

Broward County Public Schools

Coconut Creek Elementary School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 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	2021-22: B (55%) 2018-19: C (49%) 2017-18: C (51%)
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	ATSI
* 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 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Miron, Bree	Principal	<p>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 educational program of the school to which the individual is assigned.</p> <p>2. Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school.</p> <p>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.</p> <p>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.</p> <p>5. Enforce the Broward County Schools Code of Student Conduct.</p> <p>B. DUTIES OF INSTRUCTIONAL PERSONNEL</p> <p>The members of the instructional staff shall perform the following functions:</p> <p>1. Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.</p> <p>2. Teach efficiently and effectively using the books and materials required by the District or the State following the prescribed courses of study and employing sound teaching practices and methods.</p> <p>3. Infuse in the classroom, the District's adopted Character Education Traits of Respect, Honesty, Kindness, Self-control, Tolerance, Cooperation, Responsibility and Citizenship.</p> <p>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 public schools.</p> <p>5. Enforce the Broward County Schools Code of Student Conduct.</p> <p>6. Attend conferences such as ESE staffing and parent conferences related to the education of students.</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>records and reports have been properly maintained and submitted according to requests.</p> <p>8. Conform to all rules and regulations that may be prescribed by the State Board and by the School Board.</p> <p>9. Work to ensure that the school building and property are not defaced, or damaged or destroyed.</p> <p>10. Under the direction of the school principal, give instructions in and hold such fire 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. 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>

Name	Position Title	Job Duties and Responsibilities
Kenney, Brian	Other	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.
Rothacker, Michele	Instructional Coach	The goal of the Instructional 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.
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 active involvement in the school improvement planning process.*</p> <p>6. Use quality improvement principles and processes in the daily administration of the school.*</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in collecting and maintaining information appropriate to continually monitor 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 processes.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents, and the community to assist in making decisions related to the improvement of instruction.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Bree M IR On

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

6

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

473

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	58	96	88	73	92	0	0	0	0	0	0	0	482
Attendance below 90 percent	25	17	24	21	8	22	0	0	0	0	0	0	0	117
One or more suspensions	0	0	2	7	6	12	0	0	0	0	0	0	0	27
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 2022 statewide FSA ELA assessment	0	0	0	31	15	21	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	16	36	0	0	0	0	0	0	0	91
Number of students with a substantial reading deficiency	8	6	15	15	3	8	0	0	0	0	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level who have 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	2	3	6	31	21	30	0	0	0	0	0	0	0	93

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	28	0	3	0	0	0	0	0	0	0	34
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

Thursday 9/1/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	58%	56%				57%	59%	57%
ELA Learning Gains	58%						60%	60%	58%
ELA Lowest 25th Percentile	49%						55%	54%	53%
Math Achievement	45%	54%	50%				51%	65%	63%
Math Learning Gains	74%						50%	66%	62%
Math Lowest 25th Percentile	69%						31%	53%	51%
Science Achievement	42%	59%	59%				36%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	60%	0%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	62%	62%	0%	58%	4%
Cohort Comparison		-60%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-55%				
05	2022					
	2019	35%	64%	-29%	60%	-25%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	49%	-15%	53%	-19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	47	33	28	58	64	18				
ELL	35	62		35	77						
BLK	40	53	33	36	65	68	30				
HSP	53	65		50	78		60				
WHT	54	58	70	54	89		53				
FRL	45	61	50	41	71	67	38				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, Science, and students with disabilities were the lowest-performing areas. In Science, we went up 10 percentage points. However, we still have growth to be made because we scored 42% proficiency. In regards to students with disabilities, 39% scored proficient. We were 2 points away from being removed from the ESSA list.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the FSA, Science, and students with disabilities were the lowest-performing areas. In Science, we went up 10 percentage points. However, we still have growth to be made because we scored 42% proficiency. In regards to students with disabilities, 39% scored proficient. We were 2 points away from being removed from the ESSA list. In addition, we will be focusing on overall proficiency in the FAST Assessments, in the areas of Reading and Math.

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

Students are presenting with foundation knowledge gaps, which are being addressed through the ESE Support Facilitation, MTSS, and tailored instruction to meet students needs. 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 2022 state assessments, showed the most improvement?

The lowest quartile learning gains in Math improved from 22% to 69%. The Math Learning Gains went from 36% to 74%.

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

The lowest quartile learning gains in Math and overall school learning gains showed the most improvement because we were strategic with rigorous Tier 1 instruction, and targeted Tier 2 and Tier 3 small group instruction.

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

Our school has one ESSER Teacher and two Title I Resource Teachers who are providing targeted small group instruction in the area of Reading and Math. Data was triangulated (iReady, BAS, District Unit Assessment, FAST, & FSA) to determine the specific area of instruction.

The Instructional Coach 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 and monitor student progress as gauged by the newly adopted district curriculum. Teachers attended the training for the new math adoption and assessment platforms and will continue to be supported by the district's math instructional facilitator.

Science support will continue with the district.

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

Reading Intervention Training will also be provided.

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

We will be data driven when determining which ELO camp will be offered in the spring and to which subgroup it will be offered to.

Our school has one ESSER Teacher and two Title I Resource Teachers who are providing targeted small group instruction in the area of Reading and Math.

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on Math FSA Data, we will focus on overall proficiency in math.

Measurable Outcome:

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

We have analyzed our AP1 FAST Data. Based on projected proficiency, our goal is to be at 50% proficiency as measured by the AP3 Math FAST by June 2023.

Monitoring:

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

We will have monthly Common Formative Assessments that will allow us to measure proficiency and remediate and enrich instruction. Teachers will teach certain lessons either in 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:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-Based Lessons, small group instruction, hands-on manipulatives, Quick Checks, Visual Learning, Interactive Practice Buddy, and targeted resources.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Upon analysis of Math FAST AP1 data and analysis of FSA data, students who needed small group instruction to close the gap in math achievement could benefit from strategic small group instruction using enVision MDIS (Math Diagnosis and Intervention System) and Moving with Math (for Tier 2 & 3 students).

Action Steps to Implement

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

Incorporate School Level IFC's, Create an Assessment Calendar, Prioritize assessments (Moving with Math and Touch Math) to analyze/triangulate data and guide support/instruction.

Person Responsible

Nandrane Fairdough (nandrane.fairdough@browardschools.com)

#2. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

By June 2022, we will reduce our chronically absent 3 percentage points, 14% to 11%.

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

Attendance is monitored by meeting with our Attendance Coordinator regularly.

Person responsible for monitoring outcome:

Brian Kenney (brian.kenney@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We currently send notification fliers in report cards quarterly to inform parents of current absenteeism.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

It is important that students are in school more than 90% of the time to ensure educational progress.

Action Steps to Implement

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

1. 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

[no one identified]

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on ELA FSA Data, we have been identified as a RAISE school.

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

We have analyzed our AP1 iReady Diagnostic Data and AP1 ELA FAST data. Based on projected proficiency, our goal is to be at 53% proficiency as measured by the ELA AP3 FAST Assessment by June 2023.

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

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:
Describe the evidence-based strategy being implemented for this Area of Focus.**

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Upon analysis of iReady AP1 data, ELA FAST 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

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

Incorporate School 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

Michele Rothacker (michele.rothacker@browardschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

There were 39% of students with disabilities met the Federal Percent of Points Index requirement.

Measurable Outcome:

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

By June 2023, at least 41% of students with disabilities will meet the Federal Percent of Point Index requirement.

Monitoring:

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

The student will be monitored by their performance/ progress on their Individualized Educational Plan (IEP), academic performance, and intervention support.

Person responsible for monitoring outcome:

Bree Miron (breejmiron@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Small group, Push in/Pull out for Reading and Math intervention instruction. It will be provided by an ESE Support Facilitator and ESE Paraprofessional.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The strategy was chosen to support the growth of the student's IEP goals.

Action Steps to Implement

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

1. 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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

K-2nd Graders 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 in whole groups or in small groups and then assign lessons to determine the level of understanding.

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

3rd - 5th Graders 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 in whole groups or in small groups and then assign lessons to determine the level of understanding.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We have analyzed our AP1 iReady Diagnostic Data and AP1 ELA FAST data. Based on projected proficiency, our goal is to be at 53% proficiency as measured by the ELA AP3 FAST Assessment.

Grades 3-5: Measureable Outcome(s)

We have analyzed our AP1 iReady Diagnostic Data and AP1 ELA FAST data. Based on projected proficiency, our goal is to be at 53% proficiency as measured by the ELA AP3 FAST Assessment by June, 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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 in whole groups or in small groups and then assign lessons to determine the level of understanding.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Miron, Bree, breejmiron@browardschools.com

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Upon analysis of iReady AP1 data, ELA FAST 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:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Incorporate School Level IFC's, 2. Create an Assessment Calendar, 3. Prioritized assessments (BAS, iReady, DAR, Benchmark Advance Unit Assessments) to analyze/triangulate data and guide support/instruction.	Rothacker, Michele, michele.rothacker@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

Bree Miron - Principal
 Nandrane Fairclough - Assistant Principal
 Michele Rothacker - Literacy Coach
 Michelle Hoag - School Counselor
 Barbara Hennessey - ESE Specialist
 Mahailia Smith - Autism Coach
 Officer Wally Grieve- SRO