

Executive Summary

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

School Community

Coral Glades High School opened its doors to students in 2003 and is located in Broward County, Florida, the sixth largest school district in the nation. The school is one of 33 high schools in the school district and currently serves students grades 9 through 12. The school is one of three high schools located in the city of Coral Springs. Coral Glades High School primarily serves the students in the northwest area of Coral Springs. The area surrounding the school is considered a middle-class neighborhood even though we have fifty six percent of our student population on the free and reduced lunch program.

Student Population

There are currently 2458 students attending Coral Glades High School with an ethnic breakdown of: 27% White, 32% Black/African-American, 33% Hispanic, 4% Multiracial, 3% Asian, 0.66% Native American or Native Indian, and 0.08% Native Hawaiian or Pacific Islander. Coral Glades High School services approximately 323 Exceptional Student Education (ESE) students, 100 Gifted students, and 82 English Speakers of Other Languages (ESOL) students.

Teachers

There are currently 106 teachers who work at Coral Glades High School. The percentage of teachers who have earned a Master's degree or higher is 60%.

Unique Challenges

Over the past few years, the school has had to compete with neighboring Charter and private schools to retain our enrollment numbers. The school strives to create a welcoming and rigorous academic environment that has resulted in an increase in our enrollment. We continue to offer a wide range of elective and college level courses and provide students with a vast array of extracurricular activities to meet the diverse interests of our student population. This year we had approximately 494 student reassignments who chose to attend Coral Glades High School instead of their local high school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

Innovation: Utilize flexible strategies in seeking and evaluating effective, compelling approaches to teaching throughout the curriculum; integrate technology throughout the curriculum. Our school embodies innovation by providing professional development for teachers based on meeting the many needs of our diverse student population: CHAMPS, Accountable Talk, Learning Goals and Scales to track student learning progress, Argumentative and Informational Writing, Annotating Text, and Kahoots. In addition we also have 21 laptop carts (25 laptops in each cart) available for teachers to check out for student use and 9 computer labs that students have access to. There are 2 laptop carts (25 laptops in each cart) for English Language Learner classrooms.

Intellectual Curiosity: Develop inquiring minds; expand student knowledge with both theoretical and real life applications. Our school embodies intellectual curiosity through: courses that spark student interests such as coding, business, culinary arts, marketing, early childhood education, journalism, TV production, JROTC, art, drama, music, graphic design, and gaming/simulations. We also offer courses that provide high rigor and acceleration such as Advanced Placement (27 courses) and Dual Enrollment. In addition we offer new academic configurations, the AP Capstone program and the Cambridge AICE program, for those students seeking college credit in high school.

Individual Achievement: Convey a sense of caring to all students; accommodate individual differences while seeking strategies that best meet each student's needs; develop support programs and courses to provide the best avenue for academic achievement. Our school embodies individual achievement through student mentoring programs, Extended Learning Opportunities, afterschool tutoring provided by student honor societies, and encouraging students to participate in academic games across the curriculum.

Collaboration: Team within the school and community; establish new academic configurations to better assist students, seek links between disciplines; develop support teams that include all stakeholders, guidance counselors, administrators, faculty and parents. Our school embodies collaboration through common planning for collaboration for American History, Algebra, Geometry, Reading, and Biology teachers. We have 15 Professional Learning Communities for teachers to share BEST practices. Additionally our Parent Teacher Student Organization and Student Involvement Committee frequently collaborates to determine how to meet the needs of the students and teachers. We also have a Response To Intervention Team that includes teachers, administrators, and our social worker. Our School Advisory Council, a panel of 35 members including the school principal, community/business persons, parents, teachers, and students, meets every month to determine how to best meet the needs of the students and the school.

Global Connections: Develop an understanding and appreciation of the international community, celebrate student diversity and cultures; and encourage students to become multilingual citizens. Our school embodies global connections through courses such as History of the Holocaust, International Relations and the AP Capstone/ Cambridge AICE programs to facilitate global connections. Foreign Languages offered includes French, Spanish, and Italian. Global connections are fostered through afterschool student run

clubs/events that celebrate diversity such as the Key Club Multicultural Night, Social Studies Honor Society monthly heritage spotlight, Jewish Student Organization, Muslim Student Association, Indian Student Association, and the Black Student Union. We offer global initiative clubs that allow students to interact with other students around the world and foster entrepreneurial skills and civic leadership such as LaunchX, Political Economic Club, UNICEF, and Education Rocks.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements

Since the school opened twelve years ago, we have had a total of 18 honorable mentions and overall winners for the Miami Herald Silver Knights Award. We also had 6 National Merit Finalists, 1 National Merit Scholar, 1 National Achievement Scholar, and 4 National Hispanic Scholars. We had 3 POSSE Scholars and 7 Questbridge Scholars. Our seniors, for the 2014-2015 school year, were awarded over 3 million dollars in scholarships. We also had several regional and district champions in cheerleading, track and field, golf and bowling. We are a Cambridge AICE school. We are the first school in the northern portion of the district to have this program. Of the AICE students tested, 77% passed their exams and received college credit last year. We have a 93% graduation rate for the 2017- 2018 school year, a 2% increase from the previous year. Acceleration increased from 39% to 55% for the 2017-2018 school year. Lowest quartile in math increased from 31% to 41%. Math Learning Gains increased from 37% to 42% and math increased from 43% to 54%. ELA Lowest quartile increased from 42% to 48%. ELA Learning Gains increased from 51% to 59% and ELA increased from 55% to 59%. We are in the fourth year of our English Language Learner Extended Learning Opportunity Camp.

Plan for Improvement

Over the next three years the school is working on developing and implementing a school wide literacy plan that will help our students improve on the Florida State Assessment Exam.

We plan to increase the student proficiency rate on the 9th and 10th grade Reading Exams by: using Write Score Private Scoring Essay Company – all 9th and 10th grade students simulate the state writing assessment by writing an argument and informative essay to be scored by the company. We also offer a Tutoring Program for Literacy twice a week with teacher support, Extended Learning Opportunity Reading Program for 7 Weeks to practice for FSA Literacy, and the USA Test Prep program to practice using videos and FSA aligned passages and questions. ELA teachers have common assessments, based on literacy standards, for all 9th and 10th grade students to monitor student progress. Thirty-four percent of our students are placed in reading, clustered English III, Learning Strategies for 11th and 12th grade, Developmental English Language and English IV College Preparation classes. All of the above teachers have laptop cart (25 laptops) for

student use. In addition each 9th and 10th grade English teacher have a laptop cart (25 laptops) for student use. We utilize the Achieve 3000 program for all 9th and 10th graders in reading classes.

We plan to increase student proficiency on the Reading Retake Exams by: assigning each senior to a teacher and administrator mentor, after school review sessions scheduled during reading camp beginning in February, and the Literacy Coach pullouts in 9th and 10th grade classrooms to support students.

We plan to increase student math proficiency rate on the Algebra I, Algebra II, and Geometry End of Course Exams (EOC) by using the USA Test Prep and Algebra Nation programs to practice EOC questions. We also provide afterschool tutoring for remediation. Common mini-assessments are given through all Algebra I, II, and Geometry courses to provide data on students' weakest areas. All Algebra I, II, and Geometry teachers all have common planning to meet and collaborate regularly.

In 2018-19 we plan to increase the student proficiency rate on the Biology End of Course Exam by continuing to offer a 9th grade Environmental Science class for those students who are not proficient to enter Biology. The Environmental Science teachers will work closely with the Biology teachers (in their PLC meetings) to identify areas of Biology and Ecology content which can be reinforced by pre-teaching them in the Environmental Science classes. Reading teachers will assist in increasing the reading proficiency of low-level readers, particularly with informational scientific text, main idea, chronological order of sequence, vocabulary terms, and clarifying/ summarizing informational passages.

In their PLC meetings, Biology teachers will continue to develop the Biology curriculum and incorporate new methods of improving students' conceptual understanding of topics. This year they will be increasing their assignment of Khan Academy for student remediation. They will also be incorporating activities which utilize the new Biology Lab kits (which came with the new textbook adoption) into the existing curriculum in order to help students gain an in-depth understanding of content area and improve their performance on the Biology EOC exam.

Both Environmental Science and Biology teachers will give common assessments to determine students' areas of weakness and strengths. Biology teachers will also be giving common quarter tests to identify areas for remediation.

In order to improve student graduation rates "Operation Graduation" will continue to be developed and implemented. The mentoring and monitoring program pairs teachers with seniors who are at risk for not graduating from high school providing them with an adult on campus who continues to check in on their progress and provide guidance and encouragement. Additional mentoring programs will be developed and put into place to address student academic or behavioral concerns in earlier grades. Our Personalization for Academic and Social-Emotional Learning (PASL) program is the first step in reaching 9th and 10th students. PASL teachers, 11 in total, complete rapid check-in, goal setting and positive behaviors lessons study hall with students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

To continue to offer our community and students access to the best educational program offerings, Coral Glades High School applied to the school district to allow us to offer students the Cambridge Innovative Program. We are the first school in the northern portion of the district to have this program. Students will be able to earn college credits in high school and will have the potential to earn an internationally recognized Cambridge AICE Diploma. We are also adding on campus Dual Enrollment through Broward College and the University of Florida. We are expanding our LEEO (Linked Education and Employment Outcomes) program, the Capstone program, and Career Technical Education programs such as Culinary and Health Science education.