

Monroe County School District

# Coral Shores High School



2019-20 Schoolwide Improvement Plan

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# 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

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

## Purpose and Outline of the SIP

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

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## Coral Shores High School

89901 OLD HWY, Tavernier, FL 33070

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>9-12                              | No                     | 43%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 41%  |

### School Grades History

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

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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.</p> <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> <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.</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>  |
| 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.</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> |
| 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.</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>   |

## 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 |       |
| Retained Students: Current Year     | 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     |

**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  |   |
|---|---|
| <b>Title</b>  | Coral Shores will increase English Language Arts in achievement, learning gains, and lowest 25 in the Florida Assessment and Accountability School Grading formula.   |
| <b>Rationale</b>  | 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. |
| <b>State the measurable outcome the school plans to achieve</b> | <p>We plan to increase all ELA performance on state assessments by 5 percentage points in each category.</p> <p>We will monitor teacher made assessments, STAR assessments which will be reviewed at departmental, faculty meetings and during quarterly data chats.</p>  |
| <b>Person responsible for monitoring outcome</b>                | Kathleen O'Connor (kathleen.oconnor@keysschools.com)  |
| <b>Evidence-based Strategy</b>                                  | 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.   |
| <b>Rationale for Evidence-based Strategy</b>                    | 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.   |
| <b>Action Step</b>  |   |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Continue to utilize AVID and "Centers for Big Kids" activities in classrooms to promote math strategies.</li> <li>2. Faculty meeting training on suggested strategies.</li> <li>3. Data chats with teachers to provide evidence and analysis of strategy implementation.</li> <li>4. District PGP end of year meetings to discuss student achievement goals.</li> </ol>   |
| <b>Person Responsible</b>                                       | Ana Alvaro (ana.alvaro@keysschools.com)   |

| #2  |  |
|---|--|
| <b>Title</b>  | We will monitor daily and weekly attendance issues and EWS report.   |
| <b>Rationale</b>  | 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.  |
| <b>State the measurable outcome the school plans to achieve</b> | We plan to reduce the number of students with two or more early warning indicators by 5 percent for 2019-20.   |
| <b>Person responsible for monitoring outcome</b>                | Ana Alvaro (ana.alvaro@keysschools.com)  |
| <b>Evidence-based Strategy</b>                                  | Strategy #1 PBIS school-wide implementation to recognize positive behaviors.<br>Strategy #2 Restrict Privileges: Off Campus Lunch Extra Curricular Activities Parent contacts\Parent...<br>Strategy #3 Saturday School and Alternative Placement   |
| <b>Rationale for Evidence-based Strategy</b>                    | 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.<br>Students identified with below 10 percent attendance will be identified and monitored for improvement.                         |
| Action Step   |  |
| <b>Description</b>  | 1. Biweekly truancy meeting to review EWS data.<br>2. Identify students with below 90 percent attendance.<br>3. Provide support and develop a student drive goal for improvement.<br>4. Guidance counselors, CINS/FINS counselor or administrator will monitor progress<br>5. Monitor attendance daily and follow up with call home for students with excessive absences or tardies. |
| <b>Person Responsible</b>                                       | Ana Alvaro (ana.alvaro@keysschools.com)  |

| #3  |  |
|---|--|
| <b>Title</b>  | Coral Shores will increase Math achievement and lowest 25 in the Florida Assessment and Accountability School Grading formula.   |
| <b>Rationale</b>  | 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. |
| <b>State the measurable outcome the school plans to achieve</b> | 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.   |
| <b>Person responsible for monitoring outcome</b>                | Erica Andersen (erica.andersen@keysschools.com)  |
| <b>Evidence-based Strategy</b>                                  | 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.   |
| <b>Rationale for Evidence-based Strategy</b>                    | 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   |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Continue to utilize AVID and "Centers for Big Kids" activities in classrooms to promote math strategies.</li> <li>2. Faculty meeting training on suggested strategies.</li> <li>3. Data chats with teachers to provide evidence and analysis of strategy implementation.</li> <li>4. District PGP end of year meetings to discuss student achievement goals.</li> </ol>  |
| <b>Person Responsible</b>                                       | 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).**