0%	0%	0%
	English Language Learners	14%	27%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	15%	18%
	Economically Disadvantaged	6%	16%	10%
	Students With Disabilities	8%	8%	0%
	English Language Learners	7%	7%	11%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	42%	56%
	Economically Disadvantaged	44%	41%	55%
	Students With Disabilities	11%	21%	22%
	English Language Learners	8%	7%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	20%	35%
	Economically Disadvantaged	6%	18%	35%
	Students With Disabilities	5%	5%	40%
	English Language Learners	0%	0%	25%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	27%	30%
	Economically Disadvantaged	21%	26%	30%
	Students With Disabilities	4%	13%	14%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	25%	33%
	Economically Disadvantaged	23%	26%	32%
	Students With Disabilities	18%	26%	28%
	English Language Learners	0%	0%	15%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	38%	33%
	Economically Disadvantaged	28%	39%	34%
	Students With Disabilities	6%	19%	0%
	English Language Learners	11%	11%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	22%	34%
	Economically Disadvantaged	16%	17%	21%
	Students With Disabilities	0%	0%	16%
	English Language Learners	0%	0%	15%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	8%	16%
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	22%	22%
	Economically Disadvantaged	16%	21%	21%
	Students With Disabilities	0%	17%	25%
	English Language Learners	0%	0%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	29%	26%
	Economically Disadvantaged	20%	32%	24%
	Students With Disabilities	0%	25%	0%
	English Language Learners	0%	0%	0%

		Grade			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		10%	5%	18%
	Economically Disadvantaged		0%	6%	23%
	Students With Disabilities		0%	11%	0%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		10%	11%	20%
	Economically Disadvantaged		13%	7%	25%
	Students With Disabilities		11%	14%	25%
	English Language Learners		0%	0%	25%
		Number/% Proficiency	Fall	Winter	Spring

		Grade			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		24%	38%	27%
	Economically Disadvantaged		21%	34%	24%
	Students With Disabilities		0%	13%	0%
	English Language Learners		X	X	X
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		18%	19%	23%
	Economically Disadvantaged		11%	13%	23%
	Students With Disabilities		0%	0%	0%
	English Language Learners		X	X	X
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	33	25	8	26	8					
ELL	16	48		16	23	18	6				
BLK	27	39	39	22	28	18	22				

2021 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 2019-20	C & C Accel 2019-20
HSP	35	55		35	29		24				
WHT	61	50		44							
FRL	30	42	39	26	27	20	20	73			
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	10
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16

Students With Disabilities	
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels scholars are mastering phonemic awareness, phonics, and high frequency words as indicated on EOY iReady Diagnostic. Overall scholars are improving in the area of vocabulary, literary, and informational text. Scholars made progress from diagnostic 1 to diagnostic 3.

ELA

Checkpoint 1 232 scholars were on or above grade level

Checkpoint 2 287 scholars were on or above grade level

Checkpoint 3 314 scholars were on or above grade level

Math - Geometry standards were the weakest throughout the school year as reported on iReady.

Checkpoint 1 247 scholars were on or above grade level

Checkpoint 2 186 scholars were on or above grade level

Checkpoint 3 259 scholars were on or above grade level

Students with disabilities, Economically disadvantage, and ELLs continue to scholars below 30% on all assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science 2019 FSA Data showed achievement dropped in comparison to 2018 Science former year. Science

overall proficiency went from 55 percentage points to 36 percent for a loss of 19 percent. Teacher and leadership interviews indicate a lack of focus on Science Achievement and Science Vocabulary compared to the year before. Departmentalizing grade levels may also be a contributing factor as well as lack of uniform curriculum implementation and consistent grade-level standard instruction. ELL and bottom quartile students also tend to struggle with on grade level vocabulary and text.

In ELA, our students with disabilities sub-group also showed a great decline. ELA achievement dropped by 12% while ELA learning gains increased by 7%. ELL and bottom quartile students also tend to struggle with on grade level vocabulary and text.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The major contributing factor for this need is less than 50% of scholars were on campus for face to face learning. Having scholars to return to campus for 100% instruction is the most critical to address the need for improvement. Having scholars on campus for face to face learning, they will be exposed to push in and pull out support, learning needs will be addressed more timely. Teacher observation and progress monitoring will also address the need for improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

As reported by current school data collection, overall school data indicates that CSPK8 showed the most improvement in ELA. From iReady Checkpoint 1 to check point 2 56% of scholars Kindergarten through 8th grade showed growth.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This is due to more exposure to informational text, vocabulary embedded text exposure, and ongoing progress monitoring.

What strategies will need to be implemented in order to accelerate learning?

In effort to accelerate learning, we will need to ensure common planning amongst the grade levels to start. Additionally, continued P.D. in the B.E.S.T. Standards. Finally, focused push-in and pull-out support groups will be the caveat of closing the achievement gap.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Grades K - 2nd will participate in the Horizons Reading P.D. All teachers will receive P.D. in the new B.E.S.T. standards. We will continue to implement school-wide writing training to ensure we continue align writing standards to reading standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue with ongoing progress monitoring, learning walks as a leadership team. ELO camps will be implemented and all paraprofessionals hired under the UniSig grant will receive training in all ELA and Math Standards.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	<p>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.</p> <p>Overall math proficiency data dropped 5% from 2018 FSA to 2019 FSA. Overall lowest quartile learning gains dropped 6% from 2018 FSA to 2019 FSA.</p> <p>Overall Science dropped 8% from 2018 FSA to 2019 FSA.</p> <p>Overall Social Sciences - Civics EOC, dropped 22% from 2018 FSA to 202019 FSA.</p>
Measurable Outcome:	<p>By June 2022, the percentage of students scoring proficient or higher in ELA, Math, and Science will increase by 8%; Learning gains will increase by 10%; and our lowest quartile component will increase by 10%, as measured on the FSA.</p>
Monitoring:	<p>Area of focus will be monitored bi-weekly through iReady and Mastery Connect. School City will be used as interim assessment data to monitor focus area. Additionally, bi-weekly data conversations will take place starting in August.</p>
Person responsible for monitoring outcome:	<p>Vonda Oliver (vonda.oliver@browardschools.com)</p>
Evidence-based Strategy:	<p>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.</p>
Rationale for Evidence-based Strategy:	<p>During PLCs 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.</p>

Action Steps to Implement

All baseline data will be completed by the beginning of September 2021.

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

Small group instruction and targeted scholars for intervention groups to start in September.

Person Responsible Alicia Holligan (alicia.gaines@browardschools.com)

Better coaching and modeling provided for tier 2 and tier 3 teachers.

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

Laser focus of progress monitoring through iReady and School City data.

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

Ongoing data driven conversations with teachers and coaches to make informed decisions around delivery of instruction as it pertains to enrichment and remediation.

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

Focused Professional Development aligned to the SIP Areas of Focus.

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

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 Michelle Dowling (michelle.dowling@browardschools.com)

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

Person Responsible Alicia Holligan (alicia.gaines@browardschools.com)

To ensure solid tier 1 instruction teacher will utilized the district's high quality standards based core curriculum. Teachers will differentiate instruction within tier 1 after identifying deficiencies in learning. Teachers will also provide weekly formative assessments to progress monitor and pivot instruction based on need. ESSA teachers will also support struggling Tier 1 students during push-in or pull-out support.

Person Responsible Alicia Holligan (alicia.gaines@browardschools.com)

Teachers will participate teacher led monthly PLCs focusing on grade level Smart Goals. Smart Goals are progress monitored through district created CFCs. The master schedule is created to allow all grade levels common planning. Administration and coaches will continue to monitor Tier 1 data during weekly data conversations.

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

#2. Instructional Practice specifically relating to Small Group Instruction

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 2022, students with disabilities, ELL students, Hispanic students, and Economically Disadvantaged students will score at or above the 41% index on the FSA.

Monitoring: Area of focus will be monitored bi-weekly through iReady and Mastery Connect. School City will be used as interim assessment data to monitor focus area. Additionally, bi-weekly data conversations will take place starting in August.

Person responsible for monitoring outcome: Vonda Oliver (vonda.oliver@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 iReady scaffolding for instruction as a tool for weekly pullout support. 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

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

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

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

Person Responsible: Alicia Holligan (alicia.gaines@browardschools.com)

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: Michelle Dowling (michelle.dowling@browardschools.com)

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

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

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

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

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)

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

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

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

Person Responsible Tamika Phang (tamika.castrophang@browardschools.com)

The Professional Development team will survey teachers to gauge which topics they are interested. Administration and support staff will work with Elementary and Secondary Learning to plan professional development focusing on small group instruction, professional learning on the new reading series Benchmark Advance. Additionally, academic coaches will provide modeling and coaching for tier 2 and 3 teachers needing ongoing support with small group instruction for our subgroups.

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Overall CSPK8 dropped in all areas on the ELA portion of FSA. 3rd - 8th grade ELA proficiency dropped 8 percentage points from 2019 to 2021. 3rd - 8th grade learning gains dropped 2 percentage points from 2019 - 2021. 3rd - 8th lowest 25% dropped 2 percentage points from 2019 - 2021.

Measurable Outcome: By June 2022, the percentage of students scoring proficient or higher on the ELA section of the FSA will increase by 10 percentage points; Learning gains will increase by 10 percentage points; and our lowest quartile component will increase by 10%, as measured on the FSA.

Monitoring: Area of focus will be monitored data conversations, ongoing classroom visits and feedback sessions, collection of cold read data points every three weeks, iReady data, and interim assessments given every 8 weeks. Additionally during weekly support staff meetings, the ESSA teachers review targeted scholars data to determine next steps.

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

Evidence-based Strategy: To ensure solid tier 1 instruction teacher will utilized the district's high quality standards based core curriculum and LAFS supplemental resource. Teachers will differentiate instruction within tier 1 after identifying deficiencies in learning. Teachers will also provide weekly formative assessments to progress monitor and pivot instruction based on need. ESSA teachers will also support struggling Tier 1 students during push-in or pull-out support.

Rationale for Evidence-based Strategy: During PLCs and weekly Common Planning, teachers and coaches work together to plan standards based lessons, pull various resources to use, and create the grade level tasks needed. Identifying the learning gaps early during Tier 1 instruction will allow teachers to adjust instruction and align resources.

Action Steps to Implement

Teachers will work collaboratively and plan with leadership during grade level meetings participate in collaborative grade level discussions and vertical team discussions to create non-negotiables for ELA instruction

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

Teachers and leadership team will monitor data, progress, and intervention of the lowest 25%. Utilizing i-Ready diagnostic data, teachers will identify students who need additional Tier 1 support and intervention.

Person Responsible Alicia Holligan (alicia.gaines@browardschools.com)

ESSA teachers will receive additional training on Reading Horizons to ensure effective program use. Reading Horizons will be implemented with fidelity for our students identified with significant reading deficits.

Person Responsible Alicia Holligan (alicia.gaines@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As we approach the 2021 - 2022 school year, we are also moving to implement a school - wide behavior plan: CHAMPS. Additionally, quarterly behavior assemblies will be held to reinforce the expectations of CSPK8, and finally, teachers are continually being trained in Social Emotional Learning, which will also help to promote a positive school environment.

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.

We build school culture and environment through increased parent communication and collaboration through various modalities such as parent link, bi-weekly newsletter (The Bear Bulletin), 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, and all meeting dates and times are communicated through our school's newsletter and Parent Link. Parents are also oriented to Early Literacy and FSA requirements through our Parent Universities held in the Fall and the Spring. Families are invited to various events held throughout the year, including Math/ Science Night, Family Literacy Night, Multi-cultural Night, Fall Festival, and our annual Spring Fling.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All CSPK8 Staff and Community partners play a key role in ensuring a positive and safe culture of the school. Every teacher is responsible for 10 minutes of mindfulness at the start of each school day. Additionally, our school's resource officers teaches the G.R.A.D.E. program to our 5th grade scholars with a

focus on making good decisions. Each support staff person is responsible for targeting a specific group of scholars to mentor throughout the school year. Our focus of a positive culture is not only for our scholars, but also staff members. Staff members are recognized for going above and beyond for our staff members.

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				\$122,455.25
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$21,600.00	
		<i>Notes: ELO Stipends: Provide stipends to fifteen teachers to teach ELA/Math/Science Extended Learning Opportunity Camps for 3rd - 8th grade students with specific targets on students in ESSA groups and lowest quartile groups for remediation and enrichment. Instruction and materials will be selected based on data. 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 hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 150 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. \$36/hour stipends for 15 teachers to teach extended learning opportunity camps from November 2021 to April 2022. - ELO Student Camp Time: 2 hours/week x 20 weeks = 40 hours - ELO Student Camp Stipends: 15 teachers x 40 hours x \$36 stipend = \$21,600</i>				
5100	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$1,655.00	
		<i>Notes: Fringe Social Security: ELO Stipends for 15 teachers</i>				
5100	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$465.00	
		<i>Notes: Fringe Workers Compensation: ELO Stipends for 15 teachers</i>				
5100	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$50.00	
		<i>Notes: Fringe Unemployment: ELO Stipends for 15 teachers</i>				
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$4,050.00	
		<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, 2022."</i>				
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$2,900.00	
		<i>Notes: "Purchase Gizmos from Explore Learning for student use in grades 3-8. Gizmos are STEM learning tools for the classroom with over 400 math and science digital tools, aligned to the latest standards to help educators bring powerful new learning experiences to the classroom. These online simulations power inquiry and understanding of key math and science concepts. License term date cannot extend pass August 31, 2022."</i>				
5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$5,150.00	

			<i>Notes: "Purchase Accelerated Reader from Renaissance. AR includes personalized goals help students stay focused on the factors that matter most for reading growth—and help monitor their progress and provide feedback to keep learners on track. Individual reading recommendations use students' interests and reading levels to suggest "just-right" titles—or students can self-select. Site license will be used by students in grades K-8. License term date cannot extend past August 31, 2022."</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$1,400.00
			<i>Notes: "J & J Educational Science Boot Camp: Purchase 5th grade Speed Bag Student Booklets for the 4 fifth grades classrooms. The student workbooks used to provide students with additional support in the science content. - (4) sets Science Bootcamp Speed Bag Student Booklets (Set/25) - \$350"</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$3,210.00
			<i>Notes: Hand2Mind - Purchase Primary and 3rd-5th Math Manipulatives for hands on and visual representations of math concepts. Also purchase 5th Science Stem Kits to reinforce major science works. The STEM kits will support our 5th Grade Science teachers as they will use the materials for demonstrations that will prepare our students for the FSA Science Test.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$6,500.00
			<i>Notes: Purchase 3rd-8th grade daily standards-based mathematical review materials from Everglades K-12 to reinforce previously taught grade level math standards.</i>		
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$12,711.25
			<i>Notes: "Office Supplies: classroom supplies to support reading, mathematics, science, and social studies instruction: e.g. copy paper, glue sticks, composition books, dry erase markers, pocket folders, 3-prong folders, colored pencils, dividers, legal pads, etc."</i>		
5100	643-Capitalized Hardware and Technology-Related Infrastructure	2551 - Coral Springs Elementary School	UniSIG		\$8,900.00
			<i>Notes: Purchase four Promethean Devices to be used for instructional presentations with students. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning. These additional technological enhancements for students will support teachers as they infuse technology into their daily student instruction. The boards allow for technology integration in order to improve the learning experience and reach a variety of learning modalities. Research has repeatedly demonstrated that students learn better when they are fully engaged, and that multi-sensory, and on learning is the best way to engage them. The boards will facilitate this multi-sensory learning in all content areas. They will be used by classroom teachers to provide supplemental standards-based instruction with students. - (4) Promethean ActivPanel Nickel 65' @ \$1,800 - (4) Promethean Stand @ \$425</i>		
5100	644-Computer Hardware Non-Capitalized	2551 - Coral Springs Elementary School	UniSIG		\$9,500.00
			<i>Notes: "Purchase 40 laptops @ \$237.50 each to be used by students for classroom teaching enhancement. For use by students in grades 2-5 for educational apps in reading, math, and science. The laptops will replace broken and damaged ones returned upon completion of hybrid school year. 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	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2551 - Coral Springs Elementary School	UniSIG		\$2,900.00
			<i>Notes: Purchase of 2 Earthwalk laptop carts plus wiring to hold 40 laptops. Laptop carts will transport, store and charge purchased laptops. - (2) Earthwalk carts @ \$1,339/each - (40) Laptop wiring @ \$5.00/each</i>		
5100	519-Technology-Related Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,000.00
			<i>Notes: Purchase technology supplies to replace/repair broken or lost computer accessories: e.g. wireless mouses, adapters (Lenovo or HDMI), emulators, etc.</i>		

	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$2,000.00
			Notes: Purchase Thinking Map materials that includes fifteen classroom posters for new teachers to the school. Thinking Maps has a primary focus on teaching critical thinking and communication skills coupled with a professional development component for teachers.			
	6400	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$18,500.00
			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-2: 1 session @ \$900 = \$900 Grade K: 3 sessions @ \$1,100 = \$3,300 Grade 1: 3 sessions @ \$1,100 = \$3,300 Grade 2: 3 sessions @ \$1,100 = \$3,300 Grade 3: 3 sessions @ \$1,100 = \$3,300 Grades 4-5 + 1 Grade 6-8 Teacher: 4 sessions @ \$1,100 = \$4,400 ***Please submit a completed Consultant Agreement, Statement of Work, and W9 with the paperwork for this order. For processing and approval, submission is required at least one month prior to services being rendered.			
	6400	120-Classroom Teachers	2551 - Coral Springs Elementary School	UniSIG		\$9,720.00
			Notes: Provide stipends to thirty 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 between September 2021 and May 2022 to coincide with preparation for upcoming 2022 FSA testing for a total of 9 hours per teacher. District Trainers and School Based Coaches will facilitate the PD sessions. If stipends are necessary, they will be paid from other funding sources. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. Allocate \$9,720 in stipends for thirty K-8 teachers for the purpose of professional development and planning in the areas of science, mathematics, and reading. - PD Hours: 30 teachers x 9 hours x \$36 stipend = \$9,720			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$3,500.00
			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, 2022.			
	6400	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$744.00
			Notes: Fringe: Social Security for PD stipends			
	6400	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$209.00
			Notes: Fringe: Workers Compensation for PD stipends			
	6400	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$23.00
			Notes: Fringe: Unemployment Compensation for PD stipends			
	6400	140-Substitute Teachers	2551 - Coral Springs Elementary School	UniSIG		\$2,471.00
			Notes: 21 Substitute days - 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			
	6400	210-Retirement	2551 - Coral Springs Elementary School	UniSIG		\$248.00
			Notes: Fringe: Retirement for Substitutes			
	6400	220-Social Security	2551 - Coral Springs Elementary School	UniSIG		\$190.00

			<i>Notes: Fringe: Social Security for Substitutes</i>			
	6400	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG		\$53.00
			<i>Notes: Fringe: Workers compensation for Substitutes</i>			
	6400	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG		\$6.00
			<i>Notes: Fringe: Unemployment compensation for Substitutes</i>			
	6400	310-Professional and Technical Services	2551 - Coral Springs Elementary School	UniSIG		\$1,800.00
			<i>Notes: Standards-based Planning with Thinking Maps will include professional development session for sixty teachers in grades K-8. Outcomes: - Identify the cognitive demands in both FSA and B.E.S.T. standards with grade level groups K-2; 3-5; and 6-8 - Align the cognitive demands to the Map(s) that would be best utilized for teaching/learning the content standard - Develop anchor Map(s) for upcoming standards to use with students. Time Frames: - 8:30 – 10:30 (K-2) - 10:30 – 12:30 (Grades 3-5) - 1:30 – 3:30 (Grades 6-8) Number of Participants: 60 K-8 teachers Training Session: 6 hours</i>			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$163,186.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	2551 - Coral Springs Elementary School	UniSIG	4.0	\$77,440.00
			<i>Notes: Four Paraprofessionals Salaries: Hire 4 Paraprofessionals to support 3rd through 8th grade lowest quartile students. (2 Pre-approved positions; requesting 2 additional Para Professionals.</i>			
	5100	210-Retirement	2551 - Coral Springs Elementary School	UniSIG	4.0	\$7,800.00
			<i>Notes: Fringe: Retirement for classroom assistants</i>			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$3,295.00
			<i>Notes: "Purchase Reflex Math from Explore Learning - Purchase access to online Fact Fluency programs to reinforce and monitor fact fluency and foundational math skills. Will be used by students in grades 2-8. License term date cannot extend pass August 31, 2022."</i>			
	5100	369-Technology-Related Rentals	2551 - Coral Springs Elementary School	UniSIG		\$2,600.00
			<i>Notes: NearPod Flocabulary - A digital site license to Flocabulary and the The Week in Rap for teachers and students in all grades. Flocabulary site license will offer educational videos and activities that help bring literacy into every subject area for students in grades K-8. The online interactive program includes teacher lessons with which students complete assignments and assessments independently in live Canvas session. The multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Research-based videos and activities build the background knowledge and vocabulary students need to succeed. - Hundreds of standards-aligned lessons - Weekly lesson covering the top news headlines and current events - Printable quizzes and activities to accompany each lesson - Student video & activity access - Activity assignments for entire class or individual students - Visibility into student activity results - Dashboards to track student performance License term date cannot extend pass August 31, 2022.</i>			
	5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$5,547.00
			<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	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$9,000.00

			<i>Notes: Purchase classroom library materials for all PreK-8 grade classrooms. Curriculum materials will be utilized to create differentiated literacy/math centers. This will be a positive impact our goal of students mastering the standards. Allocation of \$200 for reading/math resources for 45 teachers in PreK-8th grade.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$3,186.00	
			<i>Notes: Moving with Math Learning Systems to be used as a supplemental resource for using true manipulative and (ESSA group Students with Disabilities) and the Concrete-Representational-Abstract Instructional method.</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$4,158.00	
			<i>Notes: School Specialty learning games, and math manipulatives to be used with our students with disabilities to close the gap in vocabulary, math, and critical thinking skills.</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. The number of students targeted with this program will range between 80-100 students in Grades 2-4 based on need as identified through establishment of Tier 2/Tier 3 intervention support.</i>			
6400	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$500.00	
			<i>Notes: Purchase 20 copies of Shifting the Monkey by Todd Whitaker. The leadership team will engage in a book study for professional development that will allow educators to engage in discourse around the following topics from the book to improve the work environment. - Find out how and why responsible, hardworking employees often get saddled with too many monkeys. - Learn how leaders can put monkeys back where they belong and focus on supporting and cultivating the best employees. - Discover the critical issue at the heart of many dysfunctional organizations</i>			
5100	220-Social Security	2551 - Coral Springs Elementary School	UniSIG	4.0	\$5,925.00	
			<i>Notes: Fringe: Social Security for classroom assistants</i>			
5100	230-Group Insurance	2551 - Coral Springs Elementary School	UniSIG	4.0	\$32,940.00	
			<i>Notes: Fringe: Group Insurance for classroom assistants</i>			
5100	240-Workers Compensation	2551 - Coral Springs Elementary School	UniSIG	4.0	\$1,670.00	
			<i>Notes: Fringe: Workers Compensation for classroom assistants</i>			
5100	250-Unemployment Compensation	2551 - Coral Springs Elementary School	UniSIG	4.0	\$190.00	
			<i>Notes: Fringe: Unemployment Compensation for classroom assistants</i>			
5100	510-Supplies	2551 - Coral Springs Elementary School	UniSIG		\$7,585.00	
			<i>Notes: Purchase of Florida Coach for ELA and Mathematics for grades 3-8, and Science for grades 5 and 8 to be used in small groups during extended learning opportunities. Florida Coach provides a standards-based review and essential practice in and will fully prepare scholars for FSA test success. Scholars will gain exposure to the rigor and new item types featured on standardized tests.</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:					\$285,641.25	