

Broward County Public Schools

# Coconut Creek High School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>8</b>
<b>III. Planning for Improvement</b>	<b>13</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>18</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Coconut Creek High School

1400 NW 44TH 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.

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

#### Provide the school's vision statement.

Educating students for success today, tomorrow, and forever.

### School Leadership Team, 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
Nearor, Nicole	Principal	To provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Brown, Jamie	Instructional Coach	Chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders.
Friedel, Michael	SAC Member	Chair SAC meetings and oversee the School Improvement Plan.
Ridinger, Jill	Magnet Coordinator	Assists the principal in maintaining a comprehensive, effective instructional and compliant program that accelerates the academic achievement of all students.
Hoffman, Mark	Assistant Principal	Meeting with parents to discuss student behavioral or learning problems. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities.
Wilcox, Sonia	School Counselor	Develops school counseling plan and supports wellness initiatives for the school. Evaluates data to close achievement gap.

**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.

The School Improvement Plan is discussed at length with parents, students, community members, and other stakeholders at events throughout the year, including discussion and involvement during the School Advisory Council meetings. These members' input is vital in crafting a school environment and curriculum plan that will best support student achievement.

**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))

CCHS Ensures that the improvement plan has well-defined goals and objectives. These should be specific, measurable, achievable, relevant, and time-bound (SMART). We regularly gather relevant data to measure progress towards the established goals. This can include academic performance, attendance rates, discipline incidents, and student/teacher surveys. Each year CCHS establishes a baseline measurement before implementing the plan to have a point of reference for improvement. Then there is a schedule for reviewing the plan's progress. This is conducted by the School Advisory Council as well as school leadership. This could be monthly, quarterly, or as needed based on the plan's timeline. We gather and analyze the collected data to identify trends, patterns, and areas that need attention. Compare current data with baseline data to track improvements. CCHS takes pride in involving teachers, administrators, students, parents, and other stakeholders in the monitoring process. Their insights can provide a holistic view of the plan's impact. Based on the data analysis and stakeholder feedback, CCHS makes necessary adjustments to the plan. Flexibility is key to addressing unforeseen challenges. We make sure to acknowledge and celebrate milestones and successes achieved through the plan's implementation. This boosts morale and motivation. CCHS actively identifies any obstacles or challenges that hinder progress and develops strategies to overcome them. We maintain open communication with all stakeholders about the plan's progress, changes made, and outcomes achieved. There is thorough records of all data, assessments, reviews, adjustments, and communications related to the improvement plan. We implement relevant professional development opportunities for teachers and staff to ensure they have the necessary skills and knowledge to implement the plan effectively.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No

<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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*	24	50	50	22	52	51	26		
ELA Learning Gains				27			32		
ELA Lowest 25th Percentile				21			32		
Math Achievement*	22	36	38	20	41	38	13		
Math Learning Gains				49			14		
Math Lowest 25th Percentile				65			27		
Science Achievement*	36	60	64	32	35	40	33		
Social Studies Achievement*	61	66	66	45	51	48	47		
Middle School Acceleration					50	44			



Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate	80	90	89	92	54	61	94		
College and Career Acceleration	47	61	65	34	66	67	45		
ELP Progress	29	50	45				23		

\* 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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	10
Percent Tested	90
Graduation Rate	92

**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	28	Yes	4	1
ELL	33	Yes	2	
AMI				
ASN	36	Yes	1	
BLK	45			
HSP	44			
MUL	20	Yes	3	3
PAC				
WHT	45			
FRL	44			

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	32	Yes	3	
ELL	40	Yes	1	
AMI				
ASN	46			
BLK	40	Yes	1	
HSP	47			
MUL	30	Yes	2	2
PAC				
WHT	44			
FRL	42			

**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	24			22			36	61		80	47	29
SWD	12			13			9	37		8	6	
ELL	12			17			39	33		48	7	29
AMI												
ASN	38			33							2	
BLK	24			23			33	62		47	6	
HSP	19			16			44	62		43	7	40
MUL	20										1	
PAC												
WHT	38			22				58			4	
FRL	22			19			34	60		49	6	

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	22	27	21	20	49	65	32	45		92	34	
SWD	8	21	21	13	48	58	14	24		89	27	
ELL	12	27	21	28	59	67	34	44		91	13	
AMI												
ASN	42	40		55								
BLK	20	26	22	19	48	63	30	47		95	33	
HSP	26	32	18	31	57	82	50	54		83	39	
MUL	30											
PAC												
WHT	37	23		27			35	60		92	36	
FRL	22	27	23	23	51	66	32	46		94	34	

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	26	32	32	13	14	27	33	47		94	45	23
SWD	10	24	26	16	13	23	20	50		85	30	
ELL	16	31	38	13	27	35	19	31		90	21	23

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
AMI												
ASN	36											
BLK	24	31	30	11	13	24	32	45		94	44	
HSP	28	34	39	18	13	33	35	61		90	49	
MUL	45	45										
PAC												
WHT	39	46		20	23		33			87	38	
FRL	24	32	32	11	13	26	34	48		96	44	

**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
10	2023 - Spring	24%	49%	-25%	50%	-26%
09	2023 - Spring	24%	49%	-25%	48%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	48%	-19%	50%	-21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	46%	-29%	48%	-31%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	63%	-27%	63%	-27%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	62%	-13%	63%	-14%

### 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.**

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

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

ELA learning gains had the greatest decline, likely due to a mismatch of tests and different content between the FAST and FSA and a lack of teacher collaboration.

**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.**

ELA had the greatest gap between the state average and CCHS. Students' reading ability needs intense remediation for them to be successful during exams. Due to an intensive intervention program, our data trended up from SY22 to SY23.

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

Mathematics had the greatest increase in achievement in the 2023 school year from 13% to 23%. A data-driven approach as well as a curriculum-heavy environment contributed to the increase. Our Algebra Project program was a strong element in boosting student achievement.

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

NOTE: The Early Warning Systems section and this corresponding question are no longer required to be completed for grades 9-12 for the State SIP, per the Florida Department of Education.

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

1. Literacy increases 2. Math Achievement 3. Earning industry certification for students. 4. Developing a Standard of Excellence for students and teachers, 5. Faculty buy-in

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 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.

This area was identified as a crucial need, because our Students with Disabilities (SWD), English Language Learners (ELL), Black, and Multi-Racial students did not perform above the 41% Federal Percent of Points Index proficiency level. With an overall reading proficiency of 24%, literacy was identified as a crucial step in increasing student achievement. Coconut Creek High believes that without better reading comprehension throughout the school, student achievement will suffer. Therefore, it has been made a priority at Coconut Creek High School

**Measurable Outcome:**

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

According to the Federal Percent of Points Index (FPPI), Students with Disabilities (SWD), English Language Learners (ELL), Black, and Multi-Racial students will score at or above 41% by June 2024.

**Monitoring:**

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

Monitoring the literacy plan involves systematic evaluation to ensure its effectiveness. Start by setting clear goals and objectives for literacy outcomes. Regularly collect and analyze data, including standardized test scores, reading assessments, and teacher observations, to track student progress. Establish benchmarks and track progress toward them. Conduct regular meetings with teachers and administrators to review data and make data-driven decisions. Additionally, monitor professional development, PLC, and training for teachers to ensure they have the necessary skills. Engage parents and the community by sharing progress reports and seeking feedback. Implement intervention strategies for students who need extra support and evaluate their effectiveness. CCHS will ensure proper communication progress. Lastly, use the monitoring process as an opportunity for continuous improvement, adapting the literacy plan as needed to foster improved reading and writing skills among students.

**Person responsible for monitoring outcome:**

Nicole Nearor (nicole.nearor@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.)

The evidence strategies to be used are 21st Century tutoring, pull-outs, push-ins, ESE support facilitation services, recommend students for outside sources, and Lexia Diagnostic Assessments to assist in identifying areas of need.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

A school should offer a diverse array of services for Exceptional Student Education (ESE) students for several compelling reasons. Firstly, diversity in services caters to the unique and varied needs of ESE students, who often have a wide range of disabilities and learning differences. Tailoring services ensures that each student receives appropriate support, optimizing their potential for academic and personal growth. Secondly, providing a diverse set of services promotes inclusivity and equal educational opportunities. It sends a powerful message that every student, regardless of their abilities or challenges, is valued and deserving of an enriching educational experience. Furthermore, diverse services foster a sense of belonging and self-esteem among ESE students, as they can access resources that empower

them to overcome obstacles and succeed academically. Ultimately, a comprehensive approach to ESE services not only benefits these students but also enriches the overall school community.

**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.

Conduct assessments to identify areas of need.

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

**By When:** 9/1/2023

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

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

**By When:** 10/1/2023

Reassess student performance on a continuous basis through common assessments.

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

**By When:** Year round thru June 2024

Remediate and enrich as needed.

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

**By When:** Year round thru June 2024



## #2. 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.

The trends of data and input from Cognia surveys showed that Coconut Creek High School would need to create a strong positive school culture of excellence in order to strengthen student achievement and close achievement gaps. A standard of excellence serves as a beacon that highlights the path toward creating a positive school culture. It is the North Star that not only defines expectations but also inspires and motivates students, teachers, and staff to reach for the highest possible standards in their academic pursuits and personal development. The School saw a need for clear expectations. A standard of excellence sets clear and specific expectations for behavior, achievement, and character. When everyone in the school community knows what is expected of them, it creates a sense of consistency and predictability, reducing conflicts and misunderstandings. A standard of excellence unifies the school community. It provides a common goal and purpose that transcends individual differences. This sense of unity fosters a feeling of belonging and pride in being part of an institution committed to excellence. Having a standard of excellence in place encourages accountability at all levels. Students are accountable for their academic progress and behavior, teachers for their teaching methods and support, and administrators for providing the resources and environment necessary for success. A standard of excellence allows for the celebration of achievements, both big and small. Recognizing and rewarding excellence reinforces the positive aspects of the school culture and encourages others to strive for greatness. In conclusion, a standard of excellence is the cornerstone of a positive school culture. It sets a tone for high expectations, motivation, unity, and accountability.

### Measurable Outcome:

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

Increase attendance at Coconut Creek High School from 85% to 98% by June of 2024, as measured by Early Warning Systems data.

### Monitoring:

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

This will be monitored by monitoring student achievement itself and checking in with stakeholders about campus culture. By utilizing the model of the standard of excellence, it should support student achievement. Therefor we will be using progress monitoring, summative assessments, and common planning an assessments to monitor student achievement throughout the school year and help support a Standard of Excellence among our campus.

### Person responsible for monitoring outcome:

Nicole Nearor (nicole.nearor@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.)

Coconut Creek will be using Positive Behavioral Interventions and Supports, a proactive and evidence-based framework used in schools to promote positive behavior and improve overall school climate. It focuses on creating a supportive and inclusive environment that encourages appropriate behavior and reduces disciplinary issues. At the core of PBIS are several key principles. Schools collect and analyze data to identify behavior trends, allowing them to tailor interventions and support to the specific needs of students. Students are explicitly taught expected behaviors and are consistently reinforced for demonstrating them. Positive reinforcement and recognition play a significant role in PBIS. PBIS encourages collaboration with families and community partners to reinforce positive behavior and support development. By implementing PBIS, CCHS aims to create a safe, respectful, and supportive learning

environment that fosters academic success and well-being for all students. It's a comprehensive approach that addresses behavior and contributes to improved academic outcomes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students need a more positive approach to developing a stronger school culture and positive environment. PBIS is already part of the School Improvement plan, so it was a natural fit to use this system for the Standard of Excellence approach

**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.

To implement the standard of excellence the following must be accomplished. First, define the program for the staff and students. Second, stakeholders must be engaged and buy into the program. Third, the program will be communicated to stakeholders and the learning process of what the Standard is can begin. The initiative should be monitored throughout the year to see how the culture is being built around the program. The program will be reviewed and adapted to what is necessary. Finally, people will be rewarded for their being models of the program.

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

**By When:** 9/1/2023

Run PBIS plan

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

**By When:** Year Round thru June 2024

Implement positive behavior intervention strategies

**Person Responsible:** Nicole Nearor (nicole.nearor@rowardschools.com)

**By When:** Year Round thru June 2024

**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).

All funding requests are made at the School Advisory Council meeting and voted on by the body for school improvement Accountability Fund matters. All requests must follow state law and guidelines. All requests are weighed based allocation of needs. The committee places a priority on items and programs that directly support student achievement or the school improvement plan.