

Monroe County School District

# CORAL SHORES HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Monroe County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Working together to provide a rigorous and supportive learning environment for every student, every day.

### Provide the school's vision statement

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To develop empowered learners equipped to tackle challenges, serve as leaders and make a lasting impact in their communities.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Laura Lietaert

#### Position Title

Principal

#### Job Duties and Responsibilities

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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.

## **Leadership Team Member #2**

### **Employee's Name**

Debra Ward

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #3**

### **Employee's Name**

Jacob Poelma

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #4**

### **Employee's Name**

Evelyn Betancourt

### **Position Title**

Department Head - Science

**Job Duties and Responsibilities**

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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.

**Leadership Team Member #5****Employee's Name**

Clara Rife

**Position Title**

Department Head - ESE

**Job Duties and Responsibilities**

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**Leadership Team Member #6****Employee's Name**

Zachary Owens

**Position Title**

Department Head - Math

**Job Duties and Responsibilities**

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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.

## **Leadership Team Member #7**

### **Employee's Name**

Heather Scarano

### **Position Title**

Department Head - English

### **Job Duties and Responsibilities**

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## **Leadership Team Member #8**

### **Employee's Name**

Diana Ruiz

### **Position Title**

Department Head - Elite

### **Job Duties and Responsibilities**

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## Leadership Team Member #9

**Employee's Name**

Kelly Owens

**Position Title**

Department Head - Social Studies

**Job Duties and Responsibilities**

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## Leadership Team Member #10

**Employee's Name**

Lyndie Meyers

**Position Title**

Department Head - Elite

**Job Duties and Responsibilities**

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## Leadership Team Member #11

**Employee's Name**

Mayredys Gonzalez

**Position Title**

Reading Coach / EL Contact

**Job Duties and Responsibilities**

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**Leadership Team Member #12****Employee's Name**

Dawn Michelini

**Position Title**

Guidance Counselor

**Job Duties and Responsibilities**

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**Leadership Team Member #13****Employee's Name**

Kay MacKenzie

**Position Title**

Guidance Counselor

**Job Duties and Responsibilities**

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## **Leadership Team Member #14**

### **Employee's Name**

Jessica Haddad

### **Position Title**

College and Career Counselor

### **Job Duties and Responsibilities**

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## **Leadership Team Member #15**

### **Employee's Name**

Robin Fry

### **Position Title**

Graduation Coach

### **Job Duties and Responsibilities**

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## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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The SIP development process involves students, teachers, staff, and community stakeholders through various forums such as leadership councils, faculty meetings, Building Level Planning Team meetings and our School Advisory Council. Their input informs strategic goals and initiatives aligned with educational needs and community expectations. This collaborative approach ensures the SIP reflects diverse perspectives and fosters a supportive environment for continuous improvement.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP implementation will be monitored regularly by the school administration and reading/data coach through progress monitoring data reviews after each session. Teachers will discuss data with students, and the data coach will collaborate with teachers to analyze and adjust strategies as needed for continuous improvement, particularly focusing on reducing achievement gaps and meeting state academic standards.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>48.3%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>41.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	32	20	25	34	111
One or more suspensions	33	37	34	21	125
Course failure in English Language Arts (ELA)	1	5	4	3	13
Course failure in Math	2	9	6	11	28
Level 1 on statewide ELA assessment	35	28	25	30	118
Level 1 on statewide Algebra assessment	28	26	16	14	84

### Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	29	29	28	25	111

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	1	0	0	1

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**



## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59	54	55	55	48	50	60	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	52	56	57				51		
ELA Learning Gains Lowest 25%	53	56	55				35		
Math Achievement *	49	47	45	53	53	38	50	41	38
Math Learning Gains	40	44	47				41		
Math Learning Gains Lowest 25%	38	46	49				53		
Science Achievement *	77	70	68	76	71	64	56	47	40
Social Studies Achievement *	84	77	71	75	73	66	76	51	48
Graduation Rate	92	92	90	97	92	89	93	64	61
Middle School Acceleration								53	44
College and Career Readiness	58	57	67	59	58	65	62	78	67
ELP Progress	73	61	49	59	39	45	47		

\*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 (FPP) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	675
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	67%	57%	46%		62%	65%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	39%	Yes	1	
English Language Learners	46%	No		
Hispanic Students	56%	No		
White Students	67%	No		
Economically Disadvantaged Students	55%	No		

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%
Students With Disabilities	41%	No		
English Language Learners	59%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Hispanic Students	64%	No		
White Students	72%	No		
Economically Disadvantaged Students	59%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	41%	No		
English Language Learners	50%	No		
Native American Students				
Asian Students				
Black/African American Students	32%	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Hispanic Students	52%	No		
Multiracial Students				
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	51%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%		52%	53%	49%	40%	38%	77%	84%		92%	58%	73%
Students With Disabilities	22%		36%	35%	22%	25%	40%	41%	54%		88%	29%	
English Language Learners	19%		48%	53%	25%	43%	40%	30%	50%		74%	47%	73%
Hispanic Students	51%		50%	49%	34%	36%	38%	62%	80%		86%	57%	71%
White Students	65%		52%	59%	66%	46%	50%	88%	89%		95%	57%	
Economically Disadvantaged Students	44%		48%	51%	39%	38%	31%	68%	77%		88%	52%	70%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	59%
Students With Disabilities	21%				25%			39%	53%		95%	10%	
English Language Learners	50%				35%						92%	64%	52%
Hispanic Students	52%				53%			76%	69%		97%	54%	50%
White Students	58%				54%			76%	81%		97%	66%	
Economically Disadvantaged Students	43%				45%			69%	57%		95%	47%	56%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	30%		37%	27%	26%	27%	8%	47%	67%		91%	45%	
English Language Learners	54%		46%		29%	31%			50%		86%	58%	47%
Native American Students													
Asian Students													
Black/African American Students	36%		27%		33%								
Hispanic Students	59%		48%	38%	43%	27%	33%	59%	72%		91%	52%	47%
Multiracial Students													
Pacific Islander Students													
White Students	61%		54%	38%	59%	48%	60%	58%	80%		95%	70%	
Economically Disadvantaged Students	52%		48%	31%	43%	38%	44%	52%	67%		93%	55%	42%



## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	60%	49%	11%	53%	7%
Ela	9	54%	47%	7%	53%	1%
Biology		76%	62%	14%	67%	9%
Algebra		30%	44%	-14%	50%	-20%
Geometry		58%	55%	3%	52%	6%
History		83%	72%	11%	67%	16%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	13%	-2%	16%	-5%
Geometry		8%	16%	-8%	21%	-13%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	17%	6%	17%	6%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

The number of students scoring a 3 or higher on Geometry and US History increased by 8 percentage points.

New actions taken for Geometry include use of IXL and sending the teacher to AVID Summer Institute.

New actions taken for US History include assigning the course to a new instructor and sending that teacher to AVID Summer Institute.

##### Lowest Performance

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

---

The number of students scoring a 3 or higher on the Algebra EOC decreased by 30 percentage points.

Contributing factors include a newly formatted CAT test and an increase in number of students coming in with below grade level math skills.

##### Greatest Decline

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

---

The number of students scoring a 3 or higher on the Algebra EOC decreased by 30 percentage points.

Contributing factors include a newly formatted CAT test and an increase in number of students coming in with below grade level math skills.

##### Greatest Gap

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

---

The data component that had the greatest gap when compared to the state average is the number of students scoring a level 3 or higher on the Algebra EOC. CSHS was 20 percentage points below the state average.

Contributing factors include a newly formatted CAT test and an increase in number of students coming in with below grade level math skills.

### **EWS Areas of Concern**

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

---

Level 1 Math

Attendance - 93.7 (senior - 90.54)

### **Highest Priorities**

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

---

Algebra

ATSI - SWD

Attendance

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Algebra scores dropped 30 percentage points from previous school year.  
Scores are 20 percentage points below the state average.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our school will increase the Algebra End-of-Course (EOC) pass rate from 30% to 50%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

To improve the Algebra EOC pass rate from 30% to 50%, we will use the IXL program for ongoing monitoring. Weekly progress reports will help identify areas where students need additional support, while monthly data reviews by administrators and a data coach will adjust instructional strategies based on real-time performance trends. Quarterly check-ins will ensure that interventions are effective and collaborative adjustments are made. Student data chats will tailor support to individual needs, and customized learning plans will address significant gaps in understanding. This data-driven approach will provide targeted support, enhance instructional effectiveness, and foster early intervention, ultimately boosting student achievement and meeting our pass rate goal.

#### Person responsible for monitoring outcome

Jacob Poelma

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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

WWC\_Algebra\_PG\_Revised\_02022018.pdf#page=32 This practice guide provides three recommendations for teaching algebra to students in middle school and high school. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve their students' algebra knowledge.

**Rationale:**

The IES practice guide highlights the effectiveness of using concrete representations to help students understand abstract algebraic concepts and providing meaningful practice with immediate feedback to reinforce learning. Emphasizing key algebraic concepts ensures a solid foundation, while formative assessments allow for responsive instruction based on student needs. Scaffolding and promoting collaboration further support students by breaking down complex tasks and enhancing understanding through peer interaction.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Use Solved Problems to Engage Students in Analyzing Algebraic Reasoning and Strategies

**Person Monitoring:**

Lietaert, Poelma, Ward

**By When/Frequency:**

Weekly Walkthroughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Incorporate solved problems into lessons throughout the academic year, especially when introducing new concepts or reviewing previously learned material. Plan for regular discussions and analysis of solved problems, at least once a week. School monitoring will involve analyzing student achievement data, gathering teacher feedback, conducting classroom observations, and holding regular meetings to assess the effectiveness of strategy implementation, identify areas for improvement, and make necessary adjustments.

**Action Step #2**

Teach students to utilize the structure of algebraic representations

**Person Monitoring:**

Lietaert, Poelma, Ward

**By When/Frequency:**

Weekly Walkthroughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Integrate activities related to the structure of algebraic representations throughout the academic year, especially when introducing new concepts or reviewing previously learned material. Plan for regular discussions and analysis of the structure of algebraic representations, at least once a week. School

monitoring will involve analyzing student achievement data, gathering teacher feedback, collecting student feedback, conducting classroom observations, reviewing lesson plans and IXL practice, and identifying areas for improvement.

**Action Step #3**

Teach students to intentionally choose from alternative algebraic strategies when solving problems

**Person Monitoring:**

Lietaert, Poelma, Ward

**By When/Frequency:**

Weekly Walkthroughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Integrate diverse problem-solving strategies, foster comparative analysis, encourage reasoned decision-making, and promote reflective thinking. School monitoring of impact will include analyzing teacher and student feedback, conducting classroom observations, reviewing lesson plans and IXL practice, monitoring student progress, and scheduling regular time for collaboration among colleagues.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This subgroup was identified as an ATSI area of concern.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

22-23 FL was 41

23-24 FL is 39

The subgroup of SWD will increase the score on the FI from 39 to 45 by the end of the 24-25 SY.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the progress of these students through the use of programs such as Performance Matters, IXL, iLit, Read180, and My Perspectives. The FAST ELA Progress Monitoring tests will also be used to monitor these students. We will also utilize FOCUS reports for attendance, grades, and acceleration.

Ongoing monitoring will have a positive impact on student achievement outcomes.

**Person responsible for monitoring outcome**

Administration

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The What Works Clearinghouse practice guide provides evidence-based recommendations for reading interventions for students in secondary grades. These recommendations aim to help schools address the needs of struggling readers and meet the requirements of federal laws such as the ESEA and IDEA. The guide outlines effective practices that can improve reading levels and support student success.

**Rationale:**

These strategies were selected because they have been demonstrated to be effective in addressing the unique challenges faced by students with disabilities in both reading and math. By emphasizing individualized instruction, explicit teaching, and systematic skill development, these interventions can provide targeted support that align with federal laws and help students achieve their academic goals.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Build students' decoding skills so they can read complex multisyllabic words.

**Person Monitoring:**

Lietaert, Poelma, Ward

**By When/Frequency:**

Weekly Walkthroughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Vocabulary development, multisyllabic word practice, and textual analysis will be strategically employed to bolster students' decoding skills for complex multisyllabic words. School monitoring will involve observation of students' reading and writing activities to assess their decoding proficiency and to collect feedback from students regarding their confidence and success in decoding multisyllabic words.

**Action Step #2**

Provide purposeful fluency-building activities to help students read effortlessly

**Person Monitoring:**  
Lietaert, Poelma, Ward

**By When/Frequency:**  
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementation of repeated readings of age-appropriate texts, setting personalized goals and leveraging technology to students in developing expressive reading skills and encourage independent practice. School monitoring will involve analyzing student achievement data and conducting classroom observations to assess the effectiveness of strategies for building students' reading fluency and identifying areas for improvement.

**Action Step #3**

Implement a Comprehensive Comprehension-Building Routine

**Person Monitoring:**  
Lietaert, Poelma, Ward

**By When/Frequency:**  
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Routinely implement a comprehensive comprehension-building routine that includes building world and word knowledge, fostering questioning skills, teaching gist-finding strategies, and promoting self-monitoring techniques. School monitoring will involve analyzing student achievement data, observing students during reading activities, and conducting collaborative meetings to assess the effectiveness of the comprehension-building routine.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

In the 23-24 school year, the Average Daily Attendance (ADA) was 93%. 34% of seniors were chronically truant. 21% of juniors were chronically truant. 16% of sophomores were chronically truant. 12% of freshmen were chronically truant. The school chronically truant rate was 21%.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

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

Seniors will be reduced to 16%

Juniors will be reduced to 11%



Sophomores will be reduced to 7%

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor progress in this Area of Focus, the school will conduct bi-monthly truancy and attendance meetings specifically targeting identified students. During these meetings, attendance data will be reviewed comprehensively, identifying trends and addressing any issues promptly. This ongoing monitoring will enable timely interventions to improve attendance, directly impacting student achievement outcomes by ensuring that all students have consistent access to instructional time and support services, thereby enhancing their overall academic performance and engagement.

**Person responsible for monitoring outcome**

Laura Lietaert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Check and Connect - counselors and graduation coach will check in with the student and parent. Students who are truant will be referred to CINS/FINS for support.

**Rationale:**

Relationships are the key. Building relationships with families help to increase engagement with school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Daily Attendance Monitoring and Alerts

**Person Monitoring:**

Attendance / Counselors

**By When/Frequency:**

Ongoing / Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Utilize school management software for daily attendance monitoring. Utilize automated alerts to notify parents/guardians via phone call or email for any student absence.

**Action Step #2**

Personalized Staff Outreach

**Person Monitoring:**

Attendance / Counselors

**By When/Frequency:**

Daily as needed.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Designated staff members will be responsible for personalized outreach to absent students and their families. Schedule follow-up calls or emails as needed to understand reasons and offer support.

**Action Step #3**

Positive Behavior Supports and Interventions (PBIS)

**Person Monitoring:**

Attendance / Counselors

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Continue and increase use of recognition programs and incentives to reward students with excellent and/or improving attendance records. Plan quarterly or semester-based awards ceremonies to publicly acknowledge students with high attendance rates. Identify at-risk students based on attendance data and academic performance and refer to the CINS/FINS (Children in Need of Services / Family in need of Services) program as needed. Develop individualized attendance improvement plans in collaboration with families, counselors, and teachers.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

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

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### **Strategies to Assist Preschool Children**

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

---

To effectively review the use of resources in meeting the needs of students with disabilities, we first deploy tools such as IXL Math and Reading programs, explicit instruction materials, and scaffolding techniques, ensuring that educators are trained in their use. Ongoing monitoring involves collecting data from formative assessments and progress reports to track student performance and resource engagement. This data is analyzed to identify trends and gaps in learning, while feedback from teachers, students, and parents provides insights into the effectiveness of the resources. Adjustments are made based on this analysis and feedback to refine instructional strategies and resource deployment. Periodic formal reviews, conducted quarterly or semi-annually, assess the overall impact and guide decisions on continuing, expanding, or revising resource use. Reports are prepared to summarize findings and reflect on the effectiveness of the resources in addressing students' needs, guiding further improvements.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

To improve the performance of students with disabilities, we will implement targeted resources such as IXL Math and Reading programs, explicit instruction materials, and scaffolding tools. These resources provide personalized practice, clear guidance, and gradual support, addressing specific learning needs identified through formative assessments and data. Immediate steps include deploying IXL and training teachers, with short-term goals focusing on initial assessments and intervention enrollment. Mid-term, we will monitor progress and adjust strategies, while long-term plans involve evaluating effectiveness and scaling successful approaches to ensure sustained improvement.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00