

Broward County Public Schools

Coconut Creek High School



2021-22 Schoolwide Improvement Plan

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Coconut Creek High School

1400 NW 44TH AVE, Coconut Creek, FL 33066

[no web address on file]

Demographics

Principal: Nicole Nearor

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (46%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Coconut Creek High School

1400 NW 44TH AVE, Coconut Creek, FL 33066

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">71%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coconut Creek High School will educate students in a safe learning environment equipping them with college, career and life readiness.

Provide the school's vision statement.

Educating students for success today, tomorrow, and forever.

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
Brown, Jamie	Instructional Coach	Chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders.
Fiske, Scott	Principal	To provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Ridinger, Jill	Other	Assists the principal to maintain a comprehensive, effectively instructional and compliant program that accelerates the academic achievement of all students.
Hendrix, Charles	Other	Athletic director organizes a school's athletic programs. Athletic directors make schedules for each sports team and work on funding for the various programs. They hire and fire coaches, and make sure all programs are operating within their state's guidelines for athletic teams.
Steiner, Robert	Teacher, K-12	To provide instructional leadership, support, and assistance to all teachers in the department.
Calero, Fabian	Assistant Principal	Meeting with parents to discuss student behavioral or learning problems. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities and special events. Working with teachers to develop curriculum standards
Nearor, Nicole	Assistant Principal	Meeting with parents to discuss student behavioral or learning problems. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities and special events. Working with teachers to develop curriculum standards
Segesta, Judith	Assistant Principal	Meeting with parents to discuss student behavioral or learning problems. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities and special events. Working with teachers to develop curriculum standards
Soto, Tiffany	Assistant Principal	Meeting with parents to discuss student behavioral or learning problems. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities and special events. Working with teachers to develop curriculum standards
Wilcox, Sonia	School Counselor	To work with students to achieve their post-high school goals, in addition to working through any social and academic problems.

Demographic Information

Principal start date

Friday 7/1/2011, Nicole Nearor

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.*

0

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.*

0

Total number of teacher positions allocated to the school

94

Total number of students enrolled at the school

1,900

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

18

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

15

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	0	0	0	0	0	0	0	0	0	0	538	522	467	353	1880
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	370	345	305	216	1236
One or more suspensions	0	0	0	0	0	0	0	0	0	0	48	19	3	3	73
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	248	236	187	106	777
Course failure in Math	0	0	0	0	0	0	0	0	0	0	269	261	165	52	747
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	200	182	138	84	604
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	204	204	49	85	542
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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	0	0	0	0	0	0	0	0	314	293	205	122	934

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	7	2	14

Date this data was collected or last updated

Tuesday 10/5/2021

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	0	0	0	0	0	0	0	0	0	456	404	382	319	1561
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	133	120	106	154	513
One or more suspensions	0	0	0	0	0	0	0	0	0	134	57	81	52	324
Course failure in ELA	0	0	0	0	0	0	0	0	0	201	154	119	58	532
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	176	129	0	0	305
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	194	146	91	89	520

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	37	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	12	17	14	61

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	0	0	0	0	0	0	0	0	0	456	404	382	319	1561
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	133	120	106	154	513
One or more suspensions	0	0	0	0	0	0	0	0	0	134	57	81	52	324
Course failure in ELA	0	0	0	0	0	0	0	0	0	201	154	119	58	532
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	176	129	0	0	305
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	194	146	91	89	520

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	37	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	12	17	14	61

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				32%	57%	56%	34%	58%	56%
ELA Learning Gains				39%	52%	51%	37%	54%	53%
ELA Lowest 25th Percentile				32%	45%	42%	32%	47%	44%
Math Achievement				31%	51%	51%	42%	49%	51%
Math Learning Gains				38%	44%	48%	41%	45%	48%
Math Lowest 25th Percentile				40%	43%	45%	36%	46%	45%
Science Achievement				43%	66%	68%	40%	64%	67%
Social Studies Achievement				73%	71%	73%	69%	70%	71%

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
09	2021					
	2019	29%	57%	-28%	55%	-26%
Cohort Comparison						
10	2021					
	2019	30%	53%	-23%	53%	-23%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	35%	67%	-32%	67%	-32%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	63%	67%	-4%	70%	-7%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	29%	61%	-32%	61%	-32%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	56%	-30%	57%	-31%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools were Mastery Connect and Lexia Power-up. Due to technical errors, there is no data that was recovered for the 2020-2021 School year.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students 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	10	24	26	16	13	23	20	50		85	30
ELL	16	31	38	13	27	35	19	31		90	21
ASN	36										
BLK	24	31	30	11	13	24	32	45		94	44
HSP	28	34	39	18	13	33	35	61		90	49

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
MUL	45	45									
WHT	39	46		20	23		33			87	38
FRL	24	32	32	11	13	26	34	48		96	44
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	19	35	29	20	30	31	28	50		77	27
ELL	13	36	33	22	40	55	34	54		77	48
BLK	32	40	37	31	40	41	43	72		87	39
HSP	31	35	16	32	40	47	41	75		85	45
MUL	38	38		17							
WHT	37	38		40	22		46	67		75	42
FRL	33	40	34	31	38	42	44	70		85	41
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	14	28	20	29	43		25	25		69	28
ELL	9	40	40	40	38	38	25	50		73	33
ASN	42	50								83	40
BLK	30	36	32	39	41	38	36	67		89	40
HSP	42	42	31	43	33	35	52	70		81	43
MUL	53	47		58							
WHT	41	28		61	63		57	92		70	50
FRL	33	37	31	42	41	37	41	69		87	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	35
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	23
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	11
Percent Tested	76%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
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	31
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	36
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	41
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	36
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?

Student achievement across grade levels and subgroups remains below district and state averages. There has been some small improvement in ELA data from the 2019 year to the 2021 school year.

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

Mathematics shows the highest need for support at the current time.

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 disrupted learning environment in the 2021-2022 school year along with a lack of student assessment contributed to these scores. Many students found it difficult to learn math remotely and were not engaged.

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

ElA showed improvement from the 2019 scores.

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

Focus on literacy and professional development of staff during remote and blended learning.

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

Utilizing several strategies including extended learning opportunities like CCLC. Push in model with coaches, remediation lessons, common planning, and common formative assessments. Professional learning communities are also being utilized.

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.

Weekly on-site professional development led by the professional development team, Encouragement to join trainings for the new textbooks as well as PLC retraining.

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

The school has begun a new cultural push to get students to buy into the mission and vision of the school as well create a new SEL curriculum for all students to support the whole student to support their academics as well as their emotional needs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	
Description and Rationale:	Students did not perform above the 41% proficiency level.
Measurable Outcome:	According to the Federal Percent of Points Index (FPPI), Students with Disabilities (SWD) will score at or above 41% by June 2022.
Monitoring:	Progress monitoring tools, teacher feedback, parent involvement.
Person responsible for monitoring outcome:	Scott Fiske (scott.fiske@browardschools.com)
Evidence-based Strategy:	The evidence strategies to be used are 21st Century tutoring, pull-outs, push-ins, ESE support facilitation services, recommend students for outside sources, and Lexia Diagnostic Assessments to assist in identifying areas of need.
Rationale for Evidence-based Strategy:	These strategies will be used to help increase the proficiency levels of all students with disabilities. The recourses/criteria to be used for selecting these strategies are data from Lexia Assessments and the FSA.

Action Steps to Implement

1. Conduct Lexia assessments to identify areas of need
2. Collaborate with ELA teachers to create common formative assessments aligned with FSA standards
3. Monitor student's academic progress using Mastery Connect database
4. Reassess student performance on a continuous basis through Lexia PowerUp
5. Remediate and enrich as needed

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:	Students scored 31%, which is below the 41% proficiency rate.
Measurable Outcome:	By May 2022, the percentage of Multiracial Students will increase to 41% as measured by the Reading FSA.
Monitoring:	Progress monitoring tools, teacher feedback, parent involvement.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The evidence-based strategies to be utilized will include 21st Century tutoring, push-ins, pull-outs, ESE support facilitation services, Lexia, and Khan Academy.
Rationale for Evidence-based Strategy:	The rationale for these strategies is to help increase achievement in Multiracial students. The resources/criteria used for selecting these strategies includes data from the D.A.R. and the FSA.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Other specifically relating to Literacy

Area of Focus Description and Rationale:	Based off of the 2021 student assessment data, the area of focus will address the needs of the 68% of students who were not proficient on the FSA Reading.
Measurable Outcome:	By June 2022, the percentage of student growth in ELA will increase by 9% to 41% as measured by the Reading FSA.
Monitoring:	Progress monitoring tools, teacher feedback, parent involvement.
Person responsible for monitoring outcome:	Scott Fiske (scott.fiske@browardschools.com)
Evidence-based Strategy:	The strategies that will be implemented for the area of focus are Lexia PowerUp, Small groups, Vocabulary.com, Noredink.com, NEWSELA.com, 21st Century tutoring, common planning, and structured PLCs.
Rationale for Evidence-based Strategy:	The rationale for selecting these specific strategies is to increase ELA student performance data by 9% by June 2022 based on FSA standardized data.

Action Steps to Implement

1. Develop goals that are based on students achievement data and align with the schoolwide focus.
2. Provide support to department chairs and teachers to achieve the goal.
3. Ensure that departments have additional Professional Development time in order to analyze student achievement data and to differentiate and instruct accordingly.
4. Provide a double block of ELA for all low performing students.

Person Responsible Nicole Nearor (nicole.nearor@rowardschools.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 High School's discipline needs are highest in the violent incidents category. We are currently developing several related S.M.A.R.T. goals relating to SEL to develop a new strong school culture. We are also striving to meet the social and emotional needs of our students in this changing time. We will be conducting a schoolwide SEL curriculum as well as an SEL team to help create an empathetic and caring school where violence is a last resort for students.

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 High School works to create a positive school culture through multiple programs and experiences for our students. An outstanding example of this is our School-Wide Positive Behavior Plan. On a weekly basis, students can earn redeemable points for exhibiting appropriate behaviors such as being on-time to class, being prepared for class and providing assistance to a classmate. A student is permitted to "bank points" and can redeem them to purchase anything from snacks to school paraphernalia and other gifts/prizes. Another way we promote a positive school culture is through our Peer Forward Program. Through this program, students develop leadership skills by promoting a college awareness culture throughout the school. The student-led initiatives include FAFSA drives, scholarship and college application lockdowns, tutorial sessions and creating college culture materials to display around the school.

We also partner with external organizations such as Do the Right Thing of Coconut Creek to regularly recognize students for doing good in their school and community. This community-based organization awards our students with certificates of recognition as well as monetary awards monthly. The ceremony is traditionally held in the City Commission Chambers to share the good deeds with city government and community partners. Finally, the school uses several communication tools to share news and promote our positive culture with our stakeholders such as the school website, parent link phone calls/emails, SAC meetings, and various social media outlets.

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

Parents, community members, school staff, and students are an important part of promoting schoolwide culture within the school. Stakeholders are encouraged to join the School Advisory Committee.

Stakeholders also have direct input into some of the activities within the school. We host a 21st Century Showcase, we recognize peers and students within the "Catch them Being Great" program. Finally, we hold workshops for parents and stakeholders to inform them about SEL and developing a strong school culture.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1681 - Coconut Creek High School	Other		\$15,000.00
			<i>Notes: Provide ELO support to SWD through Pull-Out/Push-In and after-school small group and individual tutoring/support sessions.</i>			
			1681 - Coconut Creek High School	Other Federal		\$25,000.00
			<i>Notes: 21st Century program after school tutoring and enrichment for students in academic areas. Funds used to pay teacher salaries and provide materials and supplies</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1681 - Coconut Creek High School	Other		\$25,000.00
			<i>Notes: 21st Century program after-school tutoring and enrichment for students in academic areas. Funds used to pay teacher salaries and provide materials and supplies</i>			
			1681 - Coconut Creek High School	Other Federal		\$15,000.00
			<i>Notes: After school and or Saturday extended time sessions for students. Funds will cover additional hours beyond contract for teachers</i>			
3	III.A.	Areas of Focus: Other: Literacy				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1681 - Coconut Creek High School	Other		\$25,000.00
			<i>Notes: 21st Century program after-school tutoring and enrichment for students in academic areas. Funds used to pay teacher salaries and provide materials and supplies</i>			
			1681 - Coconut Creek High School	Other Federal		\$15,000.00
			<i>Notes: After school and or Saturday extended time sessions for students. Funds will cover additional hours beyond contract for teachers</i>			
					Total:	\$120,000.00