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Coral Shores High School

89901 OLD HWY, Tavernier, FL 33070

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

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.

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, 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
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	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>
Rife, Clara	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 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>
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.</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. Responsible for Reading and EL students.</p>
Fry, Robin	Graduation Coach	<p>Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. These individuals are responsible for sharing and participating in meetings. Our guidance counselors also serve an active role in serving on our BLPT. We gather feedback from each of these groups on a regular basis to assist in shared decision making. Responsible for assuring students have met graduation requirements.</p>
MacKenzie, Kay	School Counselor	<p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</p> <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	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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Owens, Zack	Teacher, K-12	<p>BLPT Math The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters 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>BLPT Science 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>
Meyers, Lyndie	Teacher, Career/ Technical	<p>BLPT Elite 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>
Ruiz, Diana	Teacher, K-12	<p>BLPT Electives The building level planning team shall serve in an advisory capacity to the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>scarano, heather</p>	<p>Teacher, K-12</p>	<p>BLPT ELA</p> <p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</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>
<p>Ward, Debra</p>	<p>Assistant Principal</p>	<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>
<p>Owens, Kelly</p>	<p>Teacher, K-12</p>	<p>BLPT Social Studies.</p> <p>The building level planning team shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the building level planning team.</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.</p>

Name	Position Title	Job Duties and Responsibilities
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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.

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 school will include students from school leadership to share input. Staff will have input during faculty meetings. School leadership team members will have input during Building Level Plan Team meetings. Parents and community members will have input during School Advisory Council meetings. TBD how input is used in development process.

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))

The school admin and reading/data coach will review progress monitoring data at the completion of each session.

Teachers will review data with students and data coach will meet with teachers.

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	48%
2022-23 Economically Disadvantaged (FRL) Rate	44%
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) Black/African American Students (BLK)* Hispanic Students (HSP)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
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	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	0
Students retained two or more times	0	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	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	0	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	59
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	139

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	0	67

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	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6

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	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	0
Students retained two or more times	0	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*	55	48	50	60	55	51	50		
ELA Learning Gains				51			36		
ELA Lowest 25th Percentile				35			24		
Math Achievement*	53	53	38	50	41	38	39		
Math Learning Gains				41			23		
Math Lowest 25th Percentile				53			18		
Science Achievement*	76	71	64	56	47	40	51		
Social Studies Achievement*	75	73	66	76	51	48	76		
Middle School Acceleration					53	44			
Graduation Rate	97	92	89	93	64	61	96		
College and Career Acceleration	59	58	65	62	78	67	68		
ELP Progress	52	39	45	47			30		

* 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	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	624
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	41			
ELL	59			
AMI				
ASN				
BLK				
HSP	64			
MUL				
PAC				
WHT	72			

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%
FRL	59			

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	41			
ELL	50			
AMI				
ASN				
BLK	32	Yes	1	
HSP	52			
MUL				
PAC				
WHT	62			
FRL	51			

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	55			53			76	75		97	59	52
SWD	21			25			39	53		10	6	
ELL	50			35						64	5	52
AMI												
ASN												
BLK												
HSP	52			53			76	69		54	7	50
MUL												

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
PAC												
WHT	58			54			76	81		66	6	
FRL	43			45			69	57		47	7	56

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	60	51	35	50	41	53	56	76		93	62	47
SWD	30	37	27	26	27	8	47	67		91	45	
ELL	54	46		29	31			50		86	58	47
AMI												
ASN												
BLK	36	27		33								
HSP	59	48	38	43	27	33	59	72		91	52	47
MUL												
PAC												
WHT	61	54	38	59	48	60	58	80		95	70	
FRL	52	48	31	43	38	44	52	67		93	55	42

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	50	36	24	39	23	18	51	76		96	68	30
SWD	18	23	16	20	22	10	42	30		94	35	
ELL	21	32	27	14			38	45		93	43	30
AMI												
ASN												
BLK	9			30								
HSP	43	39	24	35	24	21	44	73		93	63	30
MUL												
PAC												
WHT	58	36	26	43	21	18	59	80		98	72	
FRL	36	33	18	34	19	15	50	67		95	65	38

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	55%	49%	6%	50%	5%
09	2023 - Spring	55%	43%	12%	48%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	53%	7%	50%	10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	63%	-13%	48%	2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	66%	5%	63%	8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	69%	4%	63%	10%

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.

All areas were above the state level except for math. The school level was 50% and the state was 53%. Looking deeper, the African American subgroup scored at 33%. Algebra scored 60%, but geometry was at 50%. The class began the year without a teacher.

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

In historical data on the report card, the decline is seen in math, math learning gains, and math learning gains for the lowest 25%. There are no reported learning gains for the most recent year. Geometry demonstrated the greatest decline from the prior year, 58% to 59%, an 8% decline due to class not having a teacher at the beginning of the year.

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.

African American math in geometry was the lowest score and the largest gap. Thirteen percent of the group scored proficient. There were eight students in the group.

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

ELA showed improvement from 37% in 2021 to 50% in 2022. Raw data suggests 55% in 2023. Adopting new curriculum.

Graduation rate was up to 97% for 2022. High schools in our district now have a graduation coach to work with students at risk.

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

N/A

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

Increasing ADA to 96% or higher while decreasing the number of students with chronic truancy concerns.

Improve test scores for AA subgroup and close the achievement gap.

Improve math scores in algebra and geometry.

Area of Focus

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

#1. 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.

In the 22-23 school year, the Average Daily Attendance (ADA) was 93%. 30% of seniors were chronically truant. 24% of juniors were chronically truant. 18% of sophomores were chronically truant. 14% of freshmen were chronically truant. The school chronically truant rate was 21%.

Measurable Outcome:

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

ADA will be 96% or higher. Chronic truancy will be reduced by 5% points.

Monitoring:

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

Daily Focus report for missed 1st period.
2x month truancy/attendance meetings to monitor identified students.

Person responsible for monitoring outcome:

Laura Lietaert (laura.lietaert@keysschools.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.)

Monitor the progress of all students, and proactively intervene when students show early signs of attendance problems.

Preventing Drop Out in Secondary Schools https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=15

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Chronic truancy is an early indicator for drop out.

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.

Identify chronically truant students from 22-23 based on Focus data for current juniors and seniors. Additionally, use daily report of students who missed 1st period. Bi-weekly meetings with counselors and community agencies.

Person Responsible: Jacob Poelma (jacob.poelma@keysschools.com)

By When: Start of school to end of school 23-24.

Identify chronically truant students from 22-23 based on Focus data for current freshmen and sophomores. Additionally, use daily report of students who missed 1st period. Bi-weekly meetings with counselors and community agencies.

Person Responsible: Debra Ward (debra.ward@keysschools.com)

By When: Start of school to end of school 23-24.

#2. 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 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.

Raw data for 2023 showed ELA 50% proficient and math 50% proficient. In 21-22, the Federal Index for this group was 40. The school Federal Index was 55.

Measurable Outcome:

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

Black/African-American subgroup will score 45 or higher on the Federal Index.

Monitoring:

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

FAST fall and winter scores.

iLit scores

Read 180

iXL scores

Person responsible for monitoring outcome:

Mayredys Gonzalez (mayredys.gonzalez@keysschools.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.)

The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that enable students to understand what they are reading. Instruction during intervention needs to be more explicit than is typical in Tier 1 instruction. Whenever feasible, the words and comprehension practices taught and used during intervention instruction should align with those used in Tier 1 instruction.

3.A. Build students' world and word knowledge so they can make sense of the text.

1. Develop world knowledge that is relevant for making sense of the passage. Teach the meaning of a few words that are essential for understanding the passage. Teach students how to derive meanings of unknown words using context. Teach prefixes and suffixes to help students derive the meanings of words. Teach the meaning of Latin and Greek roots

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=27>

Routinely use a set of comprehension-building practices to help students make sense of the text

Help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.

*iLit for Intensive Reading used daily with fidelity.

*Read 180 for Developmental Language Arts daily lessons used daily with fidelity.

Teach students to utilize the structure of algebraic representations with concrete representation

*BEST Instructional Guide for Mathematics to include Tiered Instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing Reading Interventions for Students in Grades 4-9
<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Algebra_PG_Revised_02022018.pdf#page=32

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.

Identify students and verify student schedule contains Intensive Reading course based on 2023 scores on BEST.

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

By When: By August 31, 2023 and as new students enroll.

Schedule training for teachers in use of curriculum/intervention.

Person Responsible: Robin Fry (robin.fry@keysschools.com)

By When: By October 6, end of first quarter.

Administrators conduct classroom walkthroughs to confirm use of curriculum materials and interventions.

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

By When: Through out school year, beginning September 5 through May 1, once weekly.

Teachers will have data chats with students following progress monitoring. Data coach will have data chats with teachers.

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

By When: Following each progress monitoring.

Counselors will have a weekly check in with students.

Dawn Michelini works with grades 9-10.

Kay MacKenzie works with grades 11-12.

Person Responsible: Kay MacKenzie (kay.mackenzie@keysschools.com)

By When: Weekly

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Raw data shows ELA and math scores at 55%. Coral Shores is a high performing school in the district striving to become an A school in 2024.

Measurable Outcome:

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

BEST scores will increase from 55% to 65%.

Monitoring:

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

FAST fall and winter scores.

iLit scores

Read 180

iXL scores

Person responsible for monitoring outcome:

Laura Lietaert (laura.lietaert@keysschools.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.)

The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that enable students to understand what they are reading. Instruction during intervention needs to be more explicit than is typical in Tier 1 instruction. Whenever feasible, the words and comprehension practices taught and used during intervention instruction should align with those used in Tier 1 instruction.

3.A. Build students' world and word knowledge so they can make sense of the text.

1. Develop world knowledge that is relevant for making sense of the passage. Teach the meaning of a few words that are essential for understanding the passage. Teach students how to derive meanings of unknown words using context. Teach prefixes and suffixes to help students derive the meanings of words. Teach the meaning of Latin and Greek roots

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=27>

Routinely use a set of comprehension-building practices to help students make sense of the text

Help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.

*iLit for Intensive Reading used daily with fidelity.

*Read 180 for Developmental Language Arts daily lessons used daily with fidelity.

Teach students to utilize the structure of algebraic representations with concrete representation

*BEST Instructional Guide for Mathematics to include Tiered Instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing Reading Interventions for Students in Grades 4-9
<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Algebra_PG_Revised_02022018.pdf#page=32

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.

Schedule training for teachers in use of curriculum/intervention.

Person Responsible: Robin Fry (robin.fry@keysschools.com)

By When: October 6, end of quarter one.

Administrators conduct classroom walkthroughs to confirm use of curriculum materials and interventions.

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

By When: Through out school year, beginning August 10 to May 1, minimum twice per month.

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).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs typically involves several steps to ensure fairness, transparency, and effectiveness. At Coral Shores High School, the Building Leadership Planning Team identifies and gather data on the specific needs and challenges of the school. Once identified, BLPT will meet with their teams to discuss the priorities of the school. Stakeholders work together to discuss what resources are needed to support the needs of the school. School administration develops a clear and transparent framework for allocating resources, taking into consideration student population, academic performance trends, and specific improvement goals. Feedback and revisions are made to the budget proposal. The budget proposal is then presented to the district administration team and the school board for approval. Once approved, the budget allocation on plan is implemented, making sure that the allocated resources are used effectively and as intended. School administration continuously monitors the progress of the allocated resources in addressing the identified needs, regularly assesses the impact of the investments on student outcomes and school improvement, and makes adjustments to the allocation plan if necessary. We continue to keep all stakeholders informed about the allocation process, progress, and outcomes. School administration regularly communicates updates and successes to maintain transparency and build trust within the school community.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

n/a

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No