Coral Glades High School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 8/29/2019

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2020-21 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%)
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	

* 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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2700 SPORTSPLEX DR, Coral Springs, FL 33065

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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	Position Title	Job Duties and Responsibilities
Kaplan, Mark	Principal	INSTRUCTIONAL LEADERSHIP: 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. ORGANIZATIONAL LEADERSHIP: 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. 19. Manage and delegate tasks while consistently demonstrating fiscal

Name	Position Title	Job Duties and Responsibilities
		efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Wood, Lorenzo	Assistant Principal	ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:

Name	Position Title	Job Duties and Responsibilities
		INSTRUCTIONAL LEADERSHIP: 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.

Name	Position Title	Job Duties and Responsibilities
		ORGANIZATIONAL LEADERSHIP: 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. 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. 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. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Provide recognition and celebration for student, staff, and school accomplishments. 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 27. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 30. Establish the job assignments and supervise all assigned personnel and

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

Name	Position Title	Job Duties and Responsibilities
		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. ORGANIZATIONAL LEADERSHIP: 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. 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. 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. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment,

Name	Position Title	Job Duties and Responsibilities
		inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Provide recognition and celebration for student, staff, and school accomplishments. 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 27. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 34. Review current developments, literature and technical sources of information related to job responsibility. 35. Ensure adherence to good safety procedures. 36. Follow Federal and State laws, as well as School Board policies. 37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.

Name	Position Title	Job Duties and Responsibilities
Stein, Michele	Assistant Principal	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: 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

Name	Position Title	Job Duties and Responsibilities
		and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 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. 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. 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. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Provide recognition and celebration for student, staff, and school accomplishments. 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 27. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

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

Name	Position Title	Job Duties and Responsibilities
		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. ORGANIZATIONAL LEADERSHIP: 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. 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. 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. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

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		19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Provide recognition and celebration for student, staff, and school accomplishments. 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 27. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 34. Review current developments, literature and technical sources of information related to job responsibility. 35. Ensure adherence to good safety procedures. 36. Follow Federal and State laws, as well as School Board policies.

Name	Position Title	Job Duties and Responsibilities
		37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.
Brissett, Roxanne	SAC Member	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.

Demographic Information

Principal start date

Thursday 8/29/2019, 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.*

5

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.*

15

Total number of teacher positions allocated to the school

105

Total number of students enrolled at the school

2,805

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	798	719	647	588	2752
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	144	157	133	130	564
One or more suspensions	0	0	0	0	0	0	0	0	0	18	17	4	4	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	244	200	196	61	701
Course failure in Math	0	0	0	0	0	0	0	0	0	144	127	119	69	459
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	180	120	128	83	511
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	142	106	70	124	442
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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	229	191	196	136	752

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

Friday 9/10/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	57%	56%	59%	58%	56%
ELA Learning Gains				51%	52%	51%	59%	54%	53%
ELA Lowest 25th Percentile				39%	45%	42%	48%	47%	44%
Math Achievement				48%	51%	51%	54%	49%	51%
Math Learning Gains				33%	44%	48%	42%	45%	48%
Math Lowest 25th Percentile				26%	43%	45%	41%	46%	45%
Science Achievement				61%	66%	68%	60%	64%	67%
Social Studies Achievement				70%	71%	73%	70%	70%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	54%	57%	-3%	55%	-1%
Cohort Comparison						
10	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison		-54%				

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
2021					
2019	61%	67%	-6%	67%	-6%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	67%	4%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	61%	-17%	61%	-17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	56%	-7%	57%	-8%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The PSAT is a progress monitoring tool used to measure reading, writing, and mathematics. It also shows 11th grade students concordance scores for math. For example the algebra concordance for 10th grade FSA was 53%. The PSAT was given in the fall for 10th and 11th grade.
Fair testing is done 3 times a year. The data is broken down by teacher based on 4 different reading skill tasks. ELL students were compared to non- ELL students and showed a large deficit in the vocabulary knowledge task. In the spring Fair assessment 610 10th grade students were tested. 98% performed the word recognition tasks successfully. However only 27% performed the syntactic knowledge tasks successfully.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	PSAT (51.8)		
	Economically Disadvantaged	PSAT (43)		
	Students With Disabilities	PSAT (30.5)		
	English Language Learners	PSAT (12.2)		
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	PSAT (24)		
	Economically Disadvantaged	PSAT (15.3)		
	Students With Disabilities	PSAT (2.4)		
	English Language Learners	PSAT (2.4)		
Biology	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	PSAT (57.2)		
	Economically Disadvantaged	PSAT (48.5)		
	Students With Disabilities	PSAT (17.3)		
	English Language Learners	PSAT (5)		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	PSAT (20.5)		
	Economically Disadvantaged	PSAT (11.9)		
	Students With Disabilities	PSAT (0)		
	English Language Learners	PSAT (0)		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	36	37	10	16	18	41	28		93	24
ELL	23	50	50	18	14	4	61	56		90	56
ASN	75	62		48	5		80	80		100	90
BLK	41	42	42	19	15	16	58	52		94	45
HSP	45	45	40	22	13	11	60	59		93	61

2021 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 2019-20	C & C Accel 2019-20
MUL	61	53		24	11			50		95	33
WHT	53	48	52	32	15	14	70	73		93	59
FRL	40	43	43	19	13	13	58	57		92	49
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
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	65
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	44
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	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	44
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	47
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	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The component that showed the lowest for our Students With Disabilities subgroup was Math Achievement at 18% 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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA Learning Gains Lowest quartile showed the greatest 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The online learning platform was a contributing factor. As many parents opted to have their children remain home due to an ongoing pandemic students interacted with teachers only through an online platform. This resulted in students losing out on face-to-face instruction which encourages students to focus more. Face to face instruction also gives teachers more opportunities for monitoring mastery of standards. Lack of extended learning opportunities that focused on remediation of struggling subgroups is also a contributing factor. An additional factor is the lack of focused progress monitoring of struggling subgroups through analysis of common assessments.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors that contribute to this growth include the increased opportunity for Acceleration through certifications such as Mastercam, Microsoft Office, Childhood Development Associate (CDA), Gaming and Simulations, Adobe, Computer Information Technology, and more.

What strategies will need to be implemented in order to accelerate learning?

Literacy strategies such as Close Read led by a teacher using direct instruction and think aloud will provide students with skills for comprehending text. The Literacy Coach will push into 9th and 10th social studies and science classes to demonstrate the Close Reading strategy for teachers and students. In 9th and 10th grade English classes, students that score less than 5 on the Write Score Diagnostic Argument Essay will be pulled out by the Literacy Coach to work one-on-one or in small groups on strategies to improve their essay writing .

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Select teachers of courses with high stake testing attended in-house Synergy professional development over the summer. These newly formed Synergy groups were charged with using student data to create lesson plans, common assessments, and common classroom activities that are equity based to ensure that students receive high quality instruction throughout the school. We have six additional Professional Study Days for our Synergy groups and Professional Learning Communities (PLC) to continue to share best practices and review student data.
In addition, in the fall, English teachers will have the opportunity to attend district led in-house professional development on new learning resources and the BEST standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Progress is monitored through monthly Curriculum Leadership Team meetings that include reporting of data in all tested areas. Current strategies and problem solving are addressed at each meeting.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Literacy The Students with Disabilities sub-group performed at 26% proficiency as shown on the Florida Standards Assessment English Language Arts (FSA ELA) last year. 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 from learning gains for students with disabilities within the lowest quartile of students from 27 to 32%, a 5 percent increase on the FSA ELA.
Monitoring:	This area will be monitored through common assessments and data driven Professional Learning Committee meetings.
Person responsible for monitoring outcome:	Wendy Bernstein (wendy.bernstein@browardschools.com)
Evidence-based Strategy:	We will begin with additional training for teachers focusing on using data to drive instruction using Standards, Differentiated Instruction and using data to create lessons. Then we will increase push ins and pull outs. The Synergy/PLC teams will create common assessments and analyze data to address achievement gaps. Finally, we will utilize district support for additional targeted professional development.
Rationale for Evidence-based Strategy:	Student data should be used to inform teacher instruction since it shows students' areas of growth as well as areas that need additional remediation. Push ins and pull outs give students an opportunity to work one on one with the Literacy Coach and the coach an opportunity to model learning strategies.

Action Steps to Implement

1. Teachers meet in Synergy teams over the summer to develop common lessons that are data driven.

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

2. Student data is collected through common assessments.

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

3. Synergy teams and Professional Learning Committees continue to meet throughout the year to assess student data.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our primary area of concern is suspensions. Coral Glades reported 11.8 suspensions per 100 students and a total of 293 suspensions in the 2019-2020 school year. The vast majority of those suspended were in school suspensions. An additional area of concern is violent incidents. Our rating was moderate for violent incidents ranking 20th out of 37 high schools in our district. We will utilize intervention strategies, parent contact, and support through our school psychologist, social worker, and family counselor to intervene prior to suspensions.

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.

Coral Glades High School builds a positive school culture and environment by fostering innovation through access to technology, such as Promethean TVs and flexible laptop stations, and a unique collaborative learning environment in our Jaguar Den.
Our school utilizes the Professional Study Day waiver to offer six additional days in which teachers collaborate within and across departments, attend professional development, and monitor student data through Professional Learning Communities.
Stakeholder groups such as School Advisory Council, School Advisory Forum, Parent Teacher Student Association, Curriculum Leadership Team, and the Faculty Council meet monthly to monitor and discuss educational programs, address the needs of the various stakeholders of the school, and foster collaboration with our community.
Community service organizations such as Kiwanis Club and the Rotary Club sponsor community student led community service groups such as Key Club and Interact club.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Advisory Council, a panel of business/community representatives, parents, students, teachers, and the principal monitors the School Improvement Plan (SIP). The SIP reflects the purpose and the goals of the school.
Parent Teacher Student Organization creates a stronger school community by facilitating events that recognize each stakeholder group such as sponsoring the Straight A breakfast for students and their parents and sponsoring a faculty luncheon during Teacher Appreciation Week.

School Advisory Forum fosters communication between stakeholders. The Chair attends Area Advisory meetings and reports back to the school forum.

The Curriculum Leadership Team (CLT) is comprised of department chairs, administration, various teacher leaders, and the principal. The CLT is primarily focused on instruction.

The Faculty Council is meets to discuss ways to improve the working conditions and the school environment and works with the principal to foster a poster environment for all stakeholders.

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	$0.00
		Total:	**$37,268.43**