

Broward County Public Schools

Coconut Palm Elementary School



2022-23 Schoolwide Improvement Plan

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Coconut Palm Elementary School

13601 MONARCH LAKES BLVD, M IR Amar, FL 33027

[no web address on file]

Demographics

Principal: Juan Alejo

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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 Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (52%) 2017-18: B (54%)
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 Palm Elementary School

13601 MONARCH LAKES BLVD, M IR Amar, FL 33027

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
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	B		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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
		<p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position</p>
Osborne, Tamara	Teacher, K-12	<p>ESSER Teacher SAC Chair ESE Certified Gifted Certified Reading Endorsement Educational Leadership</p> <p>1.assist the administration and staff to develop and implement a school-wide behavior management system.</p> <p>2. assist in the development and implementation of individual student behavior plans.</p> <p>3. be knowledgeable in the implementation of behavior change programs.</p> <p>4. provide supportive classroom management and academic strategies to teachers, students, and parents.</p> <p>5. assist in data collection and preparation of reports.</p> <p>6. assist in individualized educational plans of instruction for students.</p> <p>7. assist with the implementation of Student Assistance Programs.</p> <p>8. suggest ways to facilitate parental involvement and parent education.</p> <p>9. assist in the coordination of in-service activities.</p> <p>10. have knowledge of pre-kindergarten through Grade 5 curriculum</p> <p>11. be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.</p> <p>12. be able to use observation techniques for identification, ongoing reevaluation and planning for students. be able to adapt, design and implement curriculum to meet the needs of the individual students.</p> <p>13. serve as a teacher and not, under any circumstances, be used in an administrative or quasi-administrative role.</p> <p>14. perform and promote all activities in compliance with equal employment and nondiscrimination</p>

Name	Position Title	Job Duties and Responsibilities
Reyes, Stephanie	Assistant Principal	<p>policies of The School Board of Broward County, Florida.</p> <p>15. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>16. review current developments, literature and technical sources of information related to job responsibility.</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. perform other duties as assigned by the Principal.</p> <p>19. follow federal and state laws, as well as School Board policies.</p>
		<p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.</p> <p>6. Use quality improvement principles and processes in daily administration of school.</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>26. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>27. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>28. Access, analyze, interpret and use data in decision-making.</p> <p>29. Use benchmarks and comparison data in the analysis of results. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>30. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>31. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>32. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p>
Hardy, Jacqueline		<p>1. provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.</p> <p>2. assist the school staff in organizing and managing reading skills as an integral part of all subject areas.</p> <p>3. provide in-service training for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>4. interpret the reading program for both parents and the community.</p> <p>5. ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommend steps to address those needs.</p> <p>6. ensure that site initiatives align with District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.</p> <p>7. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County.</p> <p>8. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.</p> <p>4. assist the school staff in organizing and managing reading skills as an integral part of all subject areas.</p> <p>5. provide in-service training for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction.</p> <p>6. participate in a team teaching effort with classroom teachers.</p> <p>7. interpret the reading program for both parents and the community.</p> <p>8. ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommend steps to address those needs.</p> <p>9. ensure that site initiatives align with District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.</p> <p>10. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County.</p> <p>11. assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</p> <p>12. coordinate the ESOL instructional materials adoption/selection process and the ordering of materials and equipment needed to implement the District's ESOL program.</p> <p>13. promote parent involvement and understanding of the ESOL program for the purpose of meeting the ongoing needs of English Language Learners while working closely with the ESOL Parent Leadership Council.</p> <p>14. serve as a consultant on the matters pertinent to the District's ESOL program;</p> <p>compile and prepare all reports necessary to fulfill compliance requirements of federal, state, and local agencies.</p>

Name	Position Title	Job Duties and Responsibilities
Cottam, Colleen	Reading Coach	<ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities.

Name	Position Title	Job Duties and Responsibilities
		16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)

Demographic Information

Principal start date

Thursday 7/1/2021, Juan Alejo

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.*

4

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

39

Total number of students enrolled at the school

515

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.

5

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	85	86	91	86	106	118	0	0	0	0	0	0	0	572
Attendance below 90 percent	24	23	28	19	21	31	0	0	0	0	0	0	0	146
One or more suspensions	0	0	0	0	1	10	0	0	0	0	0	0	0	11
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	16	16	30	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	19	44	0	0	0	0	0	0	0	80
Number of students with a substantial reading deficiency	1	6	10	2	5	6	0	0	0	0	0	0	0	30

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	7	8	12	26	34	0	0	0	0	0	0	0	87

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	4	5	8	24	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	4	5	8	24	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

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	54%	58%	56%				55%	59%	57%
ELA Learning Gains	69%						55%	60%	58%
ELA Lowest 25th Percentile	60%						39%	54%	53%
Math Achievement	52%	54%	50%				62%	65%	63%
Math Learning Gains	62%						64%	66%	62%
Math Lowest 25th Percentile	60%						45%	53%	51%
Science Achievement	33%	59%	59%				41%	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	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-43%				
05	2022					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-61%				

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	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-56%				
05	2022					
	2019	57%	64%	-7%	60%	-3%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	49%	-7%	53%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	22	49	42	19	39	44	20				
ELL	59	78	64	56	64	50	40				
ASN	69			85							
BLK	52	71	67	44	58	71	30				
HSP	54	68	50	55	63	45	33				
FRL	46	67	63	41	55	57	25				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	16	33	21	28	25	12				
ELL	39	45	55	38	45	50	17				
ASN	57	53		57	47		25				
BLK	39	41	41	34	21	13	23				
HSP	49	41		40	45	40	33				
WHT	45			45							
FRL	41	41	55	35	35	25	27				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	37	33	21	43	38	5				
ELL	46	55	35	58	55	38	38				
ASN	71	68		82	79						
BLK	49	50	37	55	65	46	33				
HSP	58	55	35	62	58	39	51				
WHT	57	56		59	65						
FRL	52	53	42	58	60	43	34				

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	57
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	59
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	68
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	56
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	54
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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?

Five year data indicates CPE needs to increase the number of students achieving and maintaining proficiency in ELA and Math. An emphasis will be placed on providing high-quality Tier 1 Instruction to ensure standards are instructed to the required rigor. Learning gains from all subgroups has been on an incline.

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

Over the last five years, FSA data has shown proficiency across grades levels has been stagnant.

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

Tier 1 Instruction is stagnant in proficiency across all grade levels. FSA scores of proficiency in ELA is 54% and Math is 52% in 2022.

Pre-pandemic data was as follows: ELA 56% in 2019 and Math 65% in 2019.

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

Learning Gains produced by all scholars are as follows: 69% in ELA, 62% in Math and our Lowest Quartile (LQ) scholars 60% in ELA and 60% in Math.

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

Contributing factors were as follows: the use of support groups for targeted scholars, intervention time scheduled into instruction for ELA and Math, effective and high quality MTSS practices, consistent progress monitoring, and high quality grade level PLCs aligned to the CARE cycle.

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

Through PLCs and grade level meetings, Tier 1 instruction will be the focus. Ensuring rigor of all standards are taught to the appropriate level to all scholars.

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.

Onsite Schoolwide Professional Development for Science, Math, and CHAMPS
Professional Development offered through the County after hours for instructional staff to take.
PLC will work backwards to design lessons and activities through their planning.
Instructional staff will use Informal Progress Monitoring embedded during instruction to check for understanding.

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

ESSER and support personnel are used to provide extra support for ELA and/or Math to the scholars not showing adequate annual progress, Tier 3, and retention scholars.

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.

Based on the data, 54% 3rd -5th grade students were proficient of the FSA ELA in 2022.

Based on the data, 56% of 3rd - 5th grade students were proficient of the FSA ELA in 2019.

Proficiency levels have been stagnant.

Measurable Outcome:

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

By June 2023, 60% of all scholars in grades 3rd -5th, will show proficiency on the FAST.

Monitoring:

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

Progress monitoring through FAST and Benchmark Advance will help guide and inform of the instructional practices of all teachers.

Triangulating data from all assessments given will give an accurate point of progression.

Person responsible for monitoring outcome:

Juan Alejo (juan.alejo@browardschools.com)

Evidence-based Strategy:

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

I-Ready Diagnostics

Benchmark Assessment System (BAS) testing to monitor level of reading fluency and comprehension

Benchmark Assessment (BA) weekly and unit assessments

FAST

Rationale for Evidence-based Strategy:

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

Effective and constant progress monitoring of students and their mastery of standards, coupled with data driven instruction has been proven to increase student achievement. Professional development will be provided to all instructional staff through out the year.

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.

The support and administrative team will schedule and provide professional development to all instructional staff through out the year in all academic subjects. Teachers will be supported with curriculum guidance. Classroom teachers and support staff will support students with small group instruction for making progress. Monitor progress in regards to Tier 1 instruction.

Person Responsible

Juan Alejo (juan.alejo@browardschools.com)

#2. 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 the data, 52% 3rd - 5th grade students were proficient of the FSA Math in 2022.
 Based on the data, 65% of 3rd - 5th grade students were proficient of the FSA Math in 2019.
 Proficiency levels have been stagnant.

Measurable Outcome:

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

By June 2023, 65% of all scholars in grades 3rd -5th, will show proficiency on the FAST.

Monitoring:

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

Progress monitoring through FAST and enVision will help guide and inform of the instructional practices of all teachers. Triangulating data from all assessments given will give an accurate point of progression.

Person responsible for monitoring outcome:

Juan Alejo (juan.alejo@browardschools.com)

Evidence-based Strategy:

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

enVision Topic and Topic Cumulative Assessments
 FAST

Rationale for Evidence-based Strategy:

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

Effective and constant progress monitoring of students and their mastery of standards, coupled with data driven instruction has been proven to increase student achievement. Professional development will be provided to all instructional staff through out the year.

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.

The support and administrative team will schedule and provide professional development to all instructional staff through out the year in all academic subjects. Teachers will be supported with curriculum guidance. Classroom teachers and support staff will support students with small group instruction for making progress. Monitor progress in regards to Tier 1 instruction.

Person Responsible

[no one identified]

#3. 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.

Based on the FSA 2022, 34% of Students with Disabilities (SWD) were proficient.

Measurable Outcome:

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

Based of the FAST 2023, 41% of Students with Disabilities (SWD) will score proficiency.

Monitoring:

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

Progress Monitoring will be completed ongoing and reported to the parents, minimum quarterly. ESE Support Facilitators and teachers will communicate their progression during their group instruction.

Person responsible for monitoring outcome:

Juan Alejo (juan.alejo@browardschools.com)

Evidence-based Strategy:

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

I-Ready Diagnostic and Pathway, FAST, classroom assessments, SuccessMaker, and ESE services will be used to monitor progress.

Rationale for Evidence-based Strategy:

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

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

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.

The ESE Support Facilitators will identify SWD. Once they are identified, they will determine their current academic level and their goals. Teachers will be supported with curriculum guidance. Classroom teachers and ESE Support Facilitators will support students with small group instruction for making progress. Monitor progress in regards to instruction and interventions by administrative team.

Person Responsible

Juan Alejo (juan.alejo@browardschools.com)

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

Phonics and Phonemic Awareness are two areas that will be focused on. Teachers will work with students during small group that show the need. An emphasis will be placed on providing high-quality Tier 1 Instruction to ensure standards are instructed to the required rigor.

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

Five year data indicates CPE needs to increase the number of students achieving and maintaining proficiency in ELA based on the ELA FSA. An emphasis will be placed on providing high-quality Tier 1 Instruction to ensure standards are instructed to the required rigor. Vocabulary instruction in all academic areas will also be addressed, one way is to incorporate a vocabulary parade by students.

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)

By May 2023, 60% of kindergarten students will demonstrate proficiency in reading based on the STAR Literacy.

By May 2023, 50% of first grade students will demonstrate proficiency in reading based on the STAR Reading.

By May 2023, 54% of second grade students will demonstrate proficiency in reading based on the STAR Reading.

Grades 3-5: Measureable Outcome(s)

By May 2023, 60% of third students will demonstrate proficiency in reading based on the FAST ELA.
 By May 2023, 56% of fourth grade students will demonstrate proficiency in reading based on the FAST ELA.
 By May 2023, 50% of fifth grade students will demonstrate proficiency in reading based on the FAST ELA.

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.

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

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Alejo, Juan, juan.alejo@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?

Benchmark Advanced is our ELA Curriculum
 IReady online diagnostics, lessons, and pathway
 Reading Horizons used for Tier 3 in Response to Intervention

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?

The curriculum being used is supplied and used across Broward County Schools. Small group instruction for ELA and Math are provided by teachers. Small group instruction, along with high quality curriculum shows effectiveness to provide laser focused instruction at the students level.

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
Professional Learning - Provided during planning days in the areas of Science, Math, ELA, and CHAMPS. There are course that instructional staff can take after regular work hours on the new curriculum.	Alejo, Juan, juan.alejo@browardschools.com
Literacy Coaching - Literacy Coach and Support Staff provided curriculum assistance as needed. Observing lessons of fellow staff, small group instruction, and providing informal observation with feedback are opportunities to assist.	Alejo, Juan, juan.alejo@browardschools.com
Assessments - A variety of assessments are provided to our students throughout the year: informal, formative, summative, and cumulative. Once any of these are given, a teacher will adjust their instruction as needed. They may need to remediate some students, enrich them, or reteach to the entire class. STAR Early Literacy, STAR Reading Benchmark Advance Unit Assessments IReady online, diagnostic and individual pathway FAST three times a year	Alejo, Juan, juan.alejo@browardschools.com
Literacy Leadership - Support staff and administration will provide leadership, guidance, and support to all teachers in need. Professional development will be provided on campus to all instructional staff. County provided professional development on instructional staffs own time.	Alejo, Juan, juan.alejo@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.

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

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

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

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

Community members represent the city and attend family nights

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

Partnerships attend family nights and assist with rewards for students

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