

Broward County Public Schools

Coral Glades High School



2023-24

Schoolwide Improvement Plan (SIP)

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Coral Glades High School

2700 SPORTSPLEX DR, Coral Springs, FL 33065

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

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

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

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

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kaplan, Mark	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

Name	Position Title	Job Duties and Responsibilities
		<p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Wood, Lorenzo	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p>

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		<p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets,</p>

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Jassem, Brian	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the</p>

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Nealy, Monifa	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p>

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Brissett, Roxanne	SAC Member	<p>The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly.</p>
Jarrett-Bokeem, Victoria	SAC Member	<p>The chair is responsible for notifying members of upcoming meetings and votes. The</p>

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INSTRUCTIONAL LEADERSHIP:

1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.
2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).
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7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.
8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.
9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.
11. Structure and monitor a school learning environment that improves learning for a diverse student population.
12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.
15. Utilize processes to empower others and distribute leadership when appropriate.

Caceres, Assistant
Marco Principal

Name	Position Title	Job Duties and Responsibilities
		<p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the po</p>
Stiverne, Sieglinde	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations

Name	Position Title	Job Duties and Responsibilities
		<p>including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the po</p>

Name	Position Title	Job Duties and Responsibilities
Murray, Mandisa	Instructional Coach	The Literacy Coach is responsible for supporting the literacy department and the school by providing professional development and mentoring. The Coach also creates instructional focus calendars specific to each department that focuses on English Language Arts standards. In addition the Coach does pull outs/push ins to target students that need additional preparation for high stakes exams.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SAC co-chairs work with the school's leadership (department chairs, ESE coordinator, SEL coordinator, literacy coach, administration, PTSO chair, and the school principal) to create and amend the School Improvement Plan. SAC members/stakeholders meet once a month to monitor the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SAC meets once a month. At every SAC meeting a component of the SIP will be discussed. SAC chairs will invite the school leadership responsible for that portion of the SIP, i.e. PLC coordinator will be invited to update stakeholders on the various PLCs. In addition SAC members and school leadership will also determine the Mid-Year Reflection, a tool designed to help evaluate whether or not the school is on track to attaining the measurable outcomes detailed in the School Improvement Plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	56%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	1192
One or more suspensions	0	0	0	0	0	0	0	0	0	0	330
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	278
Course failure in Math	0	0	0	0	0	0	0	0	0	0	428
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	458
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	691
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	22

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	710

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	68
Students retained two or more times	0	0	0	0	0	0	0	0	0	30

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	50	50	46	52	51	47		
ELA Learning Gains				50			45		
ELA Lowest 25th Percentile				36			44		
Math Achievement*	34	36	38	29	41	38	24		
Math Learning Gains				47			14		
Math Lowest 25th Percentile				49			13		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	62	60	64	47	35	40	62		
Social Studies Achievement*	72	66	66	66	51	48	61		
Middle School Acceleration					50	44			
Graduation Rate	94	90	89	93	54	61	93		
College and Career Acceleration	50	61	65	54	66	67	56		
ELP Progress	59	50	45	63			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	93

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	52			
AMI				
ASN	77			
BLK	55			
HSP	60			
MUL	57			
PAC				
WHT	67			
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	48			
AMI				
ASN	71			
BLK	48			
HSP	52			
MUL	60			
PAC				
WHT	56			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			34			62	72		94	50	59
SWD	19			17			38	39		21	6	
ELL	30			31			59	56		52	7	59
AMI												
ASN	61			47			88	90		75	6	
BLK	45			32			55	69		33	6	
HSP	47			34			66	70		52	7	62
MUL	49			32			44	73		46	6	
PAC												
WHT	51			38			67	78		66	6	
FRL	42			31			58	66		39	7	65

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	50	36	29	47	49	47	66		93	54	63
SWD	17	35	31	12	31	40	28	42		88	20	
ELL	29	47	39	27	50	46	42	39		92	56	63
AMI												
ASN	61	61		50	53		69	88		100	87	
BLK	42	48	40	23	45	49	37	58		93	46	
HSP	44	49	36	29	47	48	46	64		89	56	66
MUL	52	52		29	38		73	82		100	52	
PAC												
WHT	56	52	23	40	52	55	57	73		95	57	
FRL	39	45	30	25	43	42	45	57		91	46	48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	45	44	24	14	13	62	61		93	56	65
SWD	18	36	37	10	16	18	41	28		93	24	
ELL	23	50	50	18	14	4	61	56		90	56	65

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	75	62		48	5		80	80		100	90	
BLK	41	42	42	19	15	16	58	52		94	45	64
HSP	45	45	40	22	13	11	60	59		93	61	68
MUL	61	53		24	11			50		95	33	
PAC												
WHT	53	48	52	32	15	14	70	73		93	59	
FRL	40	43	43	19	13	13	58	57		92	49	57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	49%	2%	50%	1%
09	2023 - Spring	45%	49%	-4%	48%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	48%	-10%	50%	-12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	46%	-13%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	63%	-1%	63%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	62%	9%	63%	8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component that showed the lowest for our Students With Disabilities subgroup at 34%. This subgroup also performed 17% for English Language Arts Achievement and 12% for Math Achievement. The lack of extended learning opportunities that focused on remediation of the Students With Disabilities subgroup is a contributing factor. Although extended learning opportunities were provided for all students, there was not a specific ELO solely dedicated to this subgroup. An additional factor is the lack of focused progress monitoring of the Students With Disabilities subgroup through analysis of common assessments. ELA teachers, within their Professional Learning Communities, will identify SWD students and progress monitor.

In addition, our 2022- 2023 FAST ELA Reading 9th & 10th showed that 16.6% (26/157 students) of all tested were proficient. The BEST Algebra EOC indicated that 21.3% (20/94 students) were proficient and the BEST Geometry 12.1% (8/66 students) were proficient.

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

From the 2020-2021 school year to the 2021- 2022 school year, the data component that showed the greatest decline was the ELA Learning Gains Lowest quartile. This component showed the greatest decline with a 6 point drop from the previous year, from 37% to 31%. Lack of extended learning opportunities that focused on remediation of the Students With Disabilities subgroup is a contributing factor. An additional factor is the lack of focused progress monitoring of the Students With Disabilities subgroup through analysis of common assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap compared to the district average was ELA Lowest 25% at 37% compared to the district at 45% and the Math Achievement Lowest 25% at 40% in comparison to the district score of 54%. Lack of extended learning opportunities that focused on remediation of the

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

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

Math Learning Gains lowest quartile is the data component that showed the most improvement with the Students With Disabilities subgroup as indicated by a 22 point growth from 18% to 40%. For the 2023-2024 school year we are starting Geometry and Algebra Extended Learning Opportunities. Each ELO will meet twice a week from November through the end of April. The same ELO camps were only offered from February 27- April 27th for the previous school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is student absenteeism. According to the Early Warning System data, 48.77% of students were absent 10% or more of the 2022-2023 school year.

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

Our priorities include:

1. Our ESSA subgroup, SWD, will be the focus of push in/ pull outs by the Literacy Coach to offer individualized instruction and remediation.
2. All ELA teachers will analyze data within PLCs and meet with the Literacy Coach for data chats.
3. Using literacy strategies such as Close Reading led by a teacher using direct instruction and think-alouds to provide students with skills for comprehending text.
4. The Literacy Coach will push into 9th and 10th social studies and science classes to demonstrate the Close Reading strategy for teachers and students.
5. In 9th and 10th grade English classes, students will practice writing an Argumentative Essay and Informative Essay in preparation for the FAST. Teachers will evaluate writing and provide feedback to students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Students with Disabilities sub-group performed at 17% proficiency as shown on the Florida Standards Assessment English Language Arts (FSA ELA) last year. The students with disabilities subgroup within the lowest quartile decreased from 37% to 31% in ELA learning gains, a 6 point decline.

Measurable Outcome:

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

By June 2024, Coral Glades High School will increase proficiency for students with disabilities within the lowest quartile of students from 31% to 36%; a 5 percent increase on the ELA FAST.

Monitoring:

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

This area will be monitored through common assessments and data driven Professional Learning Committee meetings. In addition, administrators will monitor through data discussions with PLCs regarding common assessment data.

Person responsible for monitoring outcome:

Monifa Nealy (monifa.nealy@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will begin with additional training for teachers focusing on using data to drive instruction using Standards, Differentiated Instruction and using data to create lessons. Then we will increase push ins and pull outs. The Synergy/PLC teams will create common assessments and analyze data to address achievement gaps. Finally, we will utilize district support for additional targeted professional development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student data should be used to inform teacher instruction since it shows students' areas of growth as well as areas that need additional remediation. Push ins and pull outs give students an opportunity to work one on one with the Literacy Coach and the coach an opportunity to model learning strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers meet in Synergy teams during the course of the school year to review student data generated through common assessments and develop common lessons that are data driven.

Person Responsible: Monifa Nealy (monifa.nealy@browardschools.com)

By When: Ongoing

Student data is collected through Basis, Mastery Connect, and various common assessments. After student data is collected, it is reviewed through Professional Learning Committees or Synergy teams.

Each team will then collaborate on lessons that align to the BEST standards and remediate students on benchmarks in order to increase academic proficiency.

Person Responsible: Mandisa Murray (mandisa.murray@browardschools.com)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Early Warning System indicates that 48.77% of students were absent 10% or more days for the 2022-2023 school year. This is an area of focus since this impacts a substantial portion of our students including the Students With Disabilities subgroup. Student absenteeism results in students not being present for standards based curriculum needed for success on their assessments. Decreasing student absenteeism will foster a positive culture and school environment where teaching and learning is valued. Coral Glades continues to foster a positive school culture and environment by providing students with access to technology. Each classroom has a dedicated laptop cart to create a technology rich classroom environment. In addition the Den (media center) provides students with a unique collaborative environment with access to Promethean TVs and flexible laptop stations. Coral Glades offers a variety of advanced and certification programs to meet the various interests of our students.

Measurable Outcome:

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

By June 2024, our goal is to decrease our student absenteeism rate by 10% from 1335 students to 1200.

Across all grade levels 1335 students were absent 10% or more days during the 2022-2023 school year. The goal for the 2023-2024 school year is to decrease this number to 1200 students.

Monitoring:

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

This goal will be monitored through the Response to Intervention process. Teachers will monitor student attendance through Pinnacle and Basis. They will follow school protocol by calling the homes of students with more than 3 consecutive absences or more than 5 absences in a quarter and referring students to the school Social Worker and grade level administrator as needed. SPOT team will monitor attendance reports on a bi-weekly basis to identify school-wide trends and to make connections. At Risk students will be referred to Response to Intervention. The School Social Worker will provide interventions, support, and continuous monitoring of those students identified as Severe Risk.

Person responsible for monitoring outcome:

Marco Caceres (marco.caceres@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Broward County Public School policy includes using positive reinforcement to address absenteeism. This means creating a school culture/climate that is engaging and meets the diverse interests of students, removing barriers that prevent students from attending school, addressing health concerns, and recognizing improved student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student absenteeism has increased from 41.7% during the 2021-2022 school year to 48.77% during the 2022-2023 school year. Student absenteeism is a critical factor affecting the success of all subgroups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will receive district training through BCPS on attendance policy.

Person Responsible: Lorenzo Wood (lorenzo.wood@browardschools.com)

By When: October 30, 2023

Response to Intervention team and the SPOT team will monitor the attendance of At-Risk students, provide interventions and recognize improved student attendance.

Person Responsible: Monifa Nealy (monifa.nealy@browardschools.com)

By When: Ongoing thru June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Disbursement of School Accountability funds will be reviewed by the School Advisory Council. The council will conduct a vote according to Robert's Rules of Order for each request for funds. The priority will be given to funding for remediation and extended learning opportunities that target the Students With Disabilities subgroup. An additional priority will be to fund initiatives that encourage and reward students for their attendance.