

Broward County Public Schools

Coconut Palm Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	21
Positive Culture & Environment	24
Budget to Support Goals	24

Coconut Palm Elementary School

13601 MONARCH LAKES BLVD, M IR Amar, FL 33027

[no web address on file]

Demographics

Principal: Juan Alejo

Start Date for this Principal: 7/1/2021

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)	93%
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 Asian Students Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (54%) 2016-17: C (52%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	24

Coconut Palm Elementary School

13601 MONARCH LAKES BLVD, M IR Amar, FL 33027

[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	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Coconut Palm Elementary is to provide the highest quality education for every child in a positive, safe, and nurturing environment where diversity is celebrated.

Provide the school's vision statement.

At Coconut Palm Elementary, all students will have equal access to a high-quality "standards-based" education in every classroom, everyday, as well as a positive classroom culture that is conducive to student success.

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
Alejo, Juan	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SA and support a learning organization focused on school success. 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate.

Name	Position Title	Job Duties and Responsibilities
		<p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position</p>
Osborne, Tamara	Teacher, K-12	<p>ESSER Teacher SAC Chair ESE Certified Gifted Certified Reading Endorsement Educational Leadership</p> <p>1.assist the administration and staff to develop and implement a school-wide behavior management system.</p> <p>2. assist in the development and implementation of individual student behavior plans.</p> <p>3. be knowledgeable in the implementation of behavior change programs.</p> <p>4. provide supportive classroom management and academic strategies to teachers, students, and parents.</p> <p>5. assist in data collection and preparation of reports.</p> <p>6. assist in individualized educational plans of instruction for students.</p> <p>7. assist with the implementation of Student Assistance Programs.</p> <p>8. suggest ways to facilitate parental involvement and parent education.</p> <p>9. assist in the coordination of in-service activities.</p> <p>10. have knowledge of pre-kindergarten through Grade 5 curriculum</p> <p>11. be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.</p> <p>12. be able to use observation techniques for identification, ongoing reevaluation and planning for students. be able to adapt, design and implement curriculum to meet the needs of the individual students.</p> <p>13. serve as a teacher and not, under any circumstances, be used in an</p>

Name	Position Title	Job Duties and Responsibilities
		<p>administrative or quasi-administrative role.</p> <p>14. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>15. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>16. review current developments, literature and technical sources of information related to job responsibility.</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. perform other duties as assigned by the Principal.</p> <p>19. follow federal and state laws, as well as School Board policies.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Juan Alejo

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.*

17

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.*

21

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

600

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

0

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

8

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	86	94	87	110	119	131	0	0	0	0	0	0	0	627
Attendance below 90 percent	16	19	17	17	15	17	0	0	0	0	0	0	0	101
One or more suspensions	2	4	3	8	6	2	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	7	29	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	0	4	17	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	33	28	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	38	47	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	1	6	13	6	18	0	0	0	0	0	0	0	44
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	1	1	4	5	8	24	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

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	79	92	83	109	115	124	0	0	0	0	0	0	0	602
Attendance below 90 percent	6	15	8	16	5	10	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	7	29	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21
	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	8	16	17	40	47	60	0	0	0	0	0	0	0	188

The number of students identified as retainees:

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

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	79	92	83	109	115	124	0	0	0	0	0	0	0	602
Attendance below 90 percent	6	15	8	16	5	10	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	7	29	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21
	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	8	16	17	40	47	60	0	0	0	0	0	0	0	188

The number of students identified as retainees:

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

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				55%	59%	57%	59%	56%	56%
ELA Learning Gains				55%	60%	58%	64%	57%	55%
ELA Lowest 25th Percentile				39%	54%	53%	50%	51%	48%
Math Achievement				62%	65%	63%	60%	62%	62%
Math Learning Gains				64%	66%	62%	55%	60%	59%
Math Lowest 25th Percentile				45%	53%	51%	46%	47%	47%
Science Achievement				41%	46%	53%	43%	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	43%	60%	-17%	58%	-15%
Cohort Comparison						
04	2021					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-43%				
05	2021					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-56%				
05	2021					
	2019	57%	64%	-7%	60%	-3%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	49%	-7%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready diagnostic was used throughout the year in all grades levels to progress monitor. The diagnostic was administered three times in the year. The students completed lessons based on their pathway and the teacher assign lessons as needed. In science, a beginning and middle of the year test was given.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	48%	57%
	Economically Disadvantaged	52%	48%	57%
	Students With Disabilities	55%	42%	33%
	English Language Learners	35%	35%	39%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	35%	48%
	Economically Disadvantaged	39%	35%	48%
	Students With Disabilities	58%	42%	42%
	English Language Learners	31%	15%	31%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%	49%	59%
	Economically Disadvantaged	41%	49%	59%
	Students With Disabilities	33%	27%	33%
	English Language Learners	15%	46%	46%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	36%	43%
	Economically Disadvantaged	22%	36%	43%
	Students With Disabilities	7%	13%	27%
	English Language Learners	8%	23%	23%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	58%	64%
	Economically Disadvantaged	50%	58%	64%
	Students With Disabilities	33%	28%	28%
	English Language Learners	27%	53%	47%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	35%	48%
	Economically Disadvantaged	13%	35%	48%
	Students With Disabilities	0%	11%	17%
	English Language Learners	0%	27%	47%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	47%	52%
	Economically Disadvantaged	35%	47%	52%
	Students With Disabilities	18%	29%	24%
	English Language Learners	7%	40%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	32%	54%
	Economically Disadvantaged	24%	32%	54%
	Students With Disabilities	13%	12%	28%
	English Language Learners	7%	27%	50%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	44%	49%
	Economically Disadvantaged	37%	44%	49%
	Students With Disabilities	6%	19%	21%
	English Language Learners	20%	19%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	42%	49%
	Economically Disadvantaged	32%	42%	49%
	Students With Disabilities	10%	13%	21%
	English Language Learners	20%	13%	19%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			27%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	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	16	16	33	21	28	25	12				
ELL	39	45	55	38	45	50	17				
ASN	57	53		57	47		25				
BLK	39	41	41	34	21	13	23				
HSP	49	41		40	45	40	33				
WHT	45			45							
FRL	41	41	55	35	35	25	27				
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	37	33	21	43	38	5				
ELL	46	55	35	58	55	38	38				
ASN	71	68		82	79						
BLK	49	50	37	55	65	46	33				
HSP	58	55	35	62	58	39	51				
WHT	57	56		59	65						
FRL	52	53	42	58	60	43	34				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	41	39	25	39	37	27				
ELL	55	73	70	62	60	41	29				
ASN	78	91		91	82						
BLK	56	54	31	53	50	45	38				
HSP	57	71	66	61	57	40	37				
WHT	67	68		63	63						
FRL	55	61	50	57	55	45	41				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	311

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	45
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
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	38
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?

Our students went down in ELA, Math, and Science. This was an overall trend with all students across all grade levels. We had an increase in the lowest quartile of ELA students performance, from 39% to 46%.

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

All academic areas need improvement. The overall ELA, Math, and Science scores of proficiency decreased, as evidenced of the FSA scores.

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

Virtual learning during a nation-wide pandemic of teachers and students impacted the students performance. Teachers will provide whole group and small group differentiated instruction to all students. Students identified as not making adequate progress or are Tier 3, will receive additional instruction by a support staff member.

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

Progress Monitoring through I-Ready Diagnostics showed improvements in the area of ELA and math from the beginning of the year to the end. The FSA scores lacked improvement as grade levels and school wide.

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

Our third grade students and student with disabilities made progress in ELA. Factors included tier 1 teacher instruction consist and small group support for students.

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

The incorporation of remediation blocks for ELA and Math during the school day will review and accelerate gaps within the students learning. ESSER and Support positions are used to provide extra support for ELA and Math to the students not showing adequate annual progress and Tier 2 & 3 students.

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.

Professional development that will be provided is I-Ready training on how to review and use data for instruction, math manipulative use training, and science and ELA training by district personnel.

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

ESSER and Support positions are used to provide extra support for ELA and Math to the students not showing adequate annual progress and Tier 2 & 3 students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description
and****Rationale:**

Based on the data, 46% of third grade students, 46% of fourth grade , 45% of fifth grade students were proficient of the FSA ELA in 2020.

**Measurable
Outcome:**

By June 2022, 55% of students in each grade level will demonstrate proficiency of the FSA ELA.

Monitoring:

Through progress monitoring of each student, evidence will show if there is progress. Triangulating data from all assessments given will give an accurate point of progression. Progress Monitoring will be done using I-Ready Diagnostic, Growth Monitoring, Benchmark Assessment System (BAS), and Benchmark Assessment (BA) weekly and unit assessments.

**Person
responsible
for
monitoring
outcome:**

[no one identified]

**Evidence-
based
Strategy:**

I-Ready Diagnostics and Growth Monitoring
I-Ready lessons during whole group and small group instruction
Benchmark Assessment System (BAS) testing to monitor level of reading fluency and comprehension
Benchmark Assessment (BA) weekly and unit assessments

**Rationale
for
Evidence-
based
Strategy:**

Effective and constant progress monitoring of students and their mastery of standards, coupled with data driven instruction has been proven to increase student achievement.

Action Steps to Implement

The support and administrative team will identifying the students not meeting adequate progress, Tier 3, and level 1 and/or 2 on the FSA. Once they are identified, will determine their current level of these students. The support staff will identifying areas of needs these students show. Teachers will be supported with curriculum guidance. Classroom teachers and support staff will support students with small group instruction for making progress. Monitor progress in regards to instruction and interventions by administrative team.

**Person
Responsible**

Juan Alejo (juan.alejo@browardschools.com)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Based on the data, 39% of third grade students, 40% of fourth grade , 41% of fifth grade students were proficient of the FSA Math in 2020.

Measurable Outcome: By June 2022, 55 % of students in each grade level will demonstrate proficiency of the FSA Math.

Monitoring: Through progress monitoring of each student, evidence will show if there is progress. Triangulating data from all assessments given will give an accurate point of progression. Progress Monitoring will be done using I-Ready Diagnostic, Growth Monitoring, Go Math chapter tests.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: I-Ready Diagnostics and Growth Monitoring
I-Ready lessons during whole group and small group instruction
Go Math textbook and chapter tests
Small group differentiated instruction
Manipulatives used in all lessons

Rationale for Evidence-based Strategy: Effective and constant progress monitoring of students and their mastery of standards, coupled with data driven instruction has been proven to increase student achievement.

Action Steps to Implement

The support and administrative team will identifying the students not meeting adequate progress, Tier 3, and level 1 and/or 2 on the FSA. Once they are identified, will determine their current level of these students. The support staff will identifying areas of needs these students show. Teachers will be supported with curriculum guidance. Classroom teachers and support staff will support students with small group instruction for making progress. Monitor progress in regards to instruction and interventions by administrative team.

Person Responsible Juan Alejo (juan.alejo@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.

Our school data shows that minor fight/altercation and assault/threat (noncriminal) are the two areas on concerns. We will monitor these actions through our School-wide Positive Behavior Plan. Counseling groups and monitoring off these students will assist in decreasing the concerns.

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.

Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school.

Parents will be invited and encouraged to become active members of the Parent Teacher Association (PTA). At the PTA meetings, they will be able to assist and plan activities for all students within the school. This allows parents to be more active in the happenings of the school.

Coconut Palm Elementary will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool.

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

Community members represent the city and attend family nights

PTA assists to sponsor Donuts for Dad to promote positive male role models

Partnerships attend family nights and assist with rewards for student

Community members come to the school to give positive reinforcement to the students through assemblies (Mayor of Miramar, Former Sports Figures from the community, etc.)

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$101,384.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	3741 - Coconut Palm Elementary School	Other Federal		\$58,500.00
			Notes: ESSER teachers to provide intensive reading instruction for K-5 students in RtI Tier 2 & 3 and not meeting adequate progress.			

	5100	369-Technology-Related Rentals	3741 - Coconut Palm Elementary School	Title, I Part D		\$32,300.00
			<i>Notes: I-Ready Toolbox to provide supplemental resources for teachers to use for classroom instruction.</i>			
	5100	100-Salaries	3741 - Coconut Palm Elementary School	School Improvement Funds		\$5,962.45
			<i>Notes: Extended learning camps in Spring for students to receive extra intensive instruction.</i>			
	5100	500-Materials and Supplies	3741 - Coconut Palm Elementary School	Title, I Part D		\$4,622.00
			<i>Notes: Rally workbooks for 2nd grade students to be used in small groups.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$65,523.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	3741 - Coconut Palm Elementary School	Title, I Part D		\$3,295.00
			<i>Notes: Reflex Math - online math fluency program for all students to improve ability of addition/subtraction and/or multiplication/division skills.</i>			
	5100	500-Materials and Supplies	3741 - Coconut Palm Elementary School	Title, I Part D		\$747.00
			<i>Notes: Rally workbooks for 2nd grade students to be used in small groups.</i>			
	5100	100-Salaries	3741 - Coconut Palm Elementary School	School Improvement Funds		\$2,981.23
			<i>Notes: Extended learning camps in Spring for students to receive extra intensive instruction.</i>			
	5100	120-Classroom Teachers	3741 - Coconut Palm Elementary School	Other Federal		\$58,500.00
			<i>Notes: ESSER teacher to provide intensive math instruction for 3-5 students in Rtl Tier 2 & 3 and not meeting adequate progress.</i>			
Total:						\$166,907.68