

Broward County Public Schools

Coral Glades High School



2020-21 Schoolwide Improvement Plan

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Coral Glades High School

2700 SPORTSPLEX DR, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Mark Kaplan

Start Date for this Principal: 7/1/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2019-20 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (58%) 2016-17: C (52%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Broward 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.

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Coral Glades High School

2700 SPORTSPLEX DR, Coral Springs, FL 33065

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

School Board Approval

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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.

Coral Glades High School is committed to the district mission of educating all students to reach their highest potential and educating today's students to succeed in tomorrow's world.

Provide the school's vision statement.

Coral Glades High School vision is to provide students with a challenging and rigorous curriculum to meet the demands of the 21st century. Our core beliefs are innovation, intellectual curiosity, individual achievement, collaboration, and global connections.

Innovation: Utilize flexible strategies in seeking and evaluating effective, compelling approaches to teaching throughout the curriculum, integrate technology throughout the curriculum.

Intellectual Curiosity: Develop inquiring minds, expand student knowledge with both theoretical and real-life applications.

Individual Achievement: Convey a sense of caring to all students, accommodate individual differences while seeking strategies that best meet each student's needs, develop support programs and courses to provide the best avenue for academic achievement.

Collaboration: Team within the school and community, establish new academic configurations to better assist students, seek links between disciplines, develop support teams that include all stakeholders, guidance counselors, administrators, faculty and parents.

Global Connections: Develop an understanding and appreciation of the international community, celebrate student diversity and cultures, encourage students to become multilingual citizens.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kaplan, Mark	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <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 (SAF). 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 and support a learning organization focused on school success. 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. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 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. 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. 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. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

Name	Title	Job Duties and Responsibilities
		<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>PROFESSIONAL AND ETHICAL LEADERSHIP:</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 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>
Wood, Lorenzo	Assistant Principal	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES:</p> <p>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p>

Name	Title	Job Duties and Responsibilities
		<p>INSTRUCTIONAL LEADERSHIP:</p> <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 assist in establishing and monitoring 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 (SAF). 3. Assist in achieving 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 and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating 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. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring 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. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p>

Name	Title	Job Duties and Responsibilities
		<p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing 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. Assist in employing 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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and</p>

Name	Title	Job Duties and Responsibilities
		<p>conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:

INSTRUCTIONAL LEADERSHIP:

Bernstein,
Wendy

Assistant
Principal

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 assist in establishing and monitoring 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 (SAF).
3. Assist in achieving 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 and support a learning organization focused on school success.
6. Assist in working collaboratively to develop, implement and monitor an instructional

Name	Title	Job Duties and Responsibilities
		<p>framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring 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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing 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. Assist in employing 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,</p>

Name	Title	Job Duties and Responsibilities
		<p>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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. 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>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the</p>

Name	Title	Job Duties and Responsibilities
		<p>goals and objectives of the position.</p>
Stein, Michele	Assistant Principal	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below: INSTRUCTIONAL LEADERSHIP:</p> <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 assist in establishing and monitoring 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 (SAF). 3. Assist in achieving 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 and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating 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. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring 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. Assist in structuring and monitoring a school learning environment that improves

Name	Title	Job Duties and Responsibilities
		<p>learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing 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. Assist in employing 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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p>

Name	Title	Job Duties and Responsibilities
		<p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. 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>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:

INSTRUCTIONAL LEADERSHIP:

- | | | |
|------------------|------------------------|--|
| Jassem,
Brian | Assistant
Principal | <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring 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 (SAF).</p> <p>3. Assist in achieving expected results on the school's student learning goals.</p> |
|------------------|------------------------|--|

Name	Title	Job Duties and Responsibilities
		<p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring 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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing 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</p>

Name	Title	Job Duties and Responsibilities
		<p>financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing 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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. 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>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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</p>

Name	Title	Job Duties and Responsibilities
		<p>strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>
Brissett, Roxanne	SAC Member	<p>The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly.</p>
Exterkamp, Ashley	SAC Member	<p>The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly.</p>
Kandetzke, Laura	School Counselor	<p>School counselors promote and enhance achievement with an annual comprehensive school counseling plan that ensures that every student receives school counseling services. Credentialed school counselors provide comprehensive counseling programs that incorporate prevention and intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.</p> <p>School counselors implement a program based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.</p> <p>They also provide resources to staff, students, families and others to ensure that a family friendly environment is established and ensure that students</p>

Name	Title	Job Duties and Responsibilities
		have access to a safe school climate necessary for academic and social/emotional growth.

Demographic Information

Principal start date

Monday 7/1/2019, Mark Kaplan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2019-20 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (58%) 2016-17: C (52%)

	2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	768	699	635	593	2695
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	77	86	77	79	319
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	72	90	82	244
Course failure in Math	0	0	0	0	0	0	0	0	0	0	65	101	94	260
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	179	126	134	89	528
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	142	103	84	49	378

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	0	1	11	0	12

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	3	5	4	17

Date this data was collected or last updated

Thursday 10/1/2020

Prior Year - As Reported**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	667	651	597	587	2502
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	61	116	86	107	370
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	11	2	5	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	211	202	190	107	710
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	131	203	197	206	737

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	0	128	183	168	123	602

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	4	2	3	12

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	667	651	597	587	2502
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	61	116	86	107	370
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	11	2	5	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	211	202	190	107	710
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	131	203	197	206	737

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	0	128	183	168	123	602

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	2	3	12

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	56%	57%	56%	55%	56%	53%
ELA Learning Gains	51%	52%	51%	51%	51%	49%
ELA Lowest 25th Percentile	39%	45%	42%	42%	43%	41%
Math Achievement	48%	51%	51%	43%	50%	49%
Math Learning Gains	33%	44%	48%	37%	43%	44%
Math Lowest 25th Percentile	26%	43%	45%	31%	38%	39%
Science Achievement	61%	66%	68%	61%	62%	65%
Social Studies Achievement	70%	71%	73%	71%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	54%	57%	-3%	55%	-1%
	2018	60%	55%	5%	53%	7%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	55%	53%	2%	53%	2%
	2018	56%	53%	3%	53%	3%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				

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	61%	67%	-6%	67%	-6%
2018	59%	62%	-3%	65%	-6%
Compare		2%			

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	71%	67%	4%	70%	1%
2018	68%	66%	2%	68%	0%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	61%	-17%	61%	-17%
2018	58%	63%	-5%	62%	-4%
Compare		-14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	56%	-7%	57%	-8%
2018	48%	51%	-3%	56%	-8%
Compare		1%			

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	26	37	27	18	24	28	31	49		90	30
ELL	38	53	45	42	38	23	65	53		84	65
ASN	86	73		72	47		73	94		100	78
BLK	46	43	31	37	33	24	48	64		93	42
HSP	53	49	42	45	29	21	62	66		93	60
MUL	46	41		45	36		68	88		100	75
WHT	69	58	51	59	36	32	74	75		97	67
FRL	46	46	39	39	28	22	52	64		92	48
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	27	54	54	22	33	28	36	44		87	24
ELL	27	57	53	41	54	45	42	44		81	38
ASN	85	77		73	33		81	87		100	58
BLK	50	57	44	41	35	32	52	59		91	38
HSP	52	54	44	52	39	42	55	70		90	56
MUL	68	61	67	53	48		82	73		91	70
WHT	71	63	63	71	54	59	71	82		98	70
FRL	51	56	47	48	39	42	57	64		91	45
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	21	36	33	20	33	29	35	41		69	28
ELL	27	46	39	36	46	50	37	35		84	35
ASN	73	72		58	47		86	82		92	54
BLK	43	43	36	34	34	21	46	61		88	26
HSP	54	52	45	41	40	42	59	72		90	44
MUL	60	52		46	44		65	77		100	52
WHT	67	57	48	53	35	28	78	82		91	43
FRL	46	48	43	34	34	27	55	64		88	33

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)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	599

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The component that showed the lowest for our Students with Disabilities subgroup was math learning gains at 24% pass rate. Lack of extended learning opportunities that focused on remediation of the Students with Disabilities subgroup is a contributing factor. An additional factor is the lack of focused progress monitoring of the Students with Disabilities subgroup through analysis of common assessments.

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

ELA Learning gains showed the lowest decline at 27 point drop from the previous year, from 54% to 27%. Lack of extended learning opportunities that focused on remediation of the Students with Disabilities subgroup is a contributing factor. An additional factor is the lack of focused progress monitoring of the Students with Disabilities subgroup through analysis of common assessments.

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.

Coral Glades High School is 18.5 points lower than the state average in Math Lowest Quartile. Lack of extended learning opportunities that focused on remediation of struggling subgroups was a

contributing factor. An additional factor is the lack of focused progress monitoring of the Students with Disabilities subgroup through analysis of common assessments.

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

Acceleration is the data component that showed the most improvement with the Students with Disabilities subgroup as indicated by a 6 point growth from 24% to 30%. Our school contributed to this growth by increasing opportunities for acceleration through industry certifications, such as MasterCam, Microsoft Office, Childhood Development Associates (CDA), Gaming and Simulation, Adobe, Computer Information Technology, and more.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two areas for concern are the current number of students failing an ELA or Math class and the number of students who achieved a level 1 on a statewide exam. There are 244 students who have failed an English course and 260 students who have failed a math course in their high school careers. There are 528 students who achieved a level 1 on their most recent FSA ELA test and 378 students who have achieved a level 1 on their more recent math assessment.

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

1. Implementing common assessments
2. Data disaggregation including a focus on specific subgroups
3. Increase extended learning opportunities and student participating in these programs
4. Decrease the number of students who are chronically absent by 2%

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The Students with Disabilities subgroup performed at 26% proficiency as shown on the Florida Standards Assessment English Language Arts (FSA ELA) in 2019. The Students with Disabilities subgroup within the lowest quartile decreased from 54% to 27% in ELA Learning gains, a 27 point decline.
Measurable Outcome:	Coral Glades High School will increase learning gains for Students with Disabilities within the lowest quartile of students from 27% to 32%, a 5% increase on the FSA ELA.
Person responsible for monitoring outcome:	Wendy Bernstein (wendy.bernstein@browardschools.com)
Evidence-based Strategy:	Our focus will be on standards based instruction.
Rationale for Evidence-based Strategy:	Standards based instruction includes identifying strands tested, creating common assessments based on specific standards to identify student needs for remediation and/or enrichment.

Action Steps to Implement

1. Implementing common assessments
2. Data disaggregation including a focus on specific subgroups
3. Increase extended learning opportunities and student participation

Person Responsible Wendy Bernstein (wendy.bernstein@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The Students with Disabilities subgroup performed at 18% proficiency as shown on the Algebra 1 and Geometry End of Course (EOC) Exams in 2019. The Students with Disabilities subgroup within the lowest quartile decreased from 33% to 24% in ELA Learning gains, a 9 point decline.
Measurable Outcome:	Coral Glades High School will increase learning gains for Students with Disabilities within the lowest quartile of students from 28% to 33%, a 5% increase on the Algebra 1 and Geometry EOCs.
Person responsible for monitoring outcome:	Wendy Bernstein (wendy.bernstein@browardschools.com)
Evidence-based Strategy:	Our focus will be on standards based instruction.
Rationale for Evidence-based Strategy:	Standards based instruction includes identifying strands tested, creating common assessments based on specific standards to identify student needs for remediation and/or enrichment.

Action Steps to Implement

1. Implementing common assessments
2. Data disaggregation including a focus on specific subgroups
3. Increase extended learning opportunities and student participation

Person Responsible Wendy Bernstein (wendy.bernstein@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

An additional focus will be increased parental involvement, targeting the parents and guardians of our English Language Learners and Students with Disabilities through increased communication.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Coral Glades High School vision is to provide students with a challenging and rigorous curriculum to meet the demands of the 21st century. Our core beliefs are innovation, intellectual curiosity, individual achievement, collaboration, and global connections. All stakeholder groups are invited to participate in discussions around school improvement initiatives through our Parent Teacher Student Association, School Advisory Committee, and School Advisory Forum. We convey a sense of caring to all students, accommodate individual differences while seeking strategies that best meet each student's needs, develop support programs and courses to provide the best avenue for academic achievement. We want all students to feel safe and connected with the school and community. We establish new academic configurations to better assist students, seek links between disciplines, develop support teams that include all stakeholders, guidance counselors, administrators, faculty and parents. Our equity team strives to create a learning environment that benefits all learners. Our school encourages students to make global connections through courses such as History of the Holocaust, African-American History, International Relations and the AP Capstone program. In addition we offer Model United Nations club, foreign languages courses including French, Spanish, Italian, and Sign Language. We also offer a variety of afterschool student run clubs and events that celebrate diversity such as the Key Club Multicultural Night, Social Studies Honor Society monthly heritage spotlights, Jewish Student Organization, Muslim Student Association, Indian Student Association, Asian Student Association and the Black Student Union. Our BRACE Advisor invites local college and university representatives to hold workshops targeting juniors and seniors to assist them with college and career planning. Our Social-Emotional Learning team offers daily opportunities for students to practice mindfulness and build skills such as time management, stress management, and emotional resilience. Students and families also have access to a network of support within the school including a social worker, school psychologist, and a family counselor.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3861 - Coral Glades High School	School Improvement Funds		\$2,500.00

			<i>Notes: Funds will be used for extended learning opportunities targeting students in our lowest quartile in literacy.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3861 - Coral Glades High School	School Improvement Funds		\$2,500.00
			<i>Notes: Funds will be used for extended learning opportunities targeting students in our lowest quartile in math.</i>			
Total:						\$5,000.00