

Broward County Public Schools

Coconut Creek High School



2022-23 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: 3/9/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Asian Students* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (42%) 2018-19: C (45%) 2017-18: C (46%)
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 High School

1400 NW 44TH 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)
High School 9-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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SIP Authority

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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.

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

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
Nearor, Nicole	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.
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
Brown, Jamie	Instructional Coach	Chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders.
Ridinger, Jill	Magnet Coordinator	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.
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
Friedel, Michael	SAC Member	Chair SAC meetings and oversee the School Improvement Plan
Hoffman, Mark	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

Demographic Information

Principal start date

Wednesday 3/9/2022, Nicole Nearor

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.*

0

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.*

2

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

1,881

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

17

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

14

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	0	0	0	0	0	0	0	0	0	582	563	459	354	1958	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	246	245	209	193	893	
One or more suspensions	0	0	0	0	0	0	0	0	0	162	134	54	25	375	
Course failure in ELA	0	0	0	0	0	0	0	0	0	92	129	126	50	397	
Course failure in Math	0	0	0	0	0	0	0	0	0	134	215	180	35	564	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	237	267	89	49	642	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	45	200	84	12	341	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	16	13	5	12	46	

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	0	0	0	0	0	0	0	0	0	0	328	270	201	107	906

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	0	0	0	0	0	0	0	0	0	0	0	62	62
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	2	4	10	34

Date this data was collected or last updated

Monday 8/22/2022

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	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	370	345	305	216	1236
One or more suspensions	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	248	236	187	106	777
Course failure in Math	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	200	182	138	84	604
Level 1 on 2019 statewide FSA Math assessment	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	7	2	14

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

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	22%	52%	51%				32%	57%	56%
ELA Learning Gains	27%						39%	52%	51%
ELA Lowest 25th Percentile	21%						32%	45%	42%
Math Achievement	23%	41%	38%				31%	51%	51%
Math Learning Gains	49%						38%	44%	48%
Math Lowest 25th Percentile	65%						40%	43%	45%
Science Achievement	35%	35%	40%				43%	66%	68%
Social Studies Achievement	50%	51%	48%				73%	71%	73%

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

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
2022					
2019	35%	67%	-32%	67%	-32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	67%	-4%	70%	-7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	61%	-32%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	56%	-30%	57%	-31%

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	8	21	21	13	48	58	14	24		89	27
ELL	12	27	21	28	59	67	34	44		91	13
ASN	42	40		55							
BLK	20	26	22	19	48	63	30	47		95	33
HSP	26	32	18	31	57	82	50	54		83	39
MUL	30										
WHT	37	23		27			35	60		92	36
FRL	22	27	23	23	51	66	32	46		94	34
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
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

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	46
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	30

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	2
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	44
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	42
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?

CCHS is made primarily of subgroups. There has been a decline in most metrics over the past two years in English and Math. However, student achievement in mathematics increased by over 75% from the 2021 school year.

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

At this time there is a critical need to increase reading scores across all metrics. This has been reflected in the Comprehensive Reading plan. This is evident from test scores in Social Studies, mathematics, and certification exams that an increase in reading comprehension will support student achievement across all levels and metrics.

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 and faculty had lost teaching and learning momentum to support student achievement during the over two years of pandemic-related learning challenges. The school is actively bringing students back to the culture of the classroom to help a return to basic skills and acclimation to teaching and learning in their classroom environment again.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics had the greatest increase in achievement in the 2021 school year.

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

A data-driven approach as well as a curriculum-heavy environment contributed to the increase. Our Algebra Project program was a strong element in boosting student achievement.

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

More focus on age curriculum-based texts and reach texts with a focus on reading comprehension will help accelerate learning across all metrics. 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.

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 ELA**Area of Focus Description and****Rationale:**

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

Students did not perform above the 41% Federal Index proficiency level.

Measurable Outcome:

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

According to the Federal Percent of Points Index (FPPI), Students with Disabilities (SWD) will score at or above 41% by June 2023.

Monitoring:

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

Progress monitoring tools, teacher feedback, parent involvement.

Person responsible for monitoring outcome:

Nicole Nearor (nicole.nearor@browardschools.com)

Evidence-based Strategy:

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

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:

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

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.

Conduct assessments to identify areas of need

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Collaborate with ELA teachers to create common formative assessments aligned with FSA standards

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Monitor students' academic progress using FAST and other common assessment data.

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Reassess student performance on a continuous basis through common assessments

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Remediate and enrich as needed

Person Responsible

Nicole Nearor (nicole.nearor@rowardschools.com)

#2. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed. Students scored 31%, which is below the 41% proficiency rate.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. By May 2023, the percentage of Multiracial Students will increase to 41% Federal Index as measured by the Reading FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Progress monitoring tools, teacher feedback, parent involvement.

Person responsible for monitoring outcome:

Nicole Nearor (nicole.nearor@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus. The evidence-based strategies to be utilized will include Firewall tutoring, push-ins, pull-outs, ESE support facilitation services, Lexia, and Khan Academy.

Rationale for Evidence-based Strategy:

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

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.

Conduct assessments to identify areas of need

Person Responsible Nicole Nearor (nicole.nearor@browardschools.com)

Collaborate with teachers to create common formative assessments aligned with FAST and EOC standards

Person Responsible Nicole Nearor (nicole.nearor@browardschools.com)

Monitor students' academic progress using FAST and other common assessment data.

Person Responsible Nicole Nearor (nicole.nearor@browardschools.com)

Reassess student performance on a continuous basis through common assessments

Person Responsible Nicole Nearor (nicole.nearor@browardschools.com)

Remediate and enrich as needed

Person Responsible Nicole Nearor (nicole.nearor@browardschools.com)

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

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

Students scored 21%, which is below the 41% Federal Index proficiency rate.

Measurable Outcome:

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

By May 2023, the percentage of Multiracial Students will increase to the 41% Federal Index as measured by the Reading FSA.

Monitoring:

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

Monitoring: Progress monitoring tools, teacher feedback, parent involvement.

Person responsible for monitoring outcome:

Nicole Nearor (nicole.nearor@browardschools.com)

Evidence-based Strategy:

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

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:

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

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.

Conduct assessments to identify areas of need

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Collaborate with teachers to create common formative assessments aligned with FAST and EOC standards

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Monitor students' academic progress using FAST and other common assessment data.

Person Responsible

Nicole Nearor (nicole.nearor@browardschools.com)

Reassess student performance on a continuous basis through common assessments

Person Responsible

Genie Osorio (genieosorio@browardschools.com)

Remediate and enrich as needed

Person Responsible

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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 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 school culture and environment.

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.