Broward County Public Schools

Coconut Creek Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Coconut Creek Elementary School

500 NW 45TH AVE, Coconut Creek, FL 33066

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Miron, Bree	Principal	1. Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the the educational program of the school to which the individual is assigned. 2. Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school. 3. Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils. 4. Have the authority to discipline students up to and including the suspension of students from school or from a school bus as provided for in F.S.1003.32. 5. Enforce the Broward County Schools Code of Student Conduct. B. DUTIES OF INSTRUCTIONAL PERSONNEL The members of the instructional staff shall perform the following functions: 1. Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. 2. Teach efficiently and effectively using the books and materials required by the District or the State following the prescribed courses of study and employing sound teaching practices and methods. 3. Infuse in the classroom, the District's adopted Character Education Traits of Respect, Honesty, Kindness, Self-control, Tolerance, Cooperation, Responsibility and Citizenship. 4. Treat all students with kindness, consideration, and humanity, administering discipline in accordance with regulations of the State Board and the School Board; provided that in no case shall cruel or inhuman punishment be administered to any child attending public schools. 5. Enforce the Broward County Schools Code of Student Conduct. 6. Attend conferences such as ESE staffing and parent conferences related to the education of students. 7. Accurately maintain appropriate student records and documentation and prepare and submit such reports as may be required by regulations of the state board of the District. No teacher shall be entitled to receive any salary unless all such

Name	Position Title	Job Duties and Responsibilities
		records and reports have been properly maintained and submitted according to requests. 8. Conform to all rules and regulations that may be prescribed by the State Board and by the School Board. 9. Work to ensure that the school building and property are not defaced, or damaged or destroyed. 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. 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. 12. Fulfill the terms of any written contract, unless released from the contract by the School Board. 13. Participate in related staff development opportunities. 14. Serve on committees and other work-related groups reflecting the educational purposes and needs of the school. C. MISCELLANEOUS 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 (71/2) 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

Name	Position Title	Job Duties and Responsibilities
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To involve all stakeholders, we invite all stakeholders to our monthly School Advisory Council meeting. Parents, teachers, the school leadership team and community leaders are actively involved in SAC meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administration will have quarterly data chats with teachers to identify achievement gaps and develop a plan to address these gaps. Teachers will provide differentiated instruction to meet the needs of each student. The plan will be utilized to determine school improvement goals and areas of focus.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	25	36	18	22	19	14	0	0	0	134
One or more suspensions	0	1	3	17	3	10	0	0	0	34
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	17	37	24	38	15	12	0	0	0	143
Level 1 on statewide Math assessment	0	24	21	44	20	17	0	0	0	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	11	38	16	6	0	0	0	76

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	28	24	50	20	18	0	0	0	148

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	6	7	14	4	4	0	0	0	44
Students retained two or more times	9	5	7	1	2	4	0	0	0	28

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	25	17	24	21	8	22	0	0	0	117
One or more suspensions	0	0	2	7	6	12	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	15	21	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	39	16	36	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	6	15	15	3	8	0	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	6	31	21	30	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	2	28	0	3	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	25	17	24	21	8	22	0	0	0	117
One or more suspensions	0	0	2	7	6	12	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	15	21	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	39	16	36	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	6	15	15	3	8	0	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	2	3	6	31	21	30	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	1	2	28	0	3	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	46	56	53	48	58	56	40		
ELA Learning Gains				58			49		
ELA Lowest 25th Percentile				49			39		
Math Achievement*	44	62	59	45	54	50	32		
Math Learning Gains				74			36		
Math Lowest 25th Percentile				69			22		
Science Achievement*	36	48	54	42	59	59	32		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	58	59	59				60		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	4	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	36	Yes	1	
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	56			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	52			
AMI				
ASN				
BLK	46			
HSP	61			
MUL				
PAC				
WHT	63			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			44			36					58
SWD	12			15			22				4	
ELL	32			36							4	58
AMI												
ASN												
BLK	38			34			27				4	
HSP	42			42			30				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	60			55			58				4	
FRL	42			40			34				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	58	49	45	74	69	42					
SWD	28	47	33	28	58	64	18					
ELL	35	62		35	77							
AMI												
ASN												
BLK	40	53	33	36	65	68	30					
HSP	53	65		50	78		60					
MUL												
PAC												
WHT	54	58	70	54	89		53					
FRL	45	61	50	41	71	67	38					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	49	39	32	36	22	32					60
SWD	20	29		21	23		8					
ELL	38			28			20					60
AMI												
ASN												
BLK	31	44		26	33		17					
HSP	55	59		40	40		43					
MUL	27			17								
PAC												
WHT	43	43		36	35		36					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	33	41	42	28	29	23	26					73

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	56%	-5%	54%	-3%
04	2023 - Spring	63%	61%	2%	58%	5%
03	2023 - Spring	37%	53%	-16%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	62%	-25%	59%	-22%
04	2023 - Spring	49%	65%	-16%	61%	-12%
05	2023 - Spring	53%	58%	-5%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	46%	-8%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the FAST PM 3, the third-grade cohort proficiency levels were below the 4th and 5th-grade cohorts. The overall ELA proficiency in 3rd grade was 38% compared to 63% proficiency in 4th grade and 52% proficiency in 5th grade. A majority of the students in the 3rd grade did not enter the year on grade level. These students also started their academic careers during the pandemic, resulting in a gap in foundational knowledge they could have attained during a traditional school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the NGSS State Science assessment, 38% of students scored proficiency compared to 42% in 2022. This is a different group of students taking the assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd Grade ELA proficiency had the greatest gap when compared to the state average. Students are presenting with foundation knowledge gaps, which are being addressed through the ESE support facilitators, MTSS, and differentiated instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

The area of most improvement was the 4th grade ELA. Overall proficiency increased from 54% in 2022 to 63% in 2023. Small group targeted intervention and support groups provided strategic instruction to close the achievement gap. Monthly common formative assessments were used to monitor progress and guide instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

3rd Grade students had the highest number of absences, one or more suspensions, retentions, and students entering below grade level on reading.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing overall reading proficiency
2. Increasing 3d grade reading proficiency
3. Increasing learning gains and reading proficiency in the SWD subgroup

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Research has shown that student attendance is critical for student success. Last year, we experienced an increase in chronic absenteeism. As a result, student attendance 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 2024, we will reduce our chronically absent students from 26% to 23%.

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

Attendance will be monitored by an Attendance team that will meet monthly.

Person responsible for monitoring outcome:

Stephanie Futscher (stephanie.futscher@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We currently send notification flyers in report cards quarterly to inform parents of current absenteeism. Students who are out-of-boundary will automatically be placed on an attendance contract. ParentLink notifications will be sent out to remind parents and families of the warning bell and starting time for school. Monthly newsletters are also sent out to parents with the school attendance policy.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

It is important for students to be in school more than 90% of the time to ensure academic progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on FAST ELA PM 3 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.

By June 2024, overall FAST ELA proficiency will increase to 53%.

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

We will have quarterly data chats focusing on the

Person responsible for monitoring outcome:

Stephanie Futscher (stephanie.futscher@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addition to strengthening Tier I instruction through coaching cycles and professional learning communities, a school-wide intervention block will be implemented to provide students with what they need to improve their reading levels. Resource teachers and coaches will monitor the progress of these students through MTSS and data chats. Standards-Based Lessons, small group instruction, SIPPS, Benchmark Advance Intervention, Leveled Literacy Intervention, Reading Horizons, Heggerty phonemic awareness, F&P Phonics and Word Study, and targeted resources.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students who need small group instruction to close the gap in ELA achievement could benefit from strategic small group instruction using Benchmark Advance Intervention, SIPPS, Leveled Literacy Intervention, Reading Horizons, Heggerty phonemic awareness, F&P Phonics and Word Study, and targeted resources (for Tier 2 & 3 students).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Coconut Creek ES reviews school improvement funding allocations through School Advisory Council (SAC) meetings and leadership meetings with the support staff. The support staff includes instructional coaches, special programs coaches, the ESE specialist and the school counselor. During these meetings, the leadership and support team identify areas of need based on data. The SAC meetings includes teachers, parents and community members. Funding for resources are presented to the SAC members with a rationale for their purpose. SAC members are then able to vote on the allocation.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Kindergarten through second grade students will have monthly and quarterly assessments that will allow us to measure proficiency and remediate and enrich instruction. We will also have quarterly data chats to monitor students' academic progress and adjust their intervention group as needed. 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 related to Reading/ELA

Third through fifth grade students will have monthly and quarterly assessments that will allow us to measure proficiency and remediate and enrich instruction. We will also have quarterly data chats to monitor students' academic progress and adjust their intervention group as needed. 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 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 Measurable Outcomes

By June 2024, the percentage of students in kindergarten through second grade who score in the 50th percentile or higher on the FAST ELA Pm 3 will increase from 46% to 51%.

Grades 3-5 Measurable Outcomes

By June 2024, the percentage of students in third through fifth grade who score proficiency or higher on the FAST ELA PM 3 will increase from 50% to 53%.

Monitoring

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 impact student achievement outcomes.

We will have monthly Common Formative Assessments that will allow us to measure proficiency and remediate and enrich instruction. We will monitor our progress towards our goal through our quarterly data chats and weekly MTSS meetings.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Miron, Bree, breejmiron@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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?

The identified evidence-based practices and programs, small group instruction, standards-based instruction, Benchmark Advance, Benchmark Advance Intervention, Heggerty, SIPPS, and Reading Horizons, meeting Florida's definition of a stronng evidence-based practice/program. They resources are aligned to the District's K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. ELA standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs we plan to utilize will address the identified need. These programs have shown proven record of effectiveness for the target population and are recommended by the district.

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
Incorporate Grade Level IFC's	Futscher, Stephanie, stephanie.futscher@browardschools.com
Create an Assessment Calendar	Futscher, Stephanie, stephanie.futscher@browardschools.com
Schedule Data Chats after state and district assessments	Futscher, Stephanie, stephanie.futscher@browardschools.com
Create a school-wide intervention block for ELA	Futscher, Stephanie, stephanie.futscher@browardschools.com
Schedule coaches meetings with literacy coach to stay up to date with progress on Tier I instruction in all classes	Miron, Bree, breejmiron@browardschools.com
Schedule collaborative professional learning communities throughout the year	Miron, Bree, breejmiron@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

This SIP plan will be distributed to parents via a ParentLink email as well as posted on our school website. The plan will also be shared at the monthly SAC meeting and PTA meeting. The plan will be translated in Spanish, Hatian-Creole, and Portoguese for our bilingual families. Copies will also be available in the front office if parents would like a hard copy.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Coconut Creek Elementary hosts multiple BLAST Nights throughout the year to build and establish a positive community interaction between parents, families, staff, and students. The BLAST Night topics focus on literacy, math, science, and arts and cultures. 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Coconut Creek Elementary plans to strengthen the academic program of the school by ensuring teachers are actively engaged in monthly professional learning communities. In addition, the literacy coach will monitor Tier I instruction and follow up with coaching cycles for teachers who need improvement. Quarterly data chats will monitor the quality of learning and determine enrichment or remediation for students. The literacy intervention block will be progress monitored by the resource teachers and literacy coach. The team will meet on a weekly basis to discuss the students' growth and determine if changes in intervention or group need to be made. To increase the amount of learning, a five minute transition time has been incorporated into the intervention schedule to ensure each group of students is receiving a full thirty minute small group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselor created a counseling referral form for teachers to utilize to recommend students for counseling. The school counselor also acts as the liaison between families and third party counseling services. All teachers are mental health certified through the district's training.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students in 5th grade take a field trip to JA Biztown where they practice real world skills, such as reporting to a job and paying taxes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Behavior expectations are taught through explicit lessons by the classroom teachers. In addition, administration hosts behavior assemblies at the beginning of the year and the middle of the year to reinforce the behavior expectations in the hallway, cafeteria and playground area. Teachers are recommended to utilize Suite360 lessons to address problem behavior in the classrooms. Students who receive a referral will also be assigned Suite360 lessons based on the district's recommendation for specific problem behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will receive professional development on the Science of Reading, through the district, throughout the year. Teachers will also actively participate in monthly collaborative professional learning communities. The focus of these PLCs will be to analyze data and develop standard or skill based lessons based on the data analysis. Paraprofessionals will participate in professional learning during pre-planning week.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Coconut Creek Elementary hosts a yearly Kindergarten RoundUp. Parents and families of incoming kindergarten students are invited to the school during the school day to see the kindergarten classes, meet the kindergarten teachers and receive information on kindergarten curriculum and registration.