

Broward County Public Schools

Coconut Creek 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	13
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	24

Coconut Creek Elementary School

500 NW 45TH AVE, Coconut Creek, FL 33066

[no web address on file]

Demographics

Principal: Bree M IR On

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)	89%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (51%) 2016-17: C (53%)
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	13
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	24

Coconut Creek Elementary School

500 NW 45TH AVE, Coconut Creek, FL 33066

[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	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

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.

We are committed to educating all Coconut Creek Elementary students to be responsible citizens and to prepare them to be college and career ready in a global community.

Provide the school's vision statement.

Educating all students to think critically in our changing world.

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
Miron, Bree	Principal	<ol style="list-style-type: none"> 1. Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the the educational program of the school to which the individual is assigned. 2. Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school. 3. Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils. 4. Have the authority to discipline students up to and including the suspension of students from school or from a school bus as provided for in F.S.1003.32. 5. Enforce the Broward County Schools Code of Student Conduct. <p>B. DUTIES OF INSTRUCTIONAL PERSONNEL</p> <p>The members of the instructional staff shall perform the following functions:</p> <ol style="list-style-type: none"> 1. Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. 2. Teach efficiently and effectively using the books and materials required by the District or the State following the prescribed courses of study and employ sound teaching practices and methods. 3. Infuse in the classroom, the District's adopted Character Education Traits of Respect, Honesty, Kindness, Self-control, Tolerance, Cooperation, Responsibility and Citizenship. 4. Treat all students with kindness, consideration and humanity, administering discipline in accordance with regulations of the State Board and the School Board; provided that in no case shall cruel or inhuman punishment be administered to any child attending the public schools. 5. Enforce the Broward County Schools Code of Student Conduct. 6. Attend conferences such as ESE staffing and parent conferences related to the education of students. 7. Accurately maintain appropriate student records and documentation and prepare and submit such reports as may be required by regulations of the state board of the District. No teacher shall be entitled to receive any salary unless all such records and reports have been properly maintained and submitted according to requests. 8. Conform to all rules and regulations that may be prescribed by the State Board and by the School Board. 9. Work to ensure that the school building and property are not defaced, damaged or destroyed. 10. Under the direction of the school principal, give instructions in and hold such fire

Name	Position Title	Job Duties and Responsibilities
		<p>and emergency drills as may be prescribed by law, by regulations of the State Board and of the School Board, and as otherwise may be deemed necessary.</p> <p>11. Deliver, on closing or suspending school, all keys, records and reports, and account for all other school property to the principal of the school or to the Superintendent as may be prescribed by regulations of the State Board and of the School Board.</p> <p>12. Fulfill the terms of any written contract, unless released from the contract by the School Board.</p> <p>13. Participate in related staff development opportunities.</p> <p>14. Serve on committees and other work-related groups reflecting the educational purposes and needs of the school.</p> <p>C. MISCELLANEOUS</p> <p>Instructional personnel is required to work 196 days, 180 of which must be devoted to working full-time on instructional matters. Instructional personnel must be on duty a minimum of seven and one-half (7 1/2) hours daily. Class hours shall be regulated by Accreditation Standards for Florida Schools. The starting and dismissal hours for schools shall allow for maximum instructional efficiency.</p> <p>For teachers working a full day, the work schedules must include a duty-free lunch period of not less than thirty (30) minutes. During this period a teacher should not leave the school grounds without the permission of the principal. All members of the instructional staff shall be expected to teach a full schedule of classes, unless prior approval from the Area Superintendent or Superintendent of Schools have been obtained.</p>
Kenney, Brian	SAC Member	<p>The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities.</p>
Fairdough, Nandrane	Assistant Principal	<p>Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.*</p> <p>6. Use quality improvement principles and processes in daily administration of school.*</p>

Name	Position Title	Job Duties and Responsibilities
		<p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p>
Rothacker, Michele	Reading Coach	The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.

Demographic Information

Principal start date

Thursday 7/1/2021, Bree M IR On

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.*

3

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.*

2

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

468

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

1

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

2

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	72	54	96	81	73	92	0	0	0	0	0	0	0	468
Attendance below 90 percent	13	26	26	19	13	7	0	0	0	0	0	0	0	104
One or more suspensions	2	1	1	1	6	2	0	0	0	0	0	0	0	13
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 FSA ELA assessment	0	0	0	8	5	8	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	7	16	16	14	5	0	0	0	0	0	0	0	58

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	7	7	10	8	0	0	0	0	0	0	0	36

The number of students identified as retainees:

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

Friday 9/24/2021

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	114	109	120	87	112	120	0	0	0	0	0	0	0	662
Attendance below 90 percent	18	11	13	9	11	12	0	0	0	0	0	0	0	74
One or more suspensions	5	7	12	3	3	5	0	0	0	0	0	0	0	35
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	8	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	4	11	8	9	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	6	8	1	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	114	109	120	87	112	120	0	0	0	0	0	0	0	662
Attendance below 90 percent	18	11	13	9	11	12	0	0	0	0	0	0	0	74
One or more suspensions	5	7	12	3	3	5	0	0	0	0	0	0	0	35
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	8	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	4	11	8	9	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	6	6	8	1	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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				57%	59%	57%	57%	56%	56%
ELA Learning Gains				60%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				55%	54%	53%	50%	51%	48%
Math Achievement				51%	65%	63%	58%	62%	62%
Math Learning Gains				50%	66%	62%	57%	60%	59%
Math Lowest 25th Percentile				31%	53%	51%	45%	47%	47%
Science Achievement				36%	46%	53%	39%	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	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	62%	62%	0%	58%	4%
Cohort Comparison		-60%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-55%				
05	2021					
	2019	35%	64%	-29%	60%	-25%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	49%	-15%	53%	-19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady, BAS, CFA's, Letters, Sounds, Concepts of Print

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	103	97	97
	Economically Disadvantaged	88	92	92
	Students With Disabilities	72	89	89
	English Language Learners	60	80	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94	94	92
	Economically Disadvantaged	90	90	87
	Students With Disabilities	72	72	78
	English Language Learners	80	80	80

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	98	93	92
	Economically Disadvantaged	93	94	94
	Students With Disabilities	82	91	86
	English Language Learners	100	100	86
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	92	92	90
	Economically Disadvantaged	93	93	93
	Students With Disabilities	82	82	86
	English Language Learners	100	100	86
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86	81	76
	Economically Disadvantaged	95	93	88
	Students With Disabilities	93	93	70
	English Language Learners	71	71	71
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82	82	82
	Economically Disadvantaged	95	95	95
	Students With Disabilities	93	93	93
	English Language Learners	71	71	71

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	97	93
	Economically Disadvantaged	91	94	89
	Students With Disabilities	90	90	77
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95	95	94
	Economically Disadvantaged	91	91	91
	Students With Disabilities	90	90	87
	English Language Learners	100	100	100
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	83	83
	Economically Disadvantaged	91	93	93
	Students With Disabilities	100	100	100
	English Language Learners	83	83	83
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82	82	82
	Economically Disadvantaged	91	91	91
	Students With Disabilities	100	100	100
	English Language Learners	83	84	83
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	20	29		21	23		8				
ELL	38			28			20				
BLK	31	44		26	33		17				
HSP	55	59		40	40		43				
MUL	27			17							
WHT	43	43		36	35		36				
FRL	33	41	42	28	29	23	26				
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	24	51	45	27	41	32	19				
ELL	41	47		46	56	50	32				
BLK	44	52	50	44	53	37	19				
HSP	70	69	80	58	52		47				
WHT	60	67	50	52	44	17	46				
FRL	53	59	59	48	52	31	26				
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	28	51	50	29	34	29	22				
ELL	58	62		73	67						
BLK	49	46	41	42	47	37	32				
HSP	61	56	50	71	61		35				
MUL	58			67							
WHT	62	63	69	66	69	56	50				
FRL	52	50	47	55	54	42	34				

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	6
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	310
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	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	47
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	22
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
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?

According to the FSA, Math, Science, and students with disabilities were the lowest-performing areas. In Math, we had more Levels 1's and 2's than the District and State averages. In Science, we went down 3 percentage points, and we had more Level 1's and 2's than the District and State averages.

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

Math's lowest quartile learning gains had the greatest decline from the prior year. The struggling students not being given additional, targeted support in their deficiency area most likely contributed to the decline.

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

The lowest quartile learning gains in Math had the greatest decline from the prior year. The students not being given support in their deficiency area most likely contributed to the decline.

Small-Group Targeted Intervention will provide strategic instruction to close the achievement gap. Monthly Common Formative Assessments will be used to monitor progress and guide instruction.

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

The lowest quartile learning gains in Reading and overall school learning gains showed the most improvement. We have implemented more fidelity with a concentration on Tier 1 and Tier 2 instruction.

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

The lowest quartile learning gains in Reading and overall school learning gains showed the most improvement because we were strategic with rigorous Tier 1 instruction and targeted Tier 2 small group instruction.

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

Our school has two ESSER Teachers who are providing targeted small group instruction in the area of Reading and Math. Data was triangulated (iReady, BAS, & FSA) to determine the specific area of instruction.

Instructional Coaches will work with instructional staff to build and support content knowledge to directly impact students' achievement.

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.

District and School-based training will be provided. Math training will be provided so that teachers can access Think Central which will enable them to instruct, monitor, remediate, and enrich their students.

Benchmark Advance Reading Training, as well as Best Practice sessions, will be incorporated.

Reading Intervention Training will also be provided.

Science Bootcamp Training will be provided for Grades 3-5.

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

We offer Reading and Math Camps in the Winter and Spring.

Our school has two ESSER Teachers who are providing targeted small group instruction in the area of Reading and Math. Data was triangulated (iReady, BAS, & FSA) to determine the specific area of instruction.

Instructional Coaches will work with instructional staff to build and support content knowledge to directly impact students' achievement.

Part III: Planning for Improvement

Areas of Focus:

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

Based on Math FSA Data, Proficiency, LG, and LQLG we have identified math as our problem of practice.

Measurable Outcome:

We have analyzed our AP1 iReady Diagnostic Data. Based on projected proficiency, our goal is to be at 51% proficiency as measured by the Math FSA.

Monitoring:

We will have monthly Common Formative Assessments that will allow us to measure proficiency and remediate and enrich instruction. We will also monitor pathways for lesson completion and pass rates and adjust the path accordingly. Teachers will teach certain lessons either whole group or in small groups and then assign lessons to determine the level of understanding.

Person responsible for monitoring outcome:

Bree Miron (breejmiron@browardschools.com)

Evidence-based Strategy:

Standards-Based Lessons, small group instruction, hands-on manipulatives, personal math trainer, and targeted resources.

Rationale for Evidence-based Strategy:

Upon analysis of iReady AP1 data and analysis FSA data, students who needed small group instruction to close the gap in math achievement could benefit from strategic small group instruction using Go Math Strategic Intervention, Go Math Intensive Intervention, iReady Prerequisite Lessons, and Moving with Math (for Tier 2 & 3 students).

Action Steps to Implement

Incorporate Grade Level IFC's, Create an Assessment Calendar, Prioritized assessments (BAS, iReady, DAR, Touch Math) to analyze/triangulate data and guide support/instruction.

Person Responsible

Bree Miron (breejmiron@browardschools.com)

#2. Other specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Only 34% of students with disabilities met the Federal Percent of Points Index requirement.
Measurable Outcome:	At least 41% of students with disabilities will meet the Federal Percent of Point Index requirement.
Monitoring:	The student will be monitored by their performance/progress on their Individualized Educational Plan (IEP).
Person responsible for monitoring outcome:	Bree Miron (breejmiron@browardschools.com)
Evidence-based Strategy:	Small group, Push in/Pull out for Reading and Math interventions instruction. It will be provided by an ESE Support Facilitator and ESE Paraprofessional.
Rationale for Evidence-based Strategy:	The strategy was chosen to support growth on the student's IEP goals.

Action Steps to Implement

1. Whole group instruction
2. Identify students needing remediation
3. Provide remediation
4. Mini Assessments
5. ESE Push in/Pull out/Consult/ Collaboration per IEP'S

Person Responsible Bree Miron (breejmiron@browardschools.com)

#3. Other specifically relating to Attendance

Area of Focus Description and Rationale:	Research has shown that student attendance is critical for student success. Last year we experienced a 3 percentage point increase in chronic absenteeism. As a result, students will be identified as a critical area in need of improvement.
Measurable Outcome:	By June 2022, we will reduce our chronically absent 3 percentage points, 14% to 11%.
Monitoring:	Attendance is monitored by meeting with our Attendance Coordinator regularly.
Person responsible for monitoring outcome:	Brian Kenney (brian.kenney@browardschools.com)
Evidence-based Strategy:	We currently send notification fliers in report cards quarterly to inform parents of current absenteeism.
Rationale for Evidence-based Strategy:	It is important that students are in school more than 90% of the time to ensure educational progress.

Action Steps to Implement

1. We currently send notification fliers in report cards quarterly to inform parents of current absenteeism.
2. Social Worker referral when students are below 90%

Person Responsible Brian Kenney (brian.kenney@browardschools.com)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on ELA FSA Data, Proficiency, LG, and LQLG we have been identified as a RAISE school.
Measurable Outcome:	We have analyzed our AP1 iReady Diagnostic Data. Based on projected proficiency, our goal is to be at 57% proficiency as measured by the ELA FSA.
Monitoring:	We will have monthly Common Formative Assessments that will allow us to measure proficiency and remediate and enrich instruction. We will also monitor pathways for lesson completion and pass rates and adjust the path accordingly. Teachers will teach certain lessons either whole group or in small groups and then assign lessons to determine the level of understanding.
Person responsible for monitoring outcome:	Bree Miron (breejmiron@browardschools.com)
Evidence-based Strategy:	Standards-Based Lessons, small group instruction, Leveled Literacy Intervention, Reading Horizons, Foundations, Wilson, Heggerty phonemic awareness, F&P Phonics and Word Study, and targeted resources.
Rationale for Evidence-based Strategy:	Upon analysis of iReady AP1 data and analysis of FSA data, students who needed small group instruction to close the gap in ELA achievement could benefit from strategic small group instruction using Leveled Literacy Intervention, Reading Horizons, Foundations, Wilson, Heggerty phonemic awareness, F&P Phonics and Word Study, and targeted resources (for Tier 2 & 3 students).

Action Steps to Implement

Incorporate Grade Level IFC's, Create an Assessment Calendar, Prioritized assessments (BAS, iReady, DAR, Benchmark Advance Unit Assessments) to analyze/triangulate data and guide support/instruction.

Person Responsible Bree Miron (breejmiron@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.

Coconut Creek Elementary School reported .7 (4 students) violent incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 per 100 students.

The school culture and environment will be monitored through the lens of behavior or discipline data by implementing a school-wide behavior plan based on the area of focus gathered from BASIS Referral Dashboard and District Reporting. This plan covers what appropriate behaviors would look like in common areas and the classrooms. Teachers, school guidance counselors, and administrators will continue to monitor and implement behavior-shaping techniques to lessen the increase of behavior concerns or discipline infractions.

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.

Coconut Creek Elementary has Virtual BLAST Nights (Reading - October, Math - November, and Science - February, Multicultural - May) to build and establish a positive community interaction between parents, families, staff, and students. During BLAST Nights, teachers and other guest speakers will share best practices and provide academic activities to reinforce the curriculum and ensure parents have an opportunity to learn about curricular initiatives. These activities are data-driven and with increasing academic achievement as the goal. Lessons are modeled and practiced with participants and can later be done at home.

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

Bree Miron - Principal
 Nandrane Fairclough - Assistant Principal
 Michele Rothacker - Literacy Coach
 Yetta Karp - Math Coach
 Ann Donaghy - School Counselor
 Barbara Hennessey - ESE Specialist
 Mahailia Smith - Autism Coach
 Officer Dan Farrell - SRO

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1421 - Coconut Creek Elementary Schl	Title, I Part C	465.0	\$9,000.00
			Notes: Summer Curr. Planning/Mapping, BEST Standards Planning			
2	III.A.	Areas of Focus: Other: Students with Disabilities				\$0.00

3	III.A.	Areas of Focus: Other: Attendance				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1421 - Coconut Creek Elementary Schl	Title, I Part C	465.0	\$56,000.00
			<i>Notes: Additional Interventionist</i>			
	5100	130-Other Certified Instructional Personnel	1421 - Coconut Creek Elementary Schl	Title, I Part C	465.0	\$19,000.00
			<i>Notes: ELO Reading & Math Camps (Teacher Salaries & Stipends)</i>			
Total:						\$84,000.00