

Monroe County School District

# Coral Shores High School



2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	44%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (58%) 2018-19: A (63%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Coral Shores High School

89901 OLD HWY, Tavernier, FL 33070

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	44%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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### SIP Authority

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

Students will:

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

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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>
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>
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>
Ets-Hokin, Kathy	Teacher, ESE	<p>BLPT ESE The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters</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>
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. 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	Reading 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. 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 Reading and EL students.</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. 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>



Name	Position Title	Job Duties and Responsibilities
Ruiz, Diana	Teacher, K-12	<p>BLPT Electives</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>
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.</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>
rodriguez, stefanie	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>
Meyers, Lyndie	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.</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.</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>
Owens, Zack	Teacher, K-12	<p><b>BLPT Math</b>  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>
welch, melissa	Teacher, K-12	<p><b>BLPT Social Studies.</b>  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>
scarano, heather	Teacher, K-12	<p><b>BLPT ELA</b>  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>
Rosenow, Beth	Teacher, K-12	<p><b>BLPT Science</b>  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>

## Demographic Information

### Principal start date

Thursday 7/1/2021, Laura Lietaert L

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

8

**Total number of teacher positions allocated to the school**

45

**Total number of students enrolled at the school**

766

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

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	202	193	183	186	764
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	29	23	28	98
One or more suspensions	0	0	0	0	0	0	0	0	0	6	3	0	7	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	4	9	12	29
Course failure in Math	0	0	0	0	0	0	0	0	0	6	7	5	8	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	29	36	37	26	128
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	19	17	12	11	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	26	37	36	40	139

Using the table above, complete the table below with the number of students by current grade level who have 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	15	17	15	20	67

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	2	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	4	1	6

Date this data was collected or last updated

Tuesday 10/11/2022

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	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

#### 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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	55%	51%				65%	61%	56%
ELA Learning Gains	51%						54%	58%	51%
ELA Lowest 25th Percentile	35%						36%	39%	42%
Math Achievement	50%	41%	38%				69%	52%	51%
Math Learning Gains	41%						48%	58%	48%
Math Lowest 25th Percentile	53%						46%	51%	45%
Science Achievement	56%	47%	40%				82%	76%	68%
Social Studies Achievement	76%	51%	48%				81%	74%	73%

### 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

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
2022					
2019	82%	72%	10%	67%	15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	74%	7%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	70%	2%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	69%	-6%	57%	6%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	30	37	27	26	27	8	47	67		91	45
ELL	54	46		29	31			50		86	58
BLK	36	27		33							
HSP	59	48	38	43	27	33	59	72		91	52
WHT	61	54	38	59	48	60	58	80		95	70
FRL	52	48	31	43	38	44	52	67		93	55
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

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
WHT	58	36	26	43	21	18	59	80		98	72
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

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	47
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0



Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

Coral Shores did not have a school grade in 2020 (no school grades calculated in Florida) or 2021 (based on percentage of points earned, 48%, would have been a 'C'). In 2022, CSHS earned a grade of 'B,' with 58% of total points possible. This was an increase of 10% points overall and only 4% points from an 'A.'

Graduation rate for white students was 95%. Hispanic 91%. SWD 91%. Not enough data for Black.

Black/African American students scored below the Federal Index. There were 25 students school wide, 3% of the population. 50% scored a Level 1 in ELA, 67% scored a Level 1 in Math. There is no reported data for science or social studies.

In social studies, SWD increased from 30 to 67% passing from 21 to 22. Hispanic remained the same. White dropped 3%.

In science, SWD increased from 42 to 47% passing from 21 to 22. Hispanic increased from 44 to 59%. White dropped 1%.

In math, all subgroups increased passing from 21 to 22. White 43 to 60%. Hispanic 36 to 43%. Black 30 to 33%. SWD 21 to 26%.

In ELA, all subgroups increased passing from 21 to 22. White 58 to 61%. Hispanic 42 to 59%. Black 9 to 36%. SWD 17 to 30%. ELA includes 9th and 10th grades.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In ELA, 35% of the Lowest 25% of student made learning gains. This is the lowest score by total population.

Black/African American students scored below the Federal Index. There were 25 students school wide, 3% of the population. 50% scored a Level 1 in ELA, 67% scored a Level 1 in Math. There is no reported data for science or social studies.

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

Coral Shores is heading in the right direction. Even though these are the lowest areas, they have both improved from the scores in 21. ELA learning gains from the lowest 25% increased from 24 to 35%. Black students increased in math from 30 to 33% and in ELA from 9 to 36%.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

EL students improved in ELA from 30% in 21 to 47% in 22.

Math learning gains increased from 23 to 41 overall. Math learning gains in the lowest 25% increased from 18 to 53, with white students increasing from 18 to 60. Not enough data for black or SWD.

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

School went from an A/B schedule in 2021 to an everyday schedule in 2022. During the second semester, the school was able to refocus on attendance as the levels of COVID in the community decreased. CSHS began to implement more AVID strategies into all content areas.

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

The school will continue to focus on improving attendance and tardies. The school will provide more engaging activities through AVID strategies.

**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.**

Strategies to improve attendance and decrease tardies.  
AVID (Advancement Via Individual Determination)

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

An attendance/truancy team meets weekly and reports out at each BLPT (building level planning team) meeting.

Two additional teachers were sent to AVID Summer Institute and are now teaching AVID elective classes. Four staff attended the SI and have reinvigorated the Schoolwide AVID team. They will also provide training to other staff members throughout the year, modeling how to include the strategies in different core areas. The school will make SI a priority for training more staff.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. ESSA Subgroup specifically relating to Black/African-American****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The subgroup falls below the federal index threshold of 41. In 2022 the group scored at 32 overall.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The school would like to see the score at 45. There are eight students in ninth grade and ten in tenth grade. The school will also follow the juniors (12) and seniors (8). There are a total of thirty-eight students currently in the school. This subgroup encompasses students from the lowest 25% to gifted, as well as ESE and EL students.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The school will use STAR, FAST, FOCUS and Panorama data.

**Person responsible for monitoring outcome:**

Laura Lietaert (laura.lietaert@keysschools.com)

**Evidence-based  
Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Help all students make a connection with the school. Each student will have a mentor. The mentors will work with students to identify barriers and strengths. Teachers will use AVID and WICOR strategies in class, as well as post learning targets.

Through HLI, iBElive and PBIS statements will be shared during daily announcements. Announcements are also posted on the website. The HIP (Health Information Project) students will teach all ninth graders strategies to help with school and life. These juniors and seniors become mentors for the younger students.

Quarterly recognition at State of the Hurricane assembly.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Students who have a positive relationship with someone at school and a sense of belonging will be more engaged with the school. Engagement leads to better performance. This data can be followed in Panorama and is part of the district HLI (Healthy Living Initiative). AVID and WICOR strategies increase engagement and rigor across the curriculum.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify potential mentors on campus who can reach out to students. Begin with 10 x 2 strategy to connect and build relationship.

**Person Responsible**

Laura Lietaert (laura.lietaert@keysschools.com)

Collect data from Panorama, STAR, FAST and FOCUS to track improvement. EL students will also use iLit.

**Person Responsible** Mayredys Gonzalez (mayredys.gonzalez@keysschools.com)

Administrators will conduct informal walkthroughs in all classrooms, visiting teachers every two weeks. Look for AVID/WICOR strategies in use as well as posted learning targets.

**Person Responsible** Laura Lietaert (laura.lietaert@keysschools.com)

District ESE representative will present to staff and BLPT. Provide strategies to use in the classroom as well as interventions that can be used.

**Person Responsible** Laura Lietaert (laura.lietaert@keysschools.com)

Lead social worker will present to staff on Panorama. Data usage and how to drill down by student. Staff will be able to request a login to perform at the classroom level. Administration and counselors will have school level access.

**Person Responsible** Laura Lietaert (laura.lietaert@keysschools.com)

Hire and recruit highly qualified staff who reflect student sub groups on campus.

**Person Responsible** Laura Lietaert (laura.lietaert@keysschools.com)

## #2. Positive Culture and Environment specifically relating to Attendance

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The average daily attendance rate for 21-22 was 91%.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school would like to increase the average daily attendance rate to 95%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitor through FOCUS and Panorama. Attendance/Truancy team will meet weekly to identify students in need of assistance.

Person responsible for monitoring outcome:

Ana Alvaro (ana.alvaro@keysschools.com)

AVID/WICOR strategies will be used in all classrooms.

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Through HLI, iBElive and PBIS statements will be shared during daily announcements. Announcements are also posted on the website. The HIP (Health Information Project) students will teach all ninth graders strategies to help with school and life. These juniors and seniors become mentors for the younger students.

Recognition of improved attendance and grades during quarterly State of the Hurricane assembly.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who are engaged in class are more likely to attend class. PBIS program will offer incentives to increase attendance and decrease tardies.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Meet with team weekly. Identify students in need of assistance. Follow up with counselors/parents/student/teachers. Review at BLPT meetings.

### Person Responsible

Ana Alvaro (ana.alvaro@keysschools.com)

Create daily report of students who missed first period or were late. Provide report to administrators and attendance office. Review at BLPT meetings.

### Person Responsible

Dawn Michelini (dawn.michelini@keysschools.com)

Executive Director of Human Resources and district attendance representative will provide a brief overview to staff on the impact of absences by students and staff. Data will be shared.

### Person Responsible

Laura Lietaert (laura.lietaert@keysschools.com)

In lieu of out of school suspension, use restorative practices. For example, students who are caught vaping will be sent to In school suspension to complete an education course on the harmful effects of vaping before returning to class.

**Person Responsible** Ana Alvaro (ana.alvaro@keysschools.com)

### #3. Instructional Practice specifically relating to Graduation

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The ELA lowest 25% was at 35. This is the lowest area. By increasing the scores of the lowest 25%, the school can impact the graduation rate.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2022 graduation rate was 93%. School would like to be at 96%. The strategic plan goal is 94%.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitor through FOCUS graduation tab, scores on FSA retakes, SAT, ACT, FAST and STAR.

**Person responsible for monitoring outcome:**

Robin Fry (robin.fry@keysschools.com)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

AVID/WICOR strategies used in all classrooms. Learning targets posted in all classrooms.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Visible learning is a high impact strategy. AVID/WICOR strategies are high engagement and provide rigor.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will conduct informal walkthroughs and visit all teachers every two weeks.

Look for AVID/WICOR strategies in use and posted learning targets.

**Person Responsible**

Laura Lietaert (laura.lietaert@keysschools.com)

Meet with all seniors individually to determine course of action if needed. Graduation Coach and College and Career counselor will meet with students.

After seniors are addressed, move to juniors.

**Person Responsible**

Robin Fry (robin.fry@keysschools.com)

Reading Coach/Data Coach/EL contact will meet with intensive reading teachers, intensive math teachers and EL teacher to review data, provide support in the classroom and help with implementing strategies. These will be shared out at monthly faculty meetings.

**Person Responsible**

Mayredys Gonzalez  
(mayredys.gonzalez@keysschools.com)

Walk through classrooms to look for AVID/WICOR strategies in use. Provide evidence and share out at monthly faculty meetings.

**Person Responsible**

Mayredys Gonzalez  
(mayredys.gonzalez@keysschools.com)

Use Graduation Alliance to re-engage students who left school before graduation. Students with a WD5, 15, or 22 are eligible for this program. Students who complete the courses will graduate from Coral Shores.

**Person Responsible**

Ana Alvaro (ana.alvaro@keysschools.com)

College and Career counselor will host a parent/student workshop for navigating Common App. This will assist with the process of applying to colleges.



**Person Responsible**

stefanie rodriguez  
(stefanie.rodriguez@keysschools.com)

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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. This year we also have a grant from United Way. 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 school culture and environment.**

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.