



**Coronado High School**  
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Action Plan #1	CHS will maximize achievement and College and Career Readiness for special populations by 10% from 2024-2027
<b>Rationale</b>	<p>The California Dashboard data highlights a gap in college and career preparedness among special populations at CHS. Therefore, there is a need for a comprehensive plan to analyze CCR data specifically for these groups. Addressing these disparities is critical to ensuring equitable access to postsecondary opportunities for all students.</p> <ul style="list-style-type: none"> <li>★ 25% of graduates that are designated English Learners (ELs) are classified as “prepared” for college and career readiness (2023)</li> <li>★ 29% of graduates with an Individualized Education Program (IEP) meet the A-G requirements (2023)</li> </ul>
<b>Growth Target</b>	<ul style="list-style-type: none"> <li>★ Increase the number of students that are college and career ready (as indicated by CCR data) by 10% total by 2027 <ul style="list-style-type: none"> <li>○ Increase the number of students with IEPs that meet A-G requirements by 4% per year</li> <li>○ Decrease the D/F rate of EL students by 5% per year</li> <li>○ Increase the number of students in special populations that are completing career pathways and early college credit by 20%</li> </ul> </li> </ul>
<p><b>Islander PRIDE:</b> <i>Problem Solvers who think critically and collaboratively, Responsible Citizens who take ownership, Inclusive community that acts with empathy, Dynamic relationships that foster connections, Eager and invested in our school and future</i></p>	

Actions to Improve Educational Practice	Tasks	Person(s) Responsible	Timeline :	Resources:	Follow up Indicators
1.1 Increase the number of students with disabilities who meet A-G requirements by 4% every year from 2025-2027 for a total of 12% by 2027	<ul style="list-style-type: none"> <li>● Development of individualized A-G plan for students with IEPs: <ul style="list-style-type: none"> <li>○ Create individualized education plans (IEPs) that outline steps and accommodations necessary to meet A-G requirements</li> <li>○ Update plans are updated annually and aligned with academic goals</li> </ul> </li> <li>● Continue to develop peer tutoring program through National Honor Society</li> <li>● Provide training and professional development opportunities for education specialists to support students with IEPs in meeting A-G requirements</li> <li>● Create special education family workshops and community events focused on college and career pathways and postsecondary options</li> </ul>	Counselors CTE Counselor  Site Administration  Teachers  Education Specialists  Special Education Coordinator	Fall 2024-2027	Data reports - Staff time to complete reports  Collaboration time  A-G in Synergy and on CHS course selection documents  Xello Career Platform	Grade reports Teacher provided data MED meeting reports  California Dashboard IEP Plans with A-G data Staff PD presentation

	<ul style="list-style-type: none"> <li>Develop a 3rd year math option to include financial literacy to increase A-G completion</li> </ul>				
1.2 Create systems and targeted supports for EL student achievement	<ul style="list-style-type: none"> <li>Create and implement a system to monitor English Learner (EL) progress in academic subjects, English proficiency, and college and career readiness indicators</li> <li>Increase enrollment of EL and reclassified EL students in Advanced Placement (AP), dual enrollment, and career pathway programs with tailored supports (e.g., mentoring, language scaffolding, internships)</li> <li>Continue to develop peer tutoring program through National Honor Society</li> <li>Professional development on strategies to support EL students in content areas</li> <li>Create bilingual family workshops and community events focused on college and career pathways</li> </ul>	Counselors CTE Counselor Site Administration Teachers Families	Fall 2024-2027)	ELD Class ELD instructional aide push-in support EduClimber Xello Career Platform EL TOSA Support	Enrollment Data California Dashboard Internal monitoring system data -EduClimber Student and family workshop presentations Staff professional development plan
1.3 Increase career pathway enrollment and completion for special populations	<ul style="list-style-type: none"> <li>Professional development in project based learning</li> <li>Educate families about pathways through family nights, 1:1 outreach, and participation in ELAC/DELAC</li> <li>Build the college and career education components of pathway courses</li> <li>Invest in partnering with professional organizations that support special populations (e.g. The Society of Hispanic Professional Engineers).</li> <li>Recruit students into pathways</li> </ul>	Teachers Counselors Administration CTE Coordinator Families	Fall 2024-2027	K12 SWP Grant Funding GSPP Grant Funding Xello Career Platform Educlimber MTSS Tool	Flyers from Family Nights 1:1 Outreach Log Educlimber charts Pathway enrollment and completion data Attendance logs from events with professional organizations

1.4 Increase students earning early college credit for special populations	<ul style="list-style-type: none"> <li>Recruit students in special populations to participate in dual enrollment courses using career platform data</li> <li>Implement supports for students new to dual enrollment</li> <li>Create a system of support for students enrolled in articulated courses to complete the process to earn transferable college credit</li> <li>Educate parents, students and staff about dual enrollment/articulation/concurrent enrollment opportunities and support</li> </ul>	Counselors CTE Counselor Dual Enrollment Support Specialist Administration CTE Coordinator	Fall 2024-2027	Xello Career Platform data K12 SWP Grant Funding for pathway recruitment CTE Counselor and Dual Enrollment Support Specialist Class rosters	Xello Career Platform data and course enrollment Dual enrollment support log Class rosters and grades Parent /classroom presentations
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Action Plan #2	CHS will implement and monitor a standardized system of supports (MTSS) in order to support all students academically and social emotionally
<b>Rationale</b>	<p>Data indicates stagnant chronic absenteeism attendance rates of 23% for 2022-23 and 2023-24  Referrals and suspension rates have increased</p> <ul style="list-style-type: none"> <li>★ The increase of vaping, controlled substances, and academic integrity incidents among students</li> <li>★ Suspension rates have increased by 58% from 2022-23 school year to 2023-24</li> </ul>
<b>Growth Target</b>	<ul style="list-style-type: none"> <li>★ Decrease suspension rates by 50% by 2027</li> <li>★ Decrease chronic absenteeism rates by 5% per year until 2027</li> <li>★ Teacher and faculty use of Educlimber for data and tiered support student needs</li> </ul>
<b>Islander PRIDE:</b> Problem Solvers <i>who think critically and collaboratively</i> , Responsible Citizens <i>who take ownership</i> , Inclusive community <i>that acts with empathy</i> , Dynamic relationships <i>that foster connections</i> , Eager and invested <i>in our school and future</i>	

Actions to Improve Educational Practice	Tasks	Person(s) Responsible	Timeline:	Resources:	Follow up Indicators
2.1 Create and implement behavior matrix to directly support student behavior on campus and decrease suspension rates	<ul style="list-style-type: none"> <li>Analyze and modify intervention systems for addressing student behaviors</li> <li>Increase communications to emphasize behavior expectations (assemblies, broadcast, newsletters)</li> <li>Support teachers with management strategies</li> <li>Increase positive campus culture</li> </ul>	Administration  All teachers and staff (including School Resource Officer)	Fall 2024-2027	*School-wide discipline policy Behavior matrix Tiered behavior supports	PBIS Matrix Intervention documentation Suspension Data California Dashboard
2.2 Training and use of Educlimber for all faculty	<ul style="list-style-type: none"> <li>Professional development on student profile and data resources in Educlimber <ul style="list-style-type: none"> <li>Access data to inform knowledge of student(s) and student groups</li> <li>Monitor subgroup data within class/course/department</li> <li>Document information and interventions</li> </ul> </li> <li>Utilize to monitor Tier 2 students</li> </ul>	Administration Counselors Teachers Learning Department	Fall 2024-2027	Training time Collaboration time Educlimber	Data reports PD meetings
2.3 Reconvene an MTSS committee to represent all departments for the purpose of exploring and recommending tier 2 instructional strategies	<ul style="list-style-type: none"> <li>Form an academic MTSS committee with focus on developing content for professional development.</li> <li>Research and identify effective tier 2 strategies</li> <li>Provide collaboration time in PLC's and departments to discuss and implement tier 2 strategies</li> </ul>	Administration MTSS Committee Teachers	Fall 2024-2027	MTSS Committee Calendar of meetings & agendas  Collaboration time Stipend	Tier 2 strategies list/guide Student grades Educlimber data A-G Data
2.4 Develop a comprehensive attendance tracking system to address chronic absenteeism and implement targeted interventions to increase student attendance by 3% annually	<ul style="list-style-type: none"> <li>Analyze and modify current attendance tracking systems</li> <li>Update attendance letters sent home at attendance thresholds</li> <li>Implement a pre-SART process and develop a tiered system to track data</li> <li>Develop tiered attendance interventions in collaboration with counselors, teachers, parents/guardians</li> <li>Track formal SART (SARB) meetings and analyze data each term</li> </ul>	Administration  Counselors  Teacher, if applicable  Student services	Fall 2024-2027	Attendance reports  SART/SARB documentation  School Resource Officer	MED meeting reports Attendance Data Educlimber Data Interventions Grade reports

2.5 Increase student engagement and well-being annually by measuring student connectedness to their peers and school community	<ul style="list-style-type: none"> <li>Survey to assess student connectedness and well-being and identify areas for improvement</li> <li>Expand student focus groups to connect students including new students, at-risk, sub populations, through clubs, athletics, spirit, dances, etc.</li> <li>Increase social emotional group offerings for students</li> <li>Professional development workshops focused on recognizing signs of disengagement and fostering a supportive environment</li> </ul>	Focus group advisor  Counselors  Teachers  Administration	Fall 2024-2027	Student Focus Group with time to plan  Admin and counselors to present to teachers	Student survey results- California Healthy Kids Survey  Student participation numbers in clubs, athletics, dances  Teacher PD presentations
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<b>Action Plan #3</b>	<b>CHS will increase the percentage of students who are college and career ready by 2% each year from 2024-2027, as measured by the California Dashboard Data.</b>
<b>Rationale</b>	The California Dashboard data indicates a need to improve the percentage of students who are college and career ready. Additionally, student and parents survey data highlights the need to expand our comprehensive college and career readiness scope and sequence. This goal will enable us to create a more comprehensive framework that supports all students in their pursuit of academic and career success.

	<ul style="list-style-type: none"> <li>★ 70% of graduates in 2023 met the college and career readiness standards as measured by the CA Dashboard</li> <li>★ Discrepancy between the number of students who enrolled in a single career pathway course (450 students) and those who complete a pathway (143 students) 2023. A pathway is a series of two or more sequential and connected courses.</li> <li>★ career pathway course (450 students) and those who complete a pathway (143 students) 2023</li> <li>★ Discrepancies between Calpads data reporting and actual data</li> </ul>
<b>Growth Target</b>	<ul style="list-style-type: none"> <li>★ Increase the number of career pathway completers by an average of 5% per year</li> <li>★ Increase the number of students earning early college credit (articulated, dual enrollment and concurrent enrollment courses) by 5% per year</li> <li>★ Increase the number of students earning the Seal of Biliteracy by an average of 3% per year</li> </ul>
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<b>Actions to Improve Educational Practice</b>	<b>Tasks</b>	<b>Person(s) Responsible</b>	<b>Timeline:</b>	<b>Resources:</b>	<b>Follow up Indicators</b>
3.1 Create College and Career Readiness scope and sequence for each grade level	<ul style="list-style-type: none"> <li>• Enhance the existing college and career readiness scope and sequence for all grade levels to ensure it is comprehensive and fully integrated</li> <li>• Continue implementation of Xello for all students. Engage parents in the process and incorporate features for college application tracking and course selection to streamline the student experience</li> <li>• Counselors implement weekly college and career lessons for 9th graders in the Freshman Islander Experience class</li> <li>• Educate students and families on all areas of college and career readiness by adding a college night, A-G on all presentations, PTO presentations and expand the college and career fair</li> <li>• Develop and implement senior signing day to celebrate all students and their post-secondary plans</li> </ul>	Counselors  Site Administrators	Fall 2024-2027	Designated counseling time for student advisement  Informational sessions  Planning time to prepare and implement  Ongoing training and CCR support and awareness for teachers	College and Career Readiness Scope and Sequence Plan  Counseling Calendar  College and Career presentations to staff, parents and students  Counseling lessons for Freshman Islander Experience  Senior signing day plan  Student survey data to gauge CCR efforts

3.2 Increase the number of students earning the Seal of Biliteracy by an average of 3% per year	<ul style="list-style-type: none"> <li>• Increase number of students taking world language classes</li> <li>• Increase student retention rates</li> <li>• Continue administration of STAMP testing for placement</li> <li>• Vertically align instructional practices with focus on communication tasks</li> <li>• Collaborative curriculum-mapping and curriculum-building to support alignment of Spanish 1, 2, and 3</li> </ul>	World Language teachers  Administration  WL TOSA  Counselors	Fall 2024-2027	TOSA support WL Grant monies  Common planning time for teachers  Presentations/ info sent to families  Counseling support to increase enrollment	California Dashboard data  Curriculum content  STAMP data  Synergy data
3.3 Expand career pathway opportunities through work-based learning and early college credit	<ul style="list-style-type: none"> <li>• Increase career pathway courses, integrate and track work-based learning experiences</li> <li>• Develop and strengthen internship partnerships with local businesses and organizations</li> <li>• Expand early college credit program including articulated, dual and concurrent enrollment courses</li> </ul>	Career Pathway Teachers  CTE Coordinator  Counselors  CTE Counselor	Fall 2024-2027	Training for career pathway teachers on work-based learning and tracking system  Training for counselors  CTE Coordinator  CTE Counselor and Dual Enrollment Support Specialist	Internship partner list  Work-based learning tracking data  Enrollment and completion data from pathway program  Early college credit presentations  Synergy data for dual enrollment completion  Articulation data from SWC for early college credit
3.4 Improve accuracy in data submitted for California Dashboard	<ul style="list-style-type: none"> <li>• Add A-G designation of courses and UC/CSU GPA to transcripts to better inform students and parents of A-G progress</li> <li>• Complete course audit for data submitted to CalPads</li> <li>• Develop transcript evaluation standard operating procedures</li> </ul>	Lead Counselor  District Data Specialist  Registrar	Fall 2024-2027	SDCOE transcript evaluation workshop series  Edupoint data liaison	Updated transcript  Student and parent survey data  Course audit findings  Accurate California Dashboard data  Transcript Evaluation Standard Operating Procedures



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Action Plan #4	Implement schoolwide academic tiered support in classrooms.
<b>Rationale</b>	<ul style="list-style-type: none"> <li>★ Focus on interdisciplinary instructional strategies that increase student achievement</li> <li>★ Need for clear policies related to homework, late-work, assessment, and grading to increase consistency for students across courses within each department and schoolwide.</li> <li>★ 267 Ds and Fs were recorded during Term 2 (S1 and S2) in the 2023-2024 school year</li> <li>★ As of spring 2024, 37% of students with IEP's met A-G requirements</li> </ul>
<b>Growth Target</b>	<ul style="list-style-type: none"> <li>★ Decrease the number of Ds and Fs by 5% by spring 2027</li> <li>★ Increase the percentage of students designated special populations in meeting A-G requirements by 3% annually</li> </ul>
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Actions to Improve Educational Practice	Tasks	Person(s) Responsible	Timeline :	Resources:	Follow up Indicators
4.1 Focus on Tier 1 intervention in the classroom	<ul style="list-style-type: none"> <li>● Implement a uniform school wide grading scheme.</li> <li>● Continue to identify essential standards and align to curriculum, instruction, and assessment.</li> <li>● Further develop vertical alignment within departments, schoolwide, and with the middle school</li> <li>● Professional development via PLCs and department meetings to focus on Tier 1 interventions: <ul style="list-style-type: none"> <li>○ Shared best practices (cross curricular and department specific)</li> <li>○ Grading practices and policies</li> </ul> </li> <li>● Revise common summative assessments and rubrics to support vertical alignment of CA Standards through course progressions</li> <li>● Focus on the development, implementation, and analysis of common formative assessments to gather data and inform teaching.</li> <li>● Analyze assessment data (benchmark, common summative, common formative, CAASPP, CAST, interim) to refine instruction and create Tier 1 and Tier 2 interventions.</li> </ul>	Academic MTSS committee  Administration  Teachers  Department Leads  Department of Learning  Department of Student Services	Fall 2024-2027	Wednesday Meetings Collaboration Time  PL and/or release time  MTSS committee stipend  PD materials (books, articles, etc.)  Educlimber and data analysis training  Benchmark Data	Meeting minutes  Student Achievement Data: grades, standardized test scores  Common Assessments Common Rubrics



	<ul style="list-style-type: none"> <li>Use quarterly student data to identify students in need of academic tier 2 supports</li> </ul>				
4.2 - Develop Tier 2 academic intervention options for the classroom	<ul style="list-style-type: none"> <li>Use academic data and benchmark assessments (Educlimber) to identify and monitor Tier 2 student skill gaps</li> <li>Identify essential standards for core content classes needed for “basic” credit toward graduation</li> <li>Provide professional development via PLCs and department meetings to focus on Tier 2 interventions through best practices and teacher inquiry/research.</li> <li>Meet in grade level team/common classes to identify students and align instructional practices</li> </ul>	<p>Academic MTSS committee Administration</p> <p>Teachers</p> <p>PLCs</p> <p>Department Leads</p> <p>Department of Learning</p> <p>Department of Pupil Service (Special Education)</p>	Fall 2024-2027	<p>Wednesday Meetings Collaboration Time</p> <p>Teacher knowledge</p> <p>Fiscal support for teacher stipends for participation in MTSS committee</p> <p>PL materials (books, articles, etc.)</p> <p>Support of ACT for walkthroughs/observations</p> <p>Educlimber data system</p>	<p>A-G completion data</p> <p>Meeting minutes</p> <p>-Student Achievement Data: grades, standardized test scores; dept specific. data</p> <p>-Educlimber charts and reports</p> <p>-Meeting Agendas</p> <p>-Shared documents with course/department/grade level agreements</p>