**Broward County Public Schools**

# Coral Springs Elementary School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Coral Springs Elementary School

### 3601 NW 110TH AVE, Coral Springs, FL 33065

### [ no web address on file ]

## School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

The Equity mission of Coral Springs Elementary 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, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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. Assistant Principal is also the Chair Person of the BTA Committee and all of the Emergency Preparedness Plan. |
| Hicks, Jasmine | School Counselor | Responsibilities include but not limited to serving as school's testing coordinator, ESOL Contact person and is 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 the co-chair person over 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 and MTSS 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 |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | Chats and conversations. Create and monitor the instructional focus plans and the assessment 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 works collaboratively with the Math Coach and other resource teachers on the team to ensure High quality instruction is evident throughout the school. The Literacy Coach also oversees all ELOs and Summer Professional Development. In addition, the coaches are expected to provide coaching and modeling to teachers as needed. |
| Berry, Shannon | Math Coach | Collect, analyze, and disaggregate data with teachers and the administrative team. Monitor the effectiveness of new Math series K - 5. Organize and facilitate Professional Development and participate in all Data Chats and conversations. Create and monitor the instructional focus plans and the assessment matrices. The Math Coach is also responsible for Math progress monitoring and other duties as assigned. The Math Coach also helps to write and carry out Instructional focus calendars and assessments calendars. The Math Coach works collaboratively with the Literacy Coach and other resource teachers on the team to ensure High quality instruction is evident throughout the school. The Math Coach also oversees all ELOs and Summer Professional Development. In addition, the coaches are expected to provide coaching and modeling to teachers as needed. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, administration, all school leaders, ESPs present in the school. A brief survey is provided to parents in mid-May to solicit input for the SIP. Additionally, during our last SAC Meeting, we start the beginning stages of developing the SIP based on the needs of the school and available data during that time of year.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is a fluid document which is monitored throughout the school year. We utilize quarterly assessment data to determine changes in the SIP. Academic Standards are set at the beginning of the school year for our assessment periods. Adjustments are made to the SIP in accordance to the data received after each assessment period. Additional ELO, Push-In/Pull-out support, and additional data

conversations may be documented in the SIP. Separate data is collected for each ESSA group to ensure the Leadership team is suggesting additions or deletions to the SIP.

## Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---|
| **2023-24 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 |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 90% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification** *updated as of 3/11/2024 | CSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | Yes |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: D 2018-19: D 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 37 | 34 | 31 | 30 | 22 | 27 | 0 | 0 | 0 | 181 |
| One or more suspensions | 0 | 0 | 3 | 5 | 2 | 7 | 0 | 0 | 0 | 17 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 7 | 27 | 34 | 43 | 20 | 27 | 0 | 0 | 0 | 158 |
| Level 1 on statewide Math assessment | 0 | 9 | 31 | 38 | 15 | 31 | 0 | 0 | 0 | 124 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 19 | 31 | 34 | 9 | 11 | 0 | 0 | 0 | 104 |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 4 | 25 | 38 | 48 | 20 | 27 | 0 | 0 | 0 | 162 |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 4 | 8 | 5 | 1 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 2 | 2 | 0 | 4 | 1 | 0 | 0 | 0 | 9 |

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 41 | 36 | 33 | 36 | 35 | 18 | 15 | 6 | 3 | 223 |
| One or more suspensions | 0 | 1 | 0 | 3 | 2 | 4 | 6 | 6 | 1 | 23 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 29 | 21 | 17 | 14 | 13 | 8 | 102 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 30 | 30 | 37 | 26 | 14 | 6 | 143 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 30 | 26 | 10 | 27 | 7 | 14 | 10 | 10 | 7 | 141 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 19 | 15 | 7 | 31 | 34 | 32 | 19 | 15 | 8 | 180 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 1 | 1 | 27 | 5 | 7 | 0 | 0 | 0 | 42 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 41 | 36 | 33 | 36 | 35 | 18 | 15 | 6 | 3 | 223 |
| One or more suspensions | 0 | 1 | 0 | 3 | 2 | 4 | 6 | 6 | 1 | 23 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 29 | 21 | 17 | 14 | 13 | 8 | 102 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 30 | 30 | 37 | 26 | 14 | 6 | 143 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 30 | 26 | 10 | 27 | 7 | 14 | 10 | 10 | 7 | 141 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 19 | 15 | 7 | 31 | 34 | 32 | 19 | 15 | 8 | 180 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 1 | 1 | 27 | 5 | 7 | 0 | 0 | 0 | 42 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 37 | 56 | 53 | 40 | 58 | 56 | 32 | | |
| ELA Learning Gains | | | | 54 | | | 43 | | |
| ELA Lowest 25th Percentile | | | | 42 | | | 40 | | |
| Math Achievement* | 39 | 62 | 59 | 30 | 54 | 50 | 27 | | |
| Math Learning Gains | | | | 50 | | | 29 | | |
| Math Lowest 25th Percentile | | | | 43 | | | 18 | | |
| Science Achievement* | 39 | 48 | 54 | 24 | 59 | 59 | 24 | | |
| Social Studies Achievement* | | | | 52 | 71 | 64 | 63 | | |
| Middle School Acceleration | | | | 60 | 52 | 0 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 69 | 59 | 59 | 28 | | | 42 | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 213 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 40 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 363 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 95 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 30 | Yes | 4 | 4 |
| ELL | 26 | Yes | 3 | 1 |
| AMI | | | | |
| ASN | | | | |
| BLK | 38 | Yes | 2 | |
| HSP | 53 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 50 | | | |
| FRL | 40 | Yes | 1 | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 29 | Yes | 3 | 3 |
| ELL | 35 | Yes | 2 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 36 | Yes | 1 | |
| HSP | 43 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| MUL | | | | |
| PAC | | | | |
| WHT | 60 | | | |
| FRL | 42 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 37 | | | 39 | | | 39 | | | | | 69 |
| SWD | 20 | | | 25 | | | | | | | 4 | 58 |
| ELL | 22 | | | 17 | | | 10 | | | | 5 | 69 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 30 | | | 34 | | | 28 | | | | 5 | 76 |
| HSP | 50 | | | 50 | | | 64 | | | | 5 | 55 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 50 | | | 50 | | | | | | | 2 | |
| FRL | 34 | | | 34 | | | 34 | | | | 5 | 71 |

| 2021-22 ACCOUNTABILITY 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 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 40 | 54 | 42 | 30 | 50 | 43 | 24 | 52 | | | | 28 |
| SWD | 15 | 50 | 45 | 9 | 41 | 41 | 4 | | | | | |
| ELL | 26 | 51 | 38 | 20 | 46 | 60 | 13 | | | | | 28 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 2021-22 ACCOUNTABILITY 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 2020-21 | C & C Accel 2020-21 | ELP Progress |
| BLK | 37 | 47 | 39 | 25 | 45 | 41 | 23 | 36 | | | | 27 |
| HSP | 41 | 63 | | 39 | 52 | | 22 | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 60 | 62 | | 42 | 77 | | | | | | | |
| FRL | 41 | 56 | 45 | 29 | 52 | 50 | 23 | 57 | | | | 29 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 32 | 43 | 40 | 27 | 29 | 18 | 24 | 63 | 0 | | | 42 |
| SWD | 10 | 33 | 25 | 8 | 26 | 8 | 0 | | | | | |
| ELL | 16 | 48 | | 16 | 23 | 18 | 6 | | | | | 42 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 27 | 39 | 39 | 22 | 28 | 18 | 22 | | | | | 39 |
| HSP | 35 | 55 | | 35 | 29 | | 24 | | | | | 50 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 61 | 50 | | 44 | | | | | | | | |
| FRL | 30 | 42 | 39 | 26 | 27 | 20 | 20 | 73 | 0 | | | 41 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 41% | 56% | -15% | 54% | -13% |
| 04 | 2023 - Spring | 42% | 61% | -19% | 58% | -16% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 26% | 53% | -27% | 50% | -24% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 33% | 62% | -29% | 59% | -26% |
| 04 | 2023 - Spring | 47% | 65% | -18% | 61% | -14% |
| 05 | 2023 - Spring | 35% | 58% | -23% | 55% | -20% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 35% | 46% | -11% | 51% | -16% |

# III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

In reviewing the assessment data for the 2022 - 2023 school year, the Math is the component that showed the lowest performance on the F.A.S.T. assessment. Specifically the domain of Geometric Reasoning Measurement and Data Analysis and Probability. The contributing factor to the low performance includes navigating through a new math series, limited ongoing P.D., and ineffective planning of utilizing the core components of the math series.
Third Grade - 37% of students were deficient
Fourth Grade - 21% of students were deficient
Fifth Grade - 38% of students were deficient
The domain of Geometric Reasoning Measurement and Data Analysis and Probability has been an ongoing deficit at Coral Springs Elementary.

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

The FSA and F.A.S.T. are not in alignment to compare. However, we demonstrated a decline in the area of ELA. The factor that contributed to the incline was due to limited support from Literacy Coach, and teachers' capacity to
teach at the rigor of the standard while scaffolding and differentiating is key as well as implementing the correct accommodations within the classroom daily. . teachers limited on going professional development knowledge of the B.E.S.T. standards and implementing effective instruction during the ELA

block. Other factors include but are not limited to, teacher absences due to illness, student attendance. A focus on attendance and ensuring students are on campus is crucial. In addition, we must prepare teachers to better differentiate in the classroom. Our population is extremely diverse but data shows that some of our subgroups are falling behind such as black, SWD, and ELLs. The data of these subgroups specifically our SWDs must be closely monitored to adjust instruction. Additionally, teachers must ensure IEP accommodations are provided daily in the classroom.

**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.**

Based on the 2021-2022 assessment data, in ELA - Key Ideas and Details had the greatest gaps compared to state average.
In Math, Measurement Data and Geometry had the greatest gaps compared to state average.

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

The data component that showed the most improvement on the 2023 Assessment was Science. Science increased from 24% to 35%. This is the most comparable data as the assessment was the same from FY22 to FY23. The actions taken include but are not limited to specifically targeting students for Extended Learning Opportunities, more aggressive progress monitoring of 5th grade science data, and increased common formative assessments throughout the school year. Additionally, CSE received ongoing support from the district's Science Department.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Based on EWS data attendance 181 students were absent 10% or more during the school year, which is a major concern. Of the 181 students with attendance concerns 79 students (44%) are in tested grade levels
and has a direct correlation to performance on statewide assessments.

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

Increase Math proficiency
Increase ELA Proficiency
Decrease attendance below 90%
Increase subgroup data
Increase Science proficiency

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing Florida Standards Assessment (FSA) data, we recognized that our ESSA subgroups are not making adequate progress due to teachers surface knowledge of the standards-based instruction.

SWD 29% proficiency which is an increase from 16% in 2021 - Yet, 3rd consecutive
year below the 41% index
ELLs 24% proficiency which is an increase from 35% in 2021 - 2nd consecutive year
below the 41% index
BLK/African American 29% which is an increase from 36% in 2021 - 1st year below
the 41% index

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, students with disabilities, ELL students, and BLK/African American
students will score at or above the 41% index on the Florida Standards Assessment (FSA).

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

To ensure success on this area of focus and school improvement, CFAs and F.A.S.T. data will be used throughout the school year to adjust instruction as indicated by the data. To ensure we are on track to meeting our SIP goals, monitoring will include but is not limited to:
Data Analysis conversations with teachers/Leadership Teams/Coaches (Additional P.D. for Coaches @ ASCD Conference)
Classroom Walkthroughs and Learning Walks (Weekly)
Formal/Informal Observations (Quarterly)
Lesson Plan Review (Quartley)
Monitoring student attendance (Monthly)
Immediate Feedback (Weekly)
Targeted focus of ESSA subgroups through report groups (Bi-weekly)

**Person responsible for monitoring outcome:**

Vonda Oliver (vonda.oliver@browardschools.com)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Effective Core Instruction and focus on the literacy and math blocks-Teachers will learn how to teach to the full extent of the standard and understand the
components of the literacy and math blocks to help students make learning gains and achieve mastery.
2. Teacher lead PLCs, and school-wide Professional Development focusing on the Science of Reading, Math, and Science.
3. Grade level common planning to allow collaboration during the day.
4. Push-in/pull out support from ESSER and Resource teachers to include small group support focusing on Tier 2 and Tier 3 students, and ESSA subgroups utilizing supplemental materials as needed (Acaletics)
5. Extended Learning Opportunities - After school to students in grades 3rd - 5th allowing additional instructional time and supplemental resources. IReady Toolbox, Acaletics, Study Island.
6. Monitoring of Common Formative Assessments using school's assessment matrix.
7. Tiered Teacher Support by Coaches and Administration (ASCD Professional Development)

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

1. Effective Core Instruction- If solid Tier 1 instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency. A focus on the literacy and math block will also reduce the need for intervention if students are receiving this effective instruction.
2. Effective Teacher lead PLCs/Collegial Planning-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students in all content areas.
3. Push -in/Pull - out instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. During the core ELA, Math and Science block, if this support is in place students are guaranteed to receive more small group, differentiated instruction.
4. Extended Learning Opportunities -Students will receive additional learning opportunities to increase proficiency and growth.
5. Monitoring data frequently allows for instructional adjustments

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Building Teacher Capacity through the coaching cycle
a. Leadership and coaches observe teachers to determine needs (data analysis)
b. Coaches will develop a tiered support service for teachers
c. Plan for standards-based instruction through Collegial Planning.

2. Explicit Instruction (Gradual Release)
a. Implementation of scaffolds to address all learners.
b. Effective student differentiation (scaffold).
c. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

3. ASCD Conference seeking P.D. to Strengthen Leadership Team to acquire additional strategies to improve administrator, coaches, and teacher effectiveness by developing skills to accelerate and increase student achievement.
a. Equitable learning environments to target our ESSA subgroups.
b. Collaborate with educational professionals nationwide to improve academic outcomes.
c. Discover methods to Lead through change impacting helping educators and students to succeed.

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

**By When:** Ongoing through June 2024

2. Effective PLCs/Collegial Planning
a. Plan for aligning instruction to meet the rigor of the standards at PLCs/Collegial Planning.
b. Plan for data-driven instruction and action planning at PLCs/Collegial Planning.
c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the

needs of all students.
d. Monitoring

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

**By When:** Ongoing through June 2024

Push -in/Pull-out increase academic support by aligning Support Staff schedules to support in the classrooms
a. Push - in resource/ESSER teacher will follow a schedule to ensure students receive additional small group instruction.
b. Push - In resource/ESSER teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses.
c. Monitoring will occur through lesson plan reviews, classroom walkthrough, student data analysis, and data chats.

**Person Responsible:** Shannon Berry (shannon.berry@browardschools.com)

**By When:** Ongoing through June 2024

Extended Learning Opportunities
a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day.
b. Students will receive standards-based instruction to meet their academic goals and increase academic achievement.
c. Monitoring will occur through attendance, lesson plan reviews, and student data analysis.

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

**By When:** Ongoing through June 2024

**#2. Positive Culture and Environment specifically relating to Early Warning System**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing the Early Warning Signals data and school wide discipline data, discipline referrals were issued due to classroom disturbances. When students are not thoroughly engaged due to misbehavior, the ability to effectively engage in the learning process is adversely impacted. To lessen the number of discipline referrals, students will be provided with a variety of incentives aimed at promoting positive behavior. Additionally, we are targeting student attendance through our positive culture and environment initiative.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, the percentage of discipline referrals issued for classroom disturbances will decrease from 45% to10%.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

Materials to be purchased for our Life Skills, Wellness and Motivational Room. The materials would be available for students to use to help them thrive personally and academically, to develop and maintain positive relationships, as well as helping them to become lifelong learners, and contribute to a more caring world. The motivational room is an incentive based reward system allowing students the opportunity to visit the motivational room weekly. Teachers will choose two different students each week that will receive a ticket as a result of exhibiting Broward County Public Schools Character Traits. This system will include teachers receiving two tickets per week. Each week teachers and students will have a focus on one Character Trait. Additionally, select students in grades K - 5 demonstrating the appropriate Character Traits will be invited to participate in Positive Culture field trip by the end of the second semester.

**Person responsible for monitoring outcome:**
Jasmine Hicks (jasmine.hicks@browardschools.com)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

•Ongoing training/Professional Development on Frameworks (Life Skills, Wellness and Motivational ).
• Mindful Learning Time is incorporated into the daily schedule for teachers to meet with their students at the start of the day.
• Positive Behavior Intervention Support program is being implemented school wide and grade level teachers meet monthly to review behavior data and to plan for quarterly incentive celebrations.
• Restorative practice is conducted monthly for a Behavior Support Students and used after a suspension. Students who are having a difficult time emotionally, academically, or socially are provided a Check and Connect mentor.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

According to the referral data in BASIS demonstrated that 45% students received suspensions as a result of not able to regulate their emotions requires researched based actions to reinforce positive behavior.
One or more suspensions:
1st - 1
3rd - 3
4th - 2

5th - 4
6th - 6
7th - 6
8th - 1
Coral Springs Elementary follows our teacher/staff created PBIS and Life Skills, Wellness and Motivational Plans to create a positive school culture. These are incentive based programs providing opportunity for all students to be recognized. This will increase student awareness of different strategies and resources that can be used in emotion regulation. Students will experience increased success in peer interactions and conflict resolution.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Life Skills, Wellness and Motivational Classroom to provide all primary classrooms with a book set to help with coping skills and how to get along with others. The books sets will be provided to all primary teachers. The Learning to Get Along Book Set supports the school wide positive behavior culture of resolving conflicts and sharing to being kind and polite, these books teach children the skills they need to get along with others! The collection includes 8 books with simple text and expressive illustrations, plus discussion questions and activity ideas that reinforce a variety of social-emotional skills.

Life skills, Wellness Activity Kits to give students a resource for coping skills and getting along with others. The Life skills, Wellness Kits are for the intermediate teachers Life skills, Wellness corner. The kit has resources to promote student wellness including engaging games and books, writing prompts and more. The age-appropriate materials and activities are designed to help students develop social-emotional skills, such as managing and regulating emotions, feeling and expressing empathy toward others, building relationships with peers and adults, and making responsible and caring decisions.
* Learning to Get Along: $95.50 x 21 books = $2,005.50
* Social Emotional Activity Kit: $359 x 10 kits = $3,590.00
* Shipping $839.33
Total: $6,434.83

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

**By When:** By June 2024, the percentage of discipline referrals issued for classroom disturbances will decrease from 45% to10%.

Field trips allow students to collaborate with their peers, explore new environments, make connections, problem solve, develop trust, and empathy. Today's students are visual learners, and a field trip lets them touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside their own.
In alignment with the monthly character traits, 50 students will participate in a field trip to the Frost Museum in Miami.
* Frost Museum $22.95 x 50 = $1,147.50 (student)
* Adult Chaperone $29.95 x = $239.60
* Bus $55.00 x 5 hours = $275.00
Total: $1,662.10

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

**By When:** By June 2024, the percentage of discipline referrals issued for classroom disturbances will decrease from 45% to10%.

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The F.A.S.T. assessment has three assessment periods to monitor student achievement. The F.A.S.T. is assessed as follows: PM1 (Diagnostic), PM2 (Mid-Year), and PM3 (EOY). During each assessment period the data will be monitored to ensure students are making adequate progress. During the ongoing data conversations and and PM assessment periods, the leadership team will review each area of focus and the allocations allotted to the area of focus to determine the effectiveness of the resources. Based on students results, the leadership team will determine what adjustments need to be made to ensure the resources from the allocations are producing the desired students achievement.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Based on the 2022-2023 F.A.S.T. PM3, 67% of students were at or above grade level, which was an increase of 16% from PM1.
PM1 - Star Literacy
K - 30% - Proficiency
1st- 20% - Proficiency

PM1 F.A.S.T.
2nd 30% - Proficiency

PM3 - F.A.S.T.
K - 70% - Proficiency

1st - 74% -Proficiency
2nd - 60% - Proficiency

PM1 All K - 1st grade students were administered the Early Literacy Assessment. PM3 - All students were administered the F.A.S.T. assessments. Therefore, comparison of K - 1st is not applicable. Second grade demonstrated a 30% increase from PM1 - PM3.

To demonstrate student achievement in grades K - 2nd grade, our instructional practice in ELA will be to help foster student engagement by allowing students to engage in discourse, differentiate small group instruction based on individual class data by domain, increase high quality tier 1 instruction with Academic Coaches Co-Teaching & Modeling with teachers. Daily push-in/pull-out support will be provided to assist in focusing on our weakest domains as indicated on the F.A.S.T PM1 data. Teachers will participate in weekly standards-based planning sessions with administration and Academic Coaches to ensure all instruction is aligned to the benchmark standards. Data will be progressed monitored through Benchmark Advance unit assessments, and iReady standards mastery. During our ELO camps we will provide intensive intervention to target the weaker reading skills as well as provide target instruction to reinforce and accelerate specific reading skills. Teachers will receive Professional Development on the Science of Reading (SOR).

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Students in grade 3 demonstrated 27% proficiency on the 2023 PM3 Florida Assessment of Student Assessment (F.A.S.T.), which a 2% drop from the 2022 FSA ELA.
Students in grade 4 demonstrated 44% proficiency on the 2023 PM3 Florida Assessment of Student Assessment (F.A.S.T.), which is 7% drop from the 2022 FSA ELA.
Students in grade 5 demonstrated 46% proficiency on the 2023 PM3 Florida Assessment of Student Assessment (F.A.S.T.), which is a 3% increase from the 2022 FSA ELA.

To help increase and impact student achievement, our instructional practice In ELA will be focused on fostering student engagement, having students participate in discussions so that student discourse can occur, and developing a classroom climate that is conducive to instruction/learning. We will also differentiate small group instruction based on individual class data by domain, increase high quality tier 1 instruction with Academic Coaches Co-Teaching & Modeling with teachers. We will also be providing daily push-in support to focus on weakest domains as indicated on the F.A.S.T PM1 data, weekly standards-based planning sessions, and Stamina building ELA assessments. During our ELO camps we will provide intensive intervention to target the weaker reading skills as well as provide target instruction to reinforce and accelerate specific reading skills. Teachers will receive Professional Development on the Science of Reading (SOR).

**Measurable Outcomes**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

By June 2024, 65% of kindergarten students will demonstrate proficiency as tested on the PM3 of Florida Assessment of Student Thinking (F.A.S.T.).
By June 2024, 60% of 1st grade students will demonstrate proficiency as tested on the PM3 of Florida Assessment of Student Thinking (F.A.S.T.)
By June 2024, 65% of students in 2nd grade will demonstrate proficiency as tested on PM3 of the Florida Assessment of Student Thinking (F.A.S.T.)

**Grades 3-5 Measurable Outcomes**

By June 2024, 40% of 3rd grade students will demonstrate proficiency as tested on the PM3 of Florida Assessment of Student Thinking (F.A.S.T.).
By June 2024, 50% of 4th grade students will demonstrate proficiency as tested on the PM3 of Florida Assessment of Student Thinking (F.A.S.T.).
By June 2024, 50% of 5th grade students will demonstrate proficiency as tested on the PM3 of Florida Assessment of Student Thinking (F.A.S.T.).

## Monitoring

### Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will utilize our Progress Monitoring Database to track specific data to drive our instruction. Our ongoing progress monitoring database will track PM1, PM2, and PM3 F.A.S.T. data. Additionally, Coral Springs Elementary will utilize iReady Growth Tool, and the Benchmark Advance Unit assessments to collect data to make informed instructional decisions. We will help teachers dive deep into their data to drive their instruction through weekly data conversations and ongoing classroom visits with feedback sessions. We will also come together as a support staff weekly to discuss our target students' progress with the interventions we have set in place.

### Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Holligan, Alicia, alicia.gaines@browardschools.com

## Evidence-based Practices/Programs

### Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K - 5 will utilize Benchmark Advances as the core instructional material. The core curriculum will be supplemented with i-Ready standards mastery. 1. Reading Horizons Discovery & Elevate: ESSER

teachers provide intervention to targeted students who fall in the Tier 3 category as evidenced by the F.A.S.T. PM1 results.

2. Benchmark Advance Interventions: Teachers provide their Tier 2 & Tier 3 students with targeted interventions that focus on their deficit reading skill. ESSER teachers will provide Tier 3 interventions to specific students who scored a level 1 or 2 on the F.A.S.T. PM1.

3. Curriculum Associates - Magnetic Reading - Magnetic Reading is a Grades 3–5 reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient, and confident readers.

4. ELO Camps: Targeted students are provided with intensive instruction in reading skills and strategies through resources that focus on the B.E.S.T Reading Strands.

**Rationale:**
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

1. Reading Horizons Discovery & Elevate: Reading Horizons employs a unique marking system to draw student attention to the structure and patterns of English and to provide visual cues that aid memory and improve pronunciation.

2. Benchmark Advance Interventions: This enhanced phonics program is based on the latest Science of Reading research information and adheres to the tenets of Structured Literacy. There is an emphasis on application of learning to reading and writing—where the learning sticks. Differentiation is built into both the whole-group and small-group instruction in the program.

3. Magnetic Reading - The independent, evidence-based review verifies the program's alignment to standards and research-based practices that help teachers deliver the explicit, systematic foundational skills instruction rooted in the Science of Reading.

4. ELO Camps: Targeted students are provided with intensive instruction in reading skills and strategies to promote achievement on F.A.S.T. Progress Monitoring Assessments.

**Action Steps to Implement**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| 1. Literacy Leadership: Literacy coach will form a literacy committee with teachers/staff from all grade levels to analyze the 2023-2024 Reading Plan to present to teachers to assist in effectively implement the necessary strategies outlined in the Reading Plan.<br>2. Literacy Coaching: Literacy coach will mentor, model, and provide a co-teaching model to specific teachers who fall in the Tier 2 & Tier 3 category.<br>3. Assessment: Literacy Coach will assess students every 3 weeks after each Benchmark Unit is completed. From there, the data will be tracked on the Progress Monitoring database. Coach will meet with teachers to analyze their data to determine where the focus should be placed on intervention/enrichment with targeted benchmarks/standards.<br>4. Professional Learning: Literacy coach will facilitate effective planning sessions every week that focus on a different topic to promote and support student learning in ELA. | Holligan, Alicia, alicia.gaines@browardschools.com |

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

Our SIP, Budget, and Title One plan are shared during the following stakeholder meetings: SAC, PTA, Staff Meetings, and Parent newsletter. SAC is the best medium to reach the majority of parents and community partners as it is comprised of 51% of parents and community stakeholders. The remaining 49% is made of up school staff. During SAC meetings, the stakeholders are presented with up to date data points and other relevant information listed in the SIP. During the month of May, stakeholders are invited to provide input as to what accountability points should be included in the following year's SIP. The SIP is also posted on the school's website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents of Coral Springs Elementary will be involved in a continuous, organized and timely manner through various means. Parents will be involved in the decision of how funds for parental involvement are used during the
annual Title 1 meeting as the precursor of 2023-2024 school year SAC Meeting. As part of the Annual Title 1 meeting, parents will gain a clear understanding about how the Title 1 program is funded by the federal government and the guidelines of how funds may and may not be spent. Coral Springs

Elementary has quarterly
informative meetings for parents to allow them to make suggestions and recommendations on how we
can better serve them, as well as, our students academically. Parents will be notified via flyers, Parent
Link, school marquee, or social media of upcoming events; which involve making decisions about
funding for parental
involvement activities.

**Describe how the school plans to strengthen the academic program in the school, increase the
amount and quality of learning time and help provide an enriched and accelerated curriculum.
Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))**

In order to accelerate learning, there will be a focus on building teacher's capacity with a lens on explicit
instruction and scaffolded instruction. In order to accelerate learning, teachers have to effectively plan to
differentiate and scaffold instruction while still meeting the rigor of the standard. Historically, push-in
support has produced positive student results so, strategic scheduling must be in place to ensure that
push-in support is happening in the classrooms. The data of student subgroups such as ELL, Blacks,
and SWD must be tracked and reflected upon on an ongoing basis. This can take place at PLC and
common planning since instructional adjustments must be made based on data analysis. All teachers
must also receive additional planning support to ensure that they understand the content and have a
deep understanding of what students need to know. Resources used in ELA, Math, and Science must be
reviewed and ensured that they are meeting the full extent of the standard. Ongoing Professional
development on how to scaffold the learning must then occur to ensure that teachers know how to hold
high expectations for all students while providing the necessary
scaffolds.

**If appropriate and applicable, describe how this plan is developed in coordination and integration
with other Federal, State, and local services, resources and programs, such as programs
supported under ESSA, violence prevention programs, nutrition programs, housing programs,
Head Start programs, adult education programs, career and technical education programs, and
schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

| 1 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | $60,578.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6400 | 369 | 2551 - Coral Springs Elementary School | UniSIG | | $6,035.00 |
| | | | *Notes: Curriculum Associates iReady Teacher Toolbox Purchase i-Ready Teacher Toolbox (351-500 licenses) to progress monitor ELA and Math instruction in grades K-5. The assessments will be given in the general education classroom, teachers along with the leadership team will analyze the results and provide next steps for reteach, remediation or enrichment. Site License term date will not extend pass July 31, 2024. - i-Ready Teacher Toolbox $6,035* | | | |
| | 5100 | 510 | 2551 - Coral Springs Elementary School | UniSIG | | $11,122.00 |

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|---|---|---|---|---|---|---|
| | | | *Notes: Educational Development Associates (ACALETICS) The Acaletics materials will be utilized as supplemental materials for small group instruction during math block with grades 3-5 scholars or during extended learning opportunities camp for our K-5 scholars as a way to strengthen their math skills. - (84) COMP PRE/POST ASSESSMENT GR 3 - (84) QUIK-PIK BK (1-4) GR 3 - (84) COMP PRE/POST ASSESSMENT GR 4 - (84) QUIK-PIK BK (1-4) GR 4 - (53) COMP PRE/POST ASSESSMENT GR 5 - (53) QUIK-PIK BK (1-4) GR 5 - Shipping $1,011.08* | | | |
| | 5100 | 369 | 2551 - Coral Springs Elementary School | UniSIG | | $5,499.00 |
| | | | *Notes: Edmentum Site License Purchase Edmentum Study Island for 5th grades students. Study Island provides practice formative assessment, and test preparation. With thousands of items built specifically from your state standards, you have the flexibility and depth needed to support student learning to continuously engage, monitor, and assess progress. We are using the researched - based Study Island as a supplement to our Science program. Our trend data indicates a need to enhance the core curriculum. Site License term date will not extend pass July 31, 2024.* | | | |
| | 5100 | 369 | 2551 - Coral Springs Elementary School | UniSIG | | $3,844.00 |
| | | | *Notes: Renaissance - Accelerated Reader (AR) Purchase Accelerated Reader and STAR Reading site licenses for schoolwide sue. AR is a computer-based program used to monitor reading practice and progress. It helps teachers guide students to books that are at the student's individual reading levels. They take short quizzes after reading a book to check if they've understood it. Students should average 85% or higher on Reading Practice Quizzes. Meeting this goal has significant impact on reading growth. Averages of 90% and higher are associated with even greater gains. Coral Springs ES uses AR as an Award and Competition program which increases the level of engagement in both the teachers and students. Site License term date will not extend pass July 31, 2024. - Renaissance Products & Services $3,843.60* | | | |
| | 7730 | 330 | 2551 - Coral Springs Elementary School | UniSIG | | $2,756.00 |
| | | | *Notes: Educational Conference: Association for Supervision and Curriculum Development (ASCD) Registration and travel fees for one administrator to attend the Association for Supervision and Curriculum Development (ASCD) Conference in Washington, DC from March 22 - March 25, 2023 to further develop their skill set with best practices in curriculum development, data analysis, social emotional learning and leadership development. This national conference is not offered within the state of Florida. The ASCD Annual Conference has long been recognized as one of the most important, influential, and inspiring educator conferences to take place each year. Association for Supervision and Curriculum Development (ASCD) in Washington, DC March 22 - March 25, 2023: One Administrator. - Registration: $700 x 1 person = $700 - Hotel: $350/night (incl. taxes and fees) x 4 nights x 1 person = $1,400 - Transportation/AirFare: $500 x 1 person = $500 - Food: $39.00/day x 4 days x 1 person = $156* | | | |
| | 5100 | 120 | 2551 - Coral Springs Elementary School | UniSIG | | $17,600.00 |
| | | | *Notes: Extended Learning Opportunities (ELO) Stipends Stipends for one coach and eight teachers to organize and teach ELO camp from January 2024 to April 2024. The structure of the camp will be four days per week for six weeks. Teachers will perfom one hour of instruction per day and an two hours per week for planning. Coaches will be paid one hour per day for coordinating and planning afterschool camp. There will be approximately 80 students and eight teachers for a ratio of 10:1 ratio. Stipends will be paid at $40/hour. - ELO Student Camp Time: 4 days/week x 10 weeks = 40 days - ELO Student Camp Stipends: 8 teachers x 40 days x 1 hour/day x $40/hour = $12,800 - ELO Camp Planning Stipends: 8 teachers x 10 weeks x 1 hour/week x $40/hour = $3,200 - ELO Camp Coordinator Time: 1 coach x 40 days x 1 hour/day = 40 hours - ELO Camp Coordinator Stipends: 1 coach x 40 hours x $40/hour = $1,600* | | | |
| | 5100 | 510 | 2551 - Coral Springs Elementary School | UniSIG | | $3,366.00 |
| | | | *Notes: Curriculum Associates Purchase instructional materials from Curriculum Associates. The materials are used to help determine the level (or tier) of intervention students need; eliminate unnecessary steps in the screening process; provide targeted instruction and support for each student; and monitor the success of your intervention strategies. - (40) Magnetic Reading Student Book Grade 3 - (40) Magnetic Reading Student Book Grade 4 - (40) Magnetic Reading Student Book Grade 5 - (40) Ready* | | | |

| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
|---|---|---|---|---|---|---|
| | | | *Florida BEST Math Instruction Grade 3 Student Book - (40) Ready Florida BEST Math Instruction Grade 4 Student Book - (40) Ready Florida BEST Math Instruction Grade 5 Student Book - Shipping: $306.00* | | | |
| | 6400 | 330 | 2551 - Coral Springs Elementary School | UniSIG | | $8,268.00 |
| | | | *Notes: Educational Conference: Association for Supervision and Curriculum Development (ASCD) Registration and travel fees for three academic facilitators to attend the Association for Supervision and Curriculum Development (ASCD) Conference in Washington, DC from March 22 - March 25, 2023 to further develop their skill set with best practices in curriculum development, data analysis, social emotional learning and leadership development. This national conference is not offered within the state of Florida. The ASCD Annual Conference has long been recognized as one of the most important, influential, and inspiring educator conferences to take place each year. Association for Supervision and Curriculum Development (ASCD) in Washington, DC March 22 - March 25, 2023: Three Instructional. - Registration: $700 x 3 people = $2,100 - Hotel: $350/night (incl. taxes and fees) x 4 nights x 3 people = $4,200 - Transportation/AirFare: $500 x 3 people = $1,500 - Food: $39.00/day x 4 days x 3 people = $468* | | | |
| | 5100 | 220 | 2551 - Coral Springs Elementary School | UniSIG | | $1,347.00 |
| | | | *Notes: FICA (Social Security): ELO Stipends* | | | |
| | 5100 | 240 | 2551 - Coral Springs Elementary School | UniSIG | | $176.00 |
| | | | *Notes: Workers Compensation: ELO Stipends* | | | |
| | 5100 | 250 | 2551 - Coral Springs Elementary School | UniSIG | | $15.00 |
| | | | *Notes: Unemployment: ELO Stipends* | | | |
| | 6300 | 160 | 2551 - Coral Springs Elementary School | UniSIG | | $550.00 |
| | | | *Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.* | | | |
| **2** | **III.B.** | **Area of Focus: Positive Culture and Environment: Early Warning System** | | | | **$10,672.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 510 | 2551 - Coral Springs Elementary School | UniSIG | | $6,447.00 |
| | | | *Notes: Life Skills, Wellness (LSW) and Motivational Classroom Provide all primary classrooms with a book set to help with coping skills and how to get along with others. The books sets will be provided to all primary teachers. The "Learning to Get Along Book" Set supports the school wide positive behavior culture of resolving conflicts and sharing to being kind and polite, these books teach children the skills they need to get along with others. The collection includes 8 books with simple text and expressive illustrations, plus discussion questions and activity ideas that reinforce a variety of social-emotional skills Social Emotional Activity Kits will be purchased to provide students with a resource for coping skills and getting along with others. The kits will be used in the intermediate teachers' LSW corner. The kit has resources to promote student wellness including engaging games and books, writing prompts and more. The age-appropriate materials and activities are designed to help students develop social-emotional skills, such as managing and regulating emotions, feeling and expressing empathy toward others, building relationships with peers and adults, and making responsible and caring decisions. - (21) Grades K-2 Learning to Get Along @ $95.50 = $2,005.50 - (10 kits) Grades 3-5 Social Emotional Activity Kit @ $359 = $3,590.00 - Shipping $839.33* | | | |
| | 5100 | 330 | 2551 - Coral Springs Elementary School | UniSIG | | $4,225.00 |
| | | | *Notes: Frost Museum Field Trip/Educational Experience The FROST Musuem has activities that are aligned to the Florida Reading Standards as well as NGSS. The teachers are provided with pre-lessons as well as post-school activities for students to* | | | |

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| | *complete at school. Students will have the opportunity to jump into an astrophysicist's shoes as they study how light's properties and behavior are applied to astronomy and human space exploration. Students will experiment using tools like color filters, diffraction gratings and colorful spectrum gas tubes to note how gases (especially the ones we as humans need) emit light and have their own unique light pattern, or "fingerprints." Practicing the principles they've learned, they will then decide whether to pursue space exploration to different case planets by analyzing their light spectrums. Attending educational experiences will allow students to have the opportunity to make real life connections between several Science and Math concepts addressed in class. The experiences combine educational standards with with real-world critical thinking. In alignment with the monthly character traits, students will participate in a field trip to the Frost Museum in Miami. - DSU/Frost Museum Field Trip: $65 x 65 = $4,225* |
| **Total:** | **$71,250.00** |

## Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No