

Broward County Public Schools

Coconut Palm Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	15
III. Planning for Improvement	20
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	25

Coconut Palm Elementary School

13601 MONARCH LAKES BLVD, M IR Amar, FL 33027

[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.

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, 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
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
		<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>
Hardy, Jacqueline	Other	<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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Cottam, Colleen	Reading Coach	<p>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement</p> <p>2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</p> <p>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.</p> <p>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.</p> <p>5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p> <p>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.</p> <p>8. maintain a calendar reflecting coaching activities and scheduled meetings</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p>

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.

Data was reviewed and analyzed with the school leadership team, then developing our SIP Plan and a plan of action for reaching all students. The data was also shared with staff members during preplanning week. Data and the SIP Plan will be shared with the School Advisory Council during our monthly 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 SIP will monitored through weekly leadership data meetings. Data chats will occur with teachers and administration to monitor Tier 1 instruction.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	No
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) 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: B
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	33	33	21	22	20	27	0	0	0	156	
One or more suspensions	1	0	1	1	4	6	0	0	0	13	
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	25	21	23	11	28	0	0	0	125	
Level 1 on statewide Math assessment	0	12	21	18	18	29	0	0	0	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	5	13	4	0	0	0	0	31	

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	20	22	23	16	28	0	0	0	117

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	8	4	3	6	2	3	0	0	0	26
Students retained two or more times	4	2	2	2	0	2	0	0	0	12

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	24	23	28	19	21	31	0	0	0	146	
One or more suspensions	0	0	0	0	1	10	0	0	0	11	
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	16	16	30	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	17	19	44	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	10	2	5	6	0	0	0	30	

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	0	7	8	12	26	34	0	0	0	87

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	3	2	0	0	0	0	0	7
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	24	23	28	19	21	31	0	0	0	146	
One or more suspensions	0	0	0	0	1	10	0	0	0	11	
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	16	16	30	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	17	19	44	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	10	2	5	6	0	0	0	30	

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	0	7	8	12	26	34	0	0	0	87

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	3	2	0	0	0	0	0	7
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*	55	56	53	54	58	56	45		
ELA Learning Gains				69			43		
ELA Lowest 25th Percentile				60			48		
Math Achievement*	63	62	59	52	54	50	40		
Math Learning Gains				62			36		
Math Lowest 25th Percentile				60			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	48	54	33	59	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	62			48		

* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	262
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
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	28	Yes	4	1
ELL	42			
AMI				
ASN	55			
BLK	45			
HSP	57			
MUL				
PAC				
WHT				
FRL	47			

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	34	Yes	3	
ELL	59			
AMI				
ASN	68			
BLK	56			
HSP	54			
MUL				
PAC				
WHT				
FRL	52			

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	55			63			36					52
SWD	34			34			0				5	42
ELL	46			54			13				5	52
AMI												
ASN	53			59							3	53
BLK	50			56			29				4	
HSP	58			71			37				5	50
MUL												
PAC												
WHT												
FRL	50			56			26				5	50

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	54	69	60	52	62	60	33					62
SWD	22	49	42	19	39	44	20					39
ELL	59	78	64	56	64	50	40					62
AMI												
ASN	69			85								50
BLK	52	71	67	44	58	71	30					
HSP	54	68	50	55	63	45	33					63
MUL												
PAC												
WHT												
FRL	46	67	63	41	55	57	25					64

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	45	43	48	40	36	22	29					48
SWD	16	16	33	21	28	25	12					28
ELL	39	45	55	38	45	50	17					48

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	57	53		57	47		25					33
BLK	39	41	41	34	21	13	23					
HSP	49	41		40	45	40	33					51
MUL												
PAC												
WHT	45			45								
FRL	41	41	55	35	35	25	27					43

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	52%	56%	-4%	54%	-2%
04	2023 - Spring	60%	61%	-1%	58%	2%
03	2023 - Spring	49%	53%	-4%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	62%	-5%	59%	-2%
04	2023 - Spring	71%	65%	6%	61%	10%
05	2023 - Spring	64%	58%	6%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	46%	-11%	51%	-16%

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.

Our lowest performance data was fifth grade science scores and Students With Disabilities (SWD) proficiency levels in ELA and Math. The fifth grade science scores increased from 34% proficiency to 37%. We implemented a schedule to ensure instruction of all fair game standards, incorporated science into our Media special, and invited people from the community in science related careers to come speak with our students.

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

Our data that shows a decline is ELA lowest 25th percentile. Within this groups of students are some of our SWD. Post Covid learning gaps are continuing to be closed, in which are occurring at different rates per child.

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.

Our data is showing above the state average in all components; including ELA, Math, and Science. CPE had a strong focus on high quality Tier 1 instruction. Continuous progress monitoring was occurring in all classrooms to identify students that were in need of additional support.

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

Math proficiency data showed the most improvement. Our school held Professional Learning Communities (PLC) by grade level with a laser focus on Mathematics Tier 1 instruction, in which they met every two weeks. We had a strong focus on high quality Tier 1 instruction. Continuous progress monitoring was occurring in all classrooms to identify students that were in need of additional support.

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

Two potential areas of concern students absent 10% or more days and students who score a level 1 on the FAST ELA.

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

- *Tier 1 Instruction
- *Dedicated daily enrichment and remediation block
- *Data driven guided instruction using standard based materials across all subjects.
- *Intervention groups for SWD
- *Additional science review imbedded during Media specials

Area of Focus

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

#1. 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 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 the 2023 FAST PM3, 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 on the 2024 FAST PM3, 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 and reported to the parents, minimum quarterly. ESE Support Facilitators and teachers will communicate with each other of progression during their group instruction. ESE Specialist, administration, and the leadership will monitor data, minimum monthly.

Person responsible for monitoring outcome:

Juan Alejo (juan.alejo@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.)

Interventions will occur in data driven guided instruction using standard based materials according to their IEP goals. I-Ready Diagnostic and Pathway, classroom assessments, SuccessMaker, and ESE services will be used to monitor progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

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 2 - Moderate 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.

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)

By When:

#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.

Area of focus will be our students who scored a level 1 on the FAST ELA. Within this group are some of our SWD students.

Measurable Outcome:

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

By May 2024, at least 65% of the 125 students that scored a level 1 in ELA, will score a level of proficiency on the FAST assessment.

Monitoring:

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

These students will be monitored through IReady (diagnostics and growth monitoring), classroom assessments, and intervention group progress. Adjustments will be made as needed to the support each student and their needs.

Person responsible for monitoring outcome:

Juan Alejo (juan.alejo@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.)

Our SWD students receive their IEP services through an ESE Support Facilitator as required. Reading Horizons and Benchmark Advance Interventions are used within the groups. IReady and Imagine Learning for ELL)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are meeting each student at their level of instruction and with the appropriate interventions needed.

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.

Identify students that scored a level 1 on the ELA.

Identify which of these students are SWD.

Person Responsible: Juan Alejo (juan.alejo@browardschools.com)

By When: August 25, 2023

Determine the level of support needed for each student and whom will be providing intervention groups. Progress Monitoring to make necessary adjustments

Person Responsible: Juan Alejo (juan.alejo@browardschools.com)

By When: August 31, 2023

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)).

Decisions made to review and allocate school improvement funds based on need.

We have two fulltime ESE Support Facilitators that service our ESE students according to their IEPs. For ELA, the intervention resources used are Reading Horizons, Benchmark Advance Intervention Resource, and Complex Reading in Context Books. For Math, the intervention resources used are EnVision Interventions and Touch Math. Unique program is used with students not on standards. We offer extended learning opportunities for our students that are showing the need.

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.

Our school website contains information, a copy of the SIP Plan is in the front office for all parents to view in multiple languages, and it is shared during the School Advisory Council (SAC) monthly meetings.

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))

Parents and community partners are invited to our Family Title 1 Open House and Night events. School Advisory Council (SAC) meets monthly to share data and information about our SIP Plan. We invite parents to Title 1 Parent Training Academy Workshops. Parent And teacher conferences occur where progress of their child is provided.

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)

Students are invited to participate in Extended Learning Opportunities (ELO). We have additional supports, such as a Reading Resource person to work in groups with students. A remediation/enrichment block has been added to all classroom schedules.

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))

Our plan is created in collaboration with the School Social Worker, Guidance Counselor, Administration and other support members, such as the Reading Resource person funded under Title 1.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$274,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5250		3741 - Coconut Palm Elementary School	General Fund		\$274,584.00
			<i>Notes: 1 ESE Specialist 2 ESE Support Facilitators to service IEPs 1 Autism Coach 4 Autism Classroom Teachers</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$57,581.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5101		3741 - Coconut Palm Elementary School	Other		\$57,581.00
			<i>Notes: Grant # J97300009.2124 ESSR teacher to support students in small group</i>			
Total:						\$332,165.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes