Coronado High School

leadership
analysis
students
ambitious
Florida
college and career
mission
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
growth
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Coronado High School

3057 CLEVELAND AVE, Ft Myers, FL 33901

https://coronadohs.com/

School Board Approval

This plan was approved by the Lee County School Board on 9/20/2023.

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.

Coronado High School's mission is to help at-risk students earn a standard high school diploma and prepare for post-secondary success.

Provide the school's vision statement.

Vision Statement: Coronado Middle/High School understands that at-risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at-risk students to drop out of school. We believe that everyone deserves a quality education that meets his or her individual needs and aligns to their personal goals and ambitions. All students can be successful in high school and in life regardless of their life circumstances.

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
Stout , Michael	Principal	Job Summary The Principal is responsible for providing educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school. Essential functions · Recruit, hire, and retain highly qualified school staff. · Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals. · Set clear and rigorous expectations for staff performance, accountability, and adherence to company policies and procedures. · Comply with all company, federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures. · Develop staff training with input from Regional Director. Develop yearly staff training and professional development schedule to ensure effective professional development and ongoing support. · Collect and analyze school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement. · Monitor and evaluate staff performance systematically and regularly. · Manage the school's resources and expenditures effectively to meet defined budget goals. · Lead staff to accomplish the defined accountability measures to include contractual obligations, company performance measures, and federal, state, and district requirements. · Facilitate a school climate that is conducive to student learning and implement research-based instructional practices aligned with the Standard Operating Model. · Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups. · Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.

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.

Supportive Environment

The school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community.

The Principal, Assistant Principal, Family Support Specialist, Career Coach, and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families

The school's innovative instructional program contains the following elements, which support and contribute to student learning, achievement and transition from one level to another.

Small Learning Environment – Safe and secure learning environment that provides small student/teacher ratios for personalized attention and learning

Technology-enhanced Teaching and Learning – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software

Rigorous and Relevant Curriculum – Curriculum aligned to the Florida Standards and focused on making real-world connections relevant to students' lives

Individual Success Plan – A comprehensive plan that serves as a "road map" to student success. o Integrated Support Services – Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. Also, the Career Coach teaches job-seeking, employment skills, and interviewing techniques; tracks mandatory employment hours; and conducts employer outreach on behalf of the students.

Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.

Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.

Involved Families and Community Partnerships

Parents are invited to attend orientation meetings twice per year. They receive weekly Progress Reports via email regarding their students' work and attendance during the week. Every parent is contacted by phone at least once per month with a positive comment about their child. Our administration and

teachers are available by phone and in person during school hours. We encourage all contact with parents.

Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Career Coach hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's SAC.

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))

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by Apex Learning and strategies are directly correlated to the adopted curriculum. Apex Learning courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. This cohesive structure provides a layered view that reaches every piece of our school.

The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model.

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 7-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	33%

Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: MAINTAINING
DJJ Accountability Rating History	

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*	17	47	50	9	49	51	12		
ELA Learning Gains				14			20		
ELA Lowest 25th Percentile									
Math Achievement*	6	34	38	6	33	38	10		
Math Learning Gains				35					
Math Lowest 25th Percentile									
Science Achievement*	13	54	64	12	35	40			
Social Studies Achievement*		58	66	25	40	48			

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Middle School Acceleration					38	44			
Graduation Rate	16	84	89	16	49	61	25		
College and Career Acceleration	8	65	65	21	60	67	7		
ELP Progress		36	45				38		

* 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)	CSI
OVERALL Federal Index – All Students	12
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	60
Total Components for the Federal Index	5
Percent Tested	86
Graduation Rate	16

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	138
Total Components for the Federal Index	8
Percent Tested	91
Graduation Rate	16

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	6	Yes	4	4
ELL	20	Yes	4	4
AMI				
ASN				
BLK	9	Yes	4	4
HSP	14	Yes	4	4
MUL				
PAC				
WHT	15	Yes	4	4
FRL	13	Yes	4	4

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	6	Yes	3	3
ELL	10	Yes	3	3
AMI				
ASN				
BLK	2	Yes	3	3
HSP	15	Yes	3	3
MUL				
PAC				
WHT	20	Yes	3	3
FRL	16	Yes	3	3

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	17			6			13			16	8	
SWD	6			0			0				4	
ELL											1	
AMI												
ASN												
BLK	7										2	
HSP	21			10			14			8	5	
MUL												
PAC												
WHT	21			0							3	
FRL	10									13	3	

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	9	14		6	35		12	25		16	21	
SWD	0			5			9			10		
ELL	8			8			10			13		
AMI												
ASN												
BLK	0			0						5		
HSP	10	25		11	30		14			13	0	
MUL												
PAC												
WHT	16	10		6			19			26	42	
FRL										13	18	

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	12	20		10						25	7	38
SWD										35		
ELL										20		38

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												
BLK										14		
HSP										12		42
MUL												
PAC												
WHT										55	6	
FRL										21	7	

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	24%	45%	-21%	50%	-26%
07	2023 - Spring	13%	44%	-31%	47%	-34%
08	2023 - Spring	15%	44%	-29%	47%	-32%
09	2023 - Spring	32%	46%	-14%	48%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	7%	37%	-30%	48%	-41%
08	2023 - Spring	6%	60%	-54%	55%	-49%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	43%	-30%	44%	-31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	39%	-29%	50%	-40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	43%	-38%	48%	-43%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	50%	-34%	63%	-47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	59%	-38%	66%	-45%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	54%	-13%	63%	-22%

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 data the school selected was from the 2023 FAST ELA Reading for grades 8 and 10. For grade 8 the overall school average was 309 in comparison to the district 330 and the state 332 respectively. Additionally, grade 10 demonstrates a similar pattern with the school average score of 327, district 342 and state at 346 respectively, There are several key factors which led to these trends. 1. We service at-risk students who enroll at our school because they are primarily above age for grade level (middle school) and/or they are behind on credits, GPA, and testing requirements in order to graduate on-time. These students arrive with significant deficiencies in reading and mathematics. 2. Due to changes in school leadership and staffing shortages the school did not implement a reading intervention program with fidelity. 3. The school also experienced a shift in school culture and climate. With the transition of

school leadership it was quickly identified that there was a lack of emphasis on a positive culture and environment that was student focused with goals geared toward student achievement. This would account for the breakdown of following through with full implementation of a reading intervention program.

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

Based on historical trends it is clear that the school has been struggling with meeting annual growth score requirements in English Language Arts testing such as the FSA and/or FAST ELA. In 2021-22 The school earned a School Improvement Rating (SIR) of : MAINTAINING. In the previous two(2) academic years the school earned a (SIR) of Commendable. Although scores have not been released for the 2022-2023 We are expecting a score of Maintaining once again. We equate these declines to a variety of factors. 1. The school needs to refocus on a positive culture and environment that celebrates and encourages student success. 2. A reading intervention program has not been implemented with fidelity. 3. Students are entering the school with greater deficiencies in reading skills due to the impacts of the pandemic.

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 2022-2023 Grade 8 and Grade 10 FAST ELA Reading scores demonstrated the greatest gap when compared to the state average. Grade 8 Reading scores was -23 when compared to the state average and Grade 10 Scores was - 19 when compared to the state average. The authors equate this gap to the following factors: 1. The school need s to refocus on a positive culture and environment that celebrates and encourages student success. 2. A reading intervention program has not been implemented with fidelity. 3. Students are entering the school with greater deficiencies in reading skills due to the impacts of the pandemic.

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

The area of most improvement from the ESSA data was math learning gains at 35. Actions which were taken to improve this data was the hiring of 2 part time math interventionist. These interventionists were able to work with students in small groups and one-on-one tutoring sessions to work on deficiencies in mathematics. They were able to address test taking strategies with students that further enabled them to demonstrate growth in mathematics. Furthermore, the utilization of concordant tests such as the ACT, SAT and PERT provided students with multiple opportunities to demonstrate growth. Furthermore, interventions and small group instruction where geared specifically towards these aforementioned concordant tests.

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

Reflecting on the EWS data indicate the greatest area of concern is student attendance. For the 2022-2023 school year Coronado had a 60.46% attendance rate. This was actually +7.81% from the previous year which was an attendance rate of 52.65%. Despite the improvement over the previous year this is still a concerning matter. The reality is that students need to attend school in order to learn.

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

1. Improve school climate and culture
2. Implement reading intervention program with fidelity
3. Increase student graduation rates

4. Increase student retention rates.
5. Improve Grade 8 and Grade 10 FAST ELA Reading scores

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.

For the 2022-2023 school year the schools year to date attendance percent was 60.46. The reality is that a school that has a positive culture and environment is a school that students want to attend daily. By focusing in on positive school culture and environment we will develop a school that students will want to attend.

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

By the end of the academic school year 2023-2024 the year to date attendance percent will be 68%.

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

Coronado will use all Early Warning system indicators to identify patterns of students that are off-track and access resources at the school to re-engage those students to improve school wide attendance rates. All staff will communicate daily with all students via Black Board, Google Voice, phone calls, Pull outs by Attendance Coordinator to Increase student engagement. Schedule home visits by the school attendance coordinator and school social workers. We will also increase student incentives i.e. improved PBIS programing. We are also incorporating more student based activities such as clubs to improve the overall culture and climate of

Person responsible for monitoring outcome:

Michael Stout (michaelpst@leeschools.net)

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 are going to implement grater Positive Behaviour Interventions and Supports (PBIS)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research suggests that the implementation of a PBIS program helps to improve school climate as well as increase students academic success. As stated previously, students are more likely to attend school when there is a positive culture and climate. By improving the school climate and environment there will be a positive impact on student attendance.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Intervention

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 data the school selected was from the 2023 FAST ELA Reading for grades 8 and 10. For grade 8 the overall school average was 309 in comparison to the district 330 and the state 332 respectively. Additionally, grade 10 demonstrates a similar pattern with the school average score of 327, district 342 and state at 346 respectively, There are several key factors which let to these trends. 1. We service at-risk students who enroll at our school because they are primarily above age for grade level (middle school) and/or they are behind on credits, GPA, and testing requirements in order to graduate on-time. These students arrive with significant deficiencies in reading and mathematics. 2. Due to changes in school leadership and staffing shortages the school did not implement a reading intervention program with fidelity. 3. The school also experienced shift in school culture and climate. With the transition of school leadership it was quickly identified that there was a lack of emphasis on a positive culture and environment that was student focused with goals geared toward student achievement. This would account for the breakdown of follow through with full implementation of a reading intervention program.

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

By the end of the academic school year 2023-2024 the school's Grade 8 and Grade 10 FAST ELA Reading Scores will increase by 10 points.

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

The school will review FAST Progress Monitoring Testing 1. Students will be grouped by performance for targeted intervention by the school's reading intervention. Furthermore, we will monitor the schools reading program "Reading Plus." Through this program we can conduct pre-tests to identify students reading Lexile Levels. We can track an monitor student progress and performance through the utilization of this program. We will have built in time during the school day for students to work in Reading Plus. Students that fail to make progress in Reading Plus will be targeted for small group and one-on-one intervention. Furthermore, FAST PM 2 will be utilized to determine student growth and to track the efficacy of our intervention programs. Adjustments will be made accordingly for students that still do not indicate progress.

Person responsible for monitoring outcome:

[no one identified]

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.)

Reading Plus is the reading program utilized by the school. Students have designated time to work and make progress in Reading Plus. Data is collected daily to track students' growth and progress.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Reading Plus is an evidence based reading intervention program. It has been utilized by the school for numerous years. It has been shown to improve student test scores.

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.

1, Review Individual Students prior year FAST ELA Reading Scores
2. Group Students accordingly for small group intervention.
3. Students will be required to work daily in the Reading Plus Program
4. Continued tracking of data from Reading Plus, FAST Progress Monitoring Testing
5. Adjust intervention accordingly to student needs.

Person Responsible: Michael Stout (michaelpst@leeschools.net)

By When: Begging August 10, 2023 and continued through out the academic year 2023-2024

#3. Graduation specifically relating to Graduation

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 data the school reviewed was the graduation rate. According to the Needs Assessment/Data review there was a 16% decline in graduation rates for the years represented in the available data. Based on internal data reviewed it was determined that there were 43 eligible graduate in the 2019-2020 school year. In the 2020-2021 school year there were 55 eligible graduates. In the 2021-2022 school year there were 37 eligible graduates. For the 2022-20223 there was a total number of 43 eligible graduates. Additionally, there has been a graduation rate of less than 68% averaged over 2 years identifying it as needing Comprehensive Support and Improvement (CSI). For these reasons the school looked closely at this data as a crucial need.

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

By the end of the academic school year the graduation rate of Coronado High School will increase by 18%.

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

The school will utilize the district graduation tracker to target students close to graduation. The school will identify students who have met minimal GPA requirements and testing requirements but are deficient in credits needed to graduate. These students will be progress monitored bi-weekly by the classroom teacher to increase credit earning rates. Students who are deficient on the minimal GPA of 2.0 for graduation will be targeted for credit recovery opportunities. Students who are missing state testing requirements will be targeted for intensive intervention programs, such as Reading Plus, direct instruction, and one-on-one tutoring to address necessary skills. Students will be provided opportunities to participate in concordant tests such as the ACT and SAT. Additionally, the school will use internal information systems to monitor progress towards graduation. Over the summer over 2023 the school has developed a student engagement document which tracks students progress toward meeting graduation. This will lead to further progress monitoring and intervention opportunities.

Person responsible for monitoring outcome:

Michael Stout (michaelpst@leeschools.net)

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.)

Reading Plus reading intervention program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Reading Plus is an evidence based reading intervention program. It has been utilized by the school for numerous years. It has been shown to improve student test scores.

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.

1. All students' graduation requirements will be reviewed over the summer.
2. All students' academic information will be uploaded to the school engagement document,
3. Engagement document will be cross referenced with the district graduation tracker.
4. Students will be progress monitored bi-weekly for academic gains
5. Students will be identified for math and reading support
6. School will establish intervention program overseen by the school's Reading and Math Interventionist
7. On going interventions
8. Above process will be repeated to ensure that all potential graduates are targeted.

Person Responsible: Michael Stout (michaelpst@leeschools.net)

By When: The process will begin on August 10, 2023 when students arrive for the academic school year 2023. This will be an ongoing process that will culminated at the end of the academic calendar.

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).

Coronado administration analyzes data during the summer and creates plans based on need. Our budget is created with a collaborative team, and there are monthly meetings with the finance team and grants department. The principal develops the areas of focus, based on data and surveys. After the area of focus is determined, the principal determines what interventions are needed. We purchase programs for interventions that are evidence-based and vetted through our educational platforms team and regional directors.