

Monroe County School District

Coral Shores High School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Coral Shores High School

89901 OLD HWY, Tavernier, FL 33070

<https://www.keysschools.com/domain/213>

Demographics

Principal: Laura Lietaert L

Start Date for this Principal: 6/27/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (65%) 2016-17: B (61%) 2015-16: A (62%) 2014-15: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Monroe County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Coral Shores High School

89901 OLD HWY, Tavernier, FL 33070

<https://www.keysschools.com/domain/213>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">43%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">41%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	A

School Board Approval

This plan is pending approval by the Monroe County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Students today, leaders tomorrow! Our Mission at Coral Shores High School is to establish a strong foundation for life-long learning by guiding and challenging all of our students to achieve their maximum potential as responsible citizens.

Provide the school's vision statement.

Students will:

- Understand that learning is the chief priority for the school.
- Be provided a safe and physically comfortable environment to learn.
- Demonstrate proficiency in essential knowledge and skills.
- Be offered multiple pathways to demonstrate proficiency.
- Be actively engaged in problem solving and producing exemplary work.
- Demonstrate belief in the value of community service.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Fry, Blake	Principal	<p>The essential function of the position within the organization is to provide the leadership and management necessary at a senior high school to maximize the efforts of teachers and students in an environment which is conducive to educational enhancement, growth and achievement for students. The position is responsible for directing all daily operations of the school campus, supervising and coordinating the work of all professional and classified personnel, ensuring subordinates' adherence to District policies, regulations and goals, preparing required reports, and performing other professional, administrative and supervisory work as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.</p>
Alvaro, Ana	Assistant Principal	<p>The essential function of the position within the organization is to assist in the overall administration of assigned senior high school. The position is responsible for supervising assigned professional, paraprofessional, administrative and support personnel and assisting with the planning, implementation and evaluation of all programs and operations essential to the operation of a responsive, effective and efficient instructional environment which provides maximum opportunity for student growth and development. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.</p>
Fisher, Hannah	Assistant Principal	<p>The essential function of the position within the organization is to assist in the overall administration of assigned senior high school. The position is responsible for supervising assigned professional, paraprofessional, administrative and support personnel and assisting with the planning, implementation and evaluation of all programs and operations essential to the operation of a responsive, effective and efficient instructional environment which provides maximum opportunity for student growth and development. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.</p>
Britton, Linda	Teacher, Career/ Technical	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p>

Name	Title	Job Duties and Responsibilities
		<p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>
Browning, Kim	Teacher, K-12	<p>BLPT Social Studies. The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>
Andersen, Erica	Teacher, K-12	<p>BLPT Math The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>
Hurst, Jake	Teacher, ESE	<p>BLPT ESE The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>
O'Connor, Kathleen	Teacher, K-12	<p>BLPT ELA The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon</p>

Name	Title	Job Duties and Responsibilities
		<p>recommendations of the building level planning team. Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>
Poelma, Jacob	Teacher, K-12	<p>BLPT Science The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team. Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>
Meyers, Pat	Teacher, K-12	<p>BLPT Elite The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team. Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	209	198	166	180	753
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	14	8	6	34
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	0	2	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	7	13	8	33
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	26	41	34	31	132

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	4	8	12	8	32

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

39

Date this data was collected or last updated

Thursday 6/27/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	16	15	34	82
One or more suspensions	0	0	0	0	0	0	0	0	0	12	15	12	9	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	16	11	5	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	37	28	31	133

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	18	15	15	61

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	61%	56%	69%	59%	53%
ELA Learning Gains	54%	58%	51%	51%	47%	49%
ELA Lowest 25th Percentile	36%	39%	42%	37%	38%	41%
Math Achievement	69%	52%	51%	63%	53%	49%
Math Learning Gains	48%	58%	48%	52%	46%	44%
Math Lowest 25th Percentile	46%	51%	45%	34%	38%	39%
Science Achievement	82%	76%	68%	84%	74%	65%
Social Studies Achievement	81%	74%	73%	88%	78%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	209 (0)	198 (0)	166 (0)	180 (0)	753 (0)
Attendance below 90 percent	6 ()	14 ()	8 ()	6 ()	34 (0)
One or more suspensions	2 (0)	1 (0)	0 (0)	2 (0)	5 (0)
Course failure in ELA or Math	5 (0)	7 (0)	13 (0)	8 (0)	33 (0)
Level 1 on statewide assessment	26 (0)	41 (0)	34 (0)	31 (0)	132 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
09	2019	66%	62%	4%	55%	11%
	2018	66%	57%	9%	53%	13%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	60%	55%	5%	53%	7%
	2018	57%	56%	1%	53%	4%
Same Grade Comparison		3%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	72%	10%	67%	15%
2018	78%	70%	8%	65%	13%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	74%	7%	70%	11%
2018	77%	71%	6%	68%	9%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	70%	2%	61%	11%
2018	65%	76%	-11%	62%	3%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	69%	-6%	57%	6%
2018	76%	72%	4%	56%	20%
Compare		-13%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	31	14	60	53		57	53		84	23
ELL	21	54	45	44	36		33	27		54	
BLK	50									60	
HSP	52	52	37	67	42	50	71	75		84	53
WHT	72	54	32	73	51	50	89	84		94	59
FRL	54	49	33	64	49	50	78	71		86	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	45	38	74	62		73	68		68	18
ELL	19	29	27	43			40	18		27	
BLK								90			
HSP	55	50	43	71	67	67	70	62		68	44
WHT	70	54	32	78	63	57	86	86		92	52
FRL	54	49	44	69	65	58	75	70		67	33
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	33	32	41	43		56	74		48	38
ELL	20	44	36	31						60	
HSP	63	50	43	55	45	21	80	76		73	43
WHT	72	52	30	68	57	45	85	95		82	53
FRL	61	47	26	58	46	24	82	77		60	36

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	678
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Coral Shores lowest performance in the 2018-2019 school grading formula indicated overall math achievement, math learning gains, and math achievement for the lowest 25% as areas of lower performance from previous years. Further analysis indicates geometry as the primary area of under performance in achievement, learning gains and lowest 25%. Coral Shores High School realigned the math sequences in 2018-2019 to include liberal arts math, algebra 1-A and 1-B as math remediation prior to taking the algebra end of course exam. The 10th grade cohort in 2018-2019 as well as 11th and 12th grade students who were enrolled in geometry and took the geometry end of course exam, did not have the opportunity to follow the new math sequence, therefore lacking fundamental math skills to be successful on the geometry End of Course Exam. We believe that these contributing factors are the primary reason for our decreased math performance.

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

Overall math learning gains and learning gains for the lowest 25% showed the greatest decline in performance. We attribute this decline in performance to the previous math sequence our 10th, 11th, and some 12th grade students received, which did not provide necessary interventions prior to taking Algebra. Without mastery of algebra content, we feel that these students may not have been adequately prepared for the geometry End of Course Exam, and therefore showed a significant decline in performance on the state assessment. We also see a decline in overall math performance at the state and district level.

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 English Language Learners had the greatest gap compared to the state in ELA performance. Our overall all English Language performance in achievement and learning gains increased. Even though we have a significant gap compared to state performance we showed increased proficiency overall in ELA gains including ELL performance, and we feel this positive trend will continue based on the interventions we have made in ELL instruction for the 2019-2020 school year.

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

ELA learning gains\achievement\lower 25% learning gains.

We focused on collaboration with training provided by "Centers for Big Kids" as a school across the curriculum to increase student engagement and higher-order learning activities.

English Language Arts teachers utilized:

Task Cards

SpringBoard

Collaboration- Centers Activities

STAR testing\Data Chats\SS progress monitoring

EL students are blocked in ESOL English and Developmental Language Arts classes

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students scoring level 1 on state assessments

Students with attendance below 90%

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

1. Coral Shores will increase math gains in both achievement and lowest 25 in the Florida Assessment and Accountability School Grading formula.
2. Coral Shores will increase English Language Arts in both achievement and lowest 25 in the Florida Assessment and Accountability School Grading formula.
3. We will monitor daily and weekly attendance issues and provide interventions using research-based support strategies, to improve attendance rates and reduce chronic truancy.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Coral Shores will increase English Language Arts in achievement, learning gains, and lowest 25 in the Florida Assessment and Accountability School Grading formula.
Rationale	Coral Shores English Language Arts (ELA) performance increased slightly in overall achievement, and learning gains based upon the 2018-2019 school grade data results. We dropped slightly in learning gains with our lower 25% which is an area of focus throughout the school in all content areas. We feel that working across curriculum with a focus on reading and writing in addition to an increase in evidence based ELA strategies in our ELA classrooms will improve not only our ELA performance on statewide assessments but our overall performance on all student achievement.
State the measurable outcome the school plans to achieve	We plan to increase all ELA performance on state assessments by 5 percentage points in each category. We will monitor teacher made assessments, STAR assessments which will be reviewed at departmental, faculty meetings and during quarterly data chats.
Person responsible for monitoring outcome	Kathleen O'Connor (kathleen.oconnor@keysschools.com)
Evidence-based Strategy	Teachers will use ELA task card sentence starters for testing and practice, text-based writing with multiple sources, context clues, and marking the text. These are all supported through Springboard and AVID as well at Advanced Placement program instruction and assessment.
Rationale for Evidence-based Strategy	These strategies not only support ELA instruction, ELA achievement and ELA learning gains, they also support all other school achievement goals. Our data analysis concluded that students need additional support identifying key ideas and details. craft and structure, text based writing and integration of knowledge. These strategies provide the instructional support to address our areas of improvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue to utilize AVID and "Centers for Big Kids" activities in classrooms to promote math strategies. 2. Faculty meeting training on suggested strategies. 3. Data chats with teachers to provide evidence and analysis of strategy implementation. 4. District PGP end of year meetings to discuss student achievement goals.
Person Responsible	Ana Alvaro (ana.alvaro@keysschools.com)

#2	
Title	We will monitor daily and weekly attendance issues and EWS report.
Rationale	Attendance is monitored daily and weekly to address attendance issues and provide interventions using research based support strategies to improve attendance rates and reduce chronic truancy.
State the measurable outcome the school plans to achieve	We plan to reduce the number of students with two or more early warning indicators by 5 percent for 2019-20.
Person responsible for monitoring outcome	Ana Alvaro (ana.alvaro@keysschools.com)
Evidence-based Strategy	Strategy #1 PBIS school-wide implementation to recognize positive behaviors. Strategy #2 Restrict Privileges: Off Campus Lunch Extra Curricular Activities Parent contacts\Parent... Strategy #3 Saturday School and Alternative Placement
Rationale for Evidence-based Strategy	These strategies will support all school achievement goals by recognizing positive behaviors. Students with outstanding academic, behavior, and attendance performance will be recognized at the quarterly SOH (State of the Hurricanes) assembly. Students identified with below 10 percent attendance will be identified and monitored for improvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Biweekly truancy meeting to review EWS data. 2. Identify students with below 90 percent attendance. 3. Provide support and develop a student drive goal for improvement. 4. Guidance counselors, CINS/FINS counselor or administrator will monitor progress 5. Monitor attendance daily and follow up with call home for students with excessive absences or tardies.
Person Responsible	Ana Alvaro (ana.alvaro@keysschools.com)

#3	
Title	Coral Shores will increase Math achievement and lowest 25 in the Florida Assessment and Accountability School Grading formula.
Rationale	Coral Shores performance in student achievement, learning gains and lowest 25% learning gains, is an area of focus for improvement. Traditionally Coral Shores out performs the state and district in these school grade components. We have evaluated our district, state, and teacher made assessment data throughout the 2018-2019 school year and determined that the alignment of our math sequence, and an increased emphasis on evidence based strategies including marking the text, use of graphic organizers for word problems and additional individual and classroom supports, will not only improve our math performance, but will also contribute to improvement across curriculum using evidenced based reading and writing strategies in math.

State the measurable outcome the school plans to achieve	Coral Shores will increase math achievement and learning gains by 10 percentage points and math learning gains for our lowest 25% by 10 percentage points. Teachers and administration will monitor STAR assessments and teacher formative assessments throughout the year during data chats. Implementation of evidence-based strategies with a supportive math sequence will provide necessary interventions to improve math performance for 2019-2020 and beyond.
Person responsible for monitoring outcome	Erica Andersen (erica.andersen@keysschools.com)
Evidence-based Strategy	Strategies: Marking the text, direction with text indicators (bold words, headings, tables, graphs, and pictures), graphic organizers for word problems. Mentor/tutor program with math club students to help Alg IB and LAM kids in 1st period when they have an off period. The extra ESE support in LAM has been added as well.
Rationale for Evidence-based Strategy	These strategies not only support math instruction, math achievement and math learning gains, they also support all other school achievement goals. Our data analysis concluded that students need additional support with text based reading and writing for problem solving in math.

Action Step	
Description	<ol style="list-style-type: none"> 1. Continue to utilize AVID and "Centers for Big Kids" activities in classrooms to promote math strategies. 2. Faculty meeting training on suggested strategies. 3. Data chats with teachers to provide evidence and analysis of strategy implementation. 4. District PGP end of year meetings to discuss student achievement goals.
Person Responsible	Hannah Fisher (hannah.fisher@keysschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).