

Monroe County School District

Coral Shores High School



2021-22 Schoolwide Improvement Plan

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Coral Shores High School

89901 OLD HWY, Tavernier, FL 33070

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

Demographics

Principal: Laura Lietaert L

Start Date for this Principal: 7/1/2021

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)	44%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (65%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Monroe County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Students will:

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lietaert, Laura	Principal	<p>The essential function of the position within the organization is to provide the leadership and management necessary at a senior high school to maximize the efforts of teachers and students in an environment which is conducive to educational enhancement, growth and achievement for students. The position is responsible for directing all daily operations of the school campus, supervising and coordinating the work of all professional and classified personnel, ensuring subordinates' adherence to District policies, regulations and goals, preparing required reports, and performing other professional, administrative and supervisory work as required. The position develops and implements programs within organizational policies; and reports major activities to executive level administrators through conferences and reports.</p>
Alvaro, Ana	Assistant Principal	<p>The essential function of the position within the organization is to assist in the overall administration of the assigned senior high school. The position is responsible for supervising assigned professional, paraprofessional, administrative and support personnel and assisting with the planning, implementation and evaluation of all programs and operations essential to the operation of a responsive, effective and efficient instructional environment which provides maximum opportunity for student growth and development. The position develops and implements programs within organizational policies; and reports major activities to executive level administrators through conferences and reports.</p>
Poelma, Jacob	Other	<p>The essential function of the position within the organization is to assist in the overall administration of the assigned senior high school. The position is responsible for supervising assigned professional, paraprofessional, administrative and support personnel and assisting with the planning, implementation and evaluation of all programs and operations essential to the operation of a responsive, effective and efficient instructional environment which provides maximum opportunity for student growth and development. The position develops and implements programs within organizational policies; and reports major activities to executive level administrators through conferences and reports.</p>
Andersen, Erica	Teacher, K-12	<p>LPT Math The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>We gather feedback from each of these groups on a regular basis to assist in shared decision making.</p>
Ets-Hokin, Kathy	Teacher, ESE	<p>BLPT ESE</p> <p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making.</p>
Ledoux, Natalie	Teacher, K-12	<p>BLPT Science</p> <p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making.</p>
Fry, Robin	Graduation Coach	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making. Responsible for assuring students have met graduation requirements.</p>
Gonzalez, Mayredys	Instructional Coach	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <p>Accountability for positive outcomes is a shared responsibility for all</p>

Name	Position Title	Job Duties and Responsibilities
		<p>members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making. Responsible for Reading and EL students.</p>
Ruiz, Diana	Teacher, K-12	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team. Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making.</p>
Rife, Clara	Teacher, ESE	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team. Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making.</p>
Michelini, Dawn	School Counselor	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team. Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making.</p>
MacKenzie, Kay	School Counselor	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p>

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

Demographic Information

Principal start date

Thursday 7/1/2021, Laura Lietaert L

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.*

1

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.*

4

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

750

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

8

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

11

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	199	185	197	165	746	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	48	65	48	50	211	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	4	2	0	7	
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	6	27	5	44	
Course failure in Math	0	0	0	0	0	0	0	0	0	3	11	8	8	30	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	21	38	49	26	134	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	20	15	15	15	65	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	18	28	33	15	94	

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	5	1	3	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	5	0	8

Date this data was collected or last updated

Tuesday 9/21/2021

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	0	183	195	174	155	707
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	20	30	29	34	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	13	0	14
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	5	2	3	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	21	22	28	18	89
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	14	20	20	17	71

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	23	23	15	74	

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	1	0	2	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	5	3	1	12	

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	0	183	195	174	155	707
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	20	30	29	34	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	13	0	14
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	5	2	3	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	21	22	28	18	89
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	14	20	20	17	71

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	23	23	15	74	

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	1	0	2	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	5	3	1	12

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				65%	61%	56%	64%	61%	56%
ELA Learning Gains				54%	58%	51%	53%	54%	53%
ELA Lowest 25th Percentile				36%	39%	42%	38%	43%	44%
Math Achievement				69%	52%	51%	75%	75%	51%
Math Learning Gains				48%	58%	48%	64%	67%	48%
Math Lowest 25th Percentile				46%	51%	45%	61%	67%	45%
Science Achievement				82%	76%	68%	82%	76%	67%
Social Studies Achievement				81%	74%	73%	79%	76%	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	66%	62%	4%	55%	11%
Cohort Comparison						
10	2021					
	2019	60%	55%	5%	53%	7%
Cohort Comparison		-66%				

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	82%	72%	10%	67%	15%
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	81%	74%	7%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	70%	2%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	69%	-6%	57%	6%

Grade Level Data Review - Progress Monitoring Assessments

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

Renaissance STAR Reading
 Renaissance STAR Math
 Illuminate Biology
 Illuminate US History

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	79/51	69/43	77/49
	Economically Disadvantaged	23/36	16/24	24/38
	Students With Disabilities	6/21	4/15	6/21
	English Language Learners	1/17	1/14	1/14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	103/66	102/63	97/66
	Economically Disadvantaged	38/59	33/49	33/52
	Students With Disabilities	9/32	9/32	10/40
	English Language Learners	3/50	2/29	3/43
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	12/18	NA
	Economically Disadvantaged	0/0	4/33	NA
	Students With Disabilities	0/0	NA	NA
	English Language Learners	0/0	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/49	83/47	77/48
	Economically Disadvantaged	29/40	27/38	24/38
	Students With Disabilities	6/23	6/22	6/29
	English Language Learners	0/0	2/12	1/6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	121/70	121/70	110/71
	Economically Disadvantaged	47/65	47/64	38/61
	Students With Disabilities	12/44	11/39	10/42
	English Language Learners	5/29	6/38	4/25
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	2/3	NA
	Economically Disadvantaged	0/0	0	NA
	Students With Disabilities	0/0	0	NA
	English Language Learners	0/0	0	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/25	3/43	NA
	Economically Disadvantaged	0/0	1/33	NA
	Students With Disabilities	0/0	0/0	NA
	English Language Learners	0/0	0/0	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	86/57	83/53	74/50
	Economically Disadvantaged	30/48	29/43	24/38
	Students With Disabilities	2/10	2/11	2/12
	English Language Learners	1/8	3/23	2/15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	113/74	111/72	101/71
	Economically Disadvantaged	40/65	38/59	32/56
	Students With Disabilities	6/30	4/25	4/25
	English Language Learners	5/42	5/39	6/50
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	1/100
Biology	Economically Disadvantaged	0	0	1/100
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/26	22/39	NA
	Economically Disadvantaged	3/12	10/46	NA
US History	Students With Disabilities	1/4	2/5	NA
	English Language Learners	0/0	1/4	NA
	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/26	22/39	NA
	Economically Disadvantaged	3/12	10/46	NA
	Students With Disabilities	1/4	2/5	NA
	English Language Learners	0/0	1/4	NA

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77/52	74/50	66/52
	Economically Disadvantaged	29/45	31/48	23/42
	Students With Disabilities	3/16	2/10	3/19
	English Language Learners	1/8	2/18	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	110/74	100/69	94/71
	Economically Disadvantaged	42/65	36/57	34/62
	Students With Disabilities	5/26	7/35	7/39
	English Language Learners	4/31	2/17	3/25
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	0/0	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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	23	16	20	22	10	42	30		94	35
ELL	21	32	27	14			38	45		93	43
BLK	9			30							
HSP	43	39	24	35	24	21	44	73		93	63
WHT	58	36	26	43	21	18	59	80		98	72

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
FRL	36	33	18	34	19	15	50	67		95	65
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	31	14	60	53		57	53		84	23
ELL	21	54	45	44	36		33	27		54	
BLK	50									60	
HSP	52	52	37	67	42	50	71	75		84	53
WHT	72	54	32	73	51	50	89	84		94	59
FRL	54	49	33	64	49	50	78	71		86	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	45	38	74	62		73	68		68	18
ELL	19	29	27	43			40	18		27	
BLK								90			
HSP	55	50	43	71	67	67	70	62		68	44
WHT	70	54	32	78	63	57	86	86		92	52
FRL	54	49	44	69	65	58	75	70		67	33

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	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	43
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?

According to the raw data, ELA data by grade level and by subgroups reflects an overall decline. Both 9th and 10th grades showed a decline in Level 3 or Above on the FSA. The Algebra and Geometry EOC scores showed a decline among all students who took the assessment. Algebra scores showed the greatest decline. The Biology EOC and the U.S. History EOC showed a decline in achievement, but not as great as ELA or Algebra.

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

Math achievement and learning gains demonstrate the greatest need for improvement. ELA and Math achievement in the Lowest 25% is also two of the weakest areas according to the 2019 data.

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

A lack of differentiation and scaffolding in Tier 1 instruction impacted the lowest 25% of learners. To improve results CSHS will use district resources, results from progress monitoring three times per year, and provide explicit, differentiated, and scaffolded instruction that targets students learning needs. Targeted instruction will fill the learner's gaps and provide instruction in the prerequisite skills so that they can master the grade level skill.

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

School ELA achievement grew from 64% to 65%, ELA learning gains improved from 53% to 54%, Science achievement was maintained at the same level and Social Studies achievement improved to 81%.

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

Staff changes may attribute to the growth of student achievement. Teachers were able to attend targeted district professional development opportunities where they were taught instructional strategies and best practices that could be immediately applied in their classrooms.

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

To accelerate learning reading teachers will be taught strategies that support teaching reading foundational skills in the intensive reading classes which will directly impact the lowest 25%. In math, differentiated instruction at the tier 1 level will increase student achievement in the lowest 25%. After-

school tutoring will also accelerate learning. Social/emotional learning levels and mental health wellness will be identified and students will receive targeted support to increase their well-being. Completion of the 3year Best Practices in Inclusion Education (BPIE) will identify any additional areas of need.

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.

Reading teachers have access to a B.E.S.T. Standards training course in Canvas which provides many strategies for secondary instructional practices. Additionally, all teachers have access to targeted district early release professional development and Professional Learning Communities. All professional development addresses differentiated instruction, providing scaffolds, and giving corrective feedback to students. AVID strategies are also shared with the entire faculty to support student learning and achievement.

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

Teachers will continue to have access to targeted district professional development, professional learning communities, and to the training of the Florida Math and ELA B.E.S.T. Standards. Training is developed to be delivered in person, virtually, or through Canvas Courses. School-wide AVID strategies, including WICOR, will be shared with the entire faculty at Coral Shores High School this year and for years to come.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation**Area of Focus Description and Rationale:**

Coral Shores has a significant number of juniors and seniors that need to earn a passing score on FSA/EOC retakes or a concordant score on SAT/ACT.

Measurable Outcome: 100% seniors pass rate

75% junior pass rate

Monitoring: Scores will be checked after each retake opportunity for FSA/SAT/ACT/EOC.

Person responsible for monitoring outcome:

Robin Fry (robin.fry@keysschools.com)

Evidence-based Strategy:

All English and Reading teachers in grades 9-12 receive professional development in the "Science of Reading." The Science of Reading supports the six components of reading. Additionally, MCSD provides a lesson plan template that supports the integration of all six reading components into daily instructional routines. The B.E.S.T. Foundational Standards in 9-12 reading support the six components of reading instruction. All four types of classroom assessments: screening, progress monitoring/formative assessment, diagnosis, and summative assessment are utilized in all classrooms. Data is used to differentiate instruction and to meet the needs of all learners. All 9-12 reading instruction is designed to meet the needs of all learners and utilizes multisensory instruction, the principles of universal design, cultural awareness, support social-emotional learning, and utilize the WIDA Can Do indicators to support multilingual students. Texts are selected so all students can see themselves in text and the text is presented in print and electronically with audio. Teachers receive ongoing professional development both through their school site and through district professional development. Model classrooms are identified so teachers can observe Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3 in action. Additionally, MCSD encourages all teachers to become reading endorsed regardless of content taught or grade level taught.

Rationale for Evidence-based Strategy:

Research shows that differentiation, as well as instruction in all six areas of reading, assists teachers in closing student achievement gaps, in this case, specifically in reading and ELA.

Action Steps to Implement

1. Early Release District Professional Development
2. Partnership with District Reading Coordinator
3. Administration walk-throughs
4. After school tutoring

Person Responsible

Ana Alvaro (ana.alvaro@keysschools.com)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: The need to enhance Social Emotional Learning (SEL) efforts became evident through last year's SEL screenings, specifically surrounding emotional regulation, grit, sense of belonging, self-efficacy, and teacher-student relationships.

Measurable Outcome: Based on Panorama screenings, Coral Shores High School will see a 5% points increase in positive school climate for students in positive school climate specifically surrounding emotional regulation, grit, sense of belonging, self-efficacy, and teacher-student relationships as specific targeted areas.

Monitoring: -Panorama screener administered twice per year for students and staff; results of the spring 2021 screener will be used to determine the impact of efforts.
 -Artifacts will be collected each month that demonstrate implementation and provide feedback regarding school climate efforts.
 -Progress monitoring will occur monthly; school counselors will enter Tier 2 data and school social workers will enter Tier 3 data into Panorama. The BLPT team will review each month towards goal attainments.

Person responsible for monitoring outcome: Laura Lietaert (laura.lietaert@keysschools.com)

Evidence-based Strategy: Classroom Champions is an evidence-based SEL and mentorship program that will be taught weekly which connects Olympians, Para-Olympians, and professional athletes to classrooms. Purpose Prep is an additional evidence-based SEL program that is taught.

Rationale for Evidence-based Strategy: The curriculum selected is aligned to the deficit areas. The District Action Planning and Problem Solving Team (Multi-tiered Systems of Support Leadership team) vetting many SEL curriculums for alignment and ease of use.

Action Steps to Implement

Assign one of the eight themes for each month of the school year from August through April. The themes are strategically matched with the month and time of year.

Person Responsible Chris Harris (chris.harris@keysschools.com)

Disseminate a district-wide web-linked newsletter each month defining the theme and include learning activities, teacher challenges, and student challenges throughout the month. These are supported through videos and direct contact from Olympic, Para Olympic, and professional athletes.

- The web-linked newsletter will also include resources for parents and school district staff to support the themes at home and professionally.
- Classroom teachers and students will complete the activities and challenges, while videos and other Classroom Champion support materials are presented school-wide.
- Our PBIS team will link their activities to the monthly themes.

Person Responsible Pat Meyers (pat.meyers@keysschools.com)

Mental Health support staff will have access to the Classroom Champions platform to access additional materials for students identified as needing additional support through MTSS at Tier 2 and/or Tier 3 level throughout the school year.

Person Responsible Danielle Thomas (danielle.thomas@keysschools.com)

Teachers will teach Classroom Champions weekly. The remaining weeks to provide SEL curriculum (12 weeks) will be created using evidence-based programs such as Purpose Prep, PBIS Words of Wisdom, Overcoming Obstacles, and Stanford Harmony based on the results from the Fall SEL screening,

Person Responsible Danielle Thomas (danielle.thomas@keysschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Coral Shores High School is reported at 3.6 incidents per 100 students. When compared to all other high schools statewide, it falls into the high category. It falls in the very low category for property incidents, it is Ranked #1 in the state and the county. It falls into the low category for violent incidents, it is ranked #1 in the county. It falls into the high category for Drug/Public Order incidents. It is ranked #3 in the county and #397 in the state. The SRO will have a more active presence on campus. Students will need to wait until 10 minutes of a class has started to use a restroom and students cannot use the restrooms during the last ten minutes of any class. Teachers will stand outside their classroom doors during all passing periods. Students will be encouraged to "say something if they see something" and use the anonymous tip line to report any school infractions.

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 Shores builds relationships within the building and throughout the Upper Keys community that promotes a positive school culture by engaging all stakeholders in supporting an environment where learning, relationships, and high expectations for all students are celebrated and embraced. Coral Shores is a Gold Designated Positive Behavior Intervention Support (PBIS) school. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

Designated Leadership Classes, AVID (Advancement Via Individual Determination) provide instructional focus on leadership and self-determination, public relations, team building, and other group processes which have a positive impact on the school culture.

Coral Shores hosts quarterly “State of the Hurricanes” recognition assemblies to acknowledge and promote academic, community service, and positive behavior, celebrating a culture of high expectation and positive behavior among all students.

Local civic organizations such as Rotary and Kiwanis Clubs support school-sponsored Key Club, and Interact Clubs, promoting school-based initiatives by building trust and relationships between students, local business and civic leadership, promoting service above self and community service.

Local community organizations and businesses recognize the accomplishments of academic, community service, and athletic efforts of senior students by conducting fundraising programs that award millions of dollars in scholarships at the end of the school year.

Our Coral Shores Food Pantry and “Needy Kids” funds assist students and families in need. Funding is provided by local business and community partners to support our most needy students and families.

Our athletic program is underwritten by The Upper Keys Foundation. Students at Coral Shores High School receive funding for their athletic programming, in turn, dedicate their time and talent toward volunteering at Florida Keys area nonprofits. Instead of traditional fundraising initiatives where athletes ‘pay to play’ in athletic programming, athletes, serve to play by engaging in community service that teaches valuable life lessons and helps them do their part in giving back to their community.

Take Stock In Children Inc. (TSIC) is a nonprofit organization, which teams students and school personnel by bringing together not only students and school personnel with outside volunteers, philanthropists, religious groups, civic organizations, the social services sector, and for-profit businesses to serve a common goal. Their mission is to engage all facets of the community in breaking the cycle of poverty for low-income, academically qualified students by providing opportunities for a post-secondary education. TSIC offers college scholarships to qualified students and provides local community volunteer mentors to help recipients navigate a path to achieve their educational goals.

The collective efforts of the school, the community, private and nonprofit stakeholders support a positive school culture involving all stakeholders in the process.

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

Coral Shores staff all participate in promoting a positive culture and environment. Administrators address this during Building Level Planning Team, Faculty Meetings and School Advisory Council. The principal and Athletic Director/Teacher on Special Assignment reach out and meet with community members and organizations weekly. Coral Shores is a Model School for PBIS (Positive Behavior Intervention and Support) and earned a Resiliency Award in 2020-2021. There is a designated teacher for PBIS and a PBIS club has formed to spread activities across campus.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00