

Miami-Dade County Public Schools

Coral Reef Senior High School



2016-17 Schoolwide Improvement Plan

Coral Reef Senior High School

10101 SW 152ND ST, Miami, FL 33157

<http://coralreef.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coral Reef Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Coral Reef Senior High School, in partnership with all of its stakeholders, is to create a community of learners who embrace their diversity, yet work together, united by a common purpose, to acquire the knowledge and skills required for success as citizens of a global society.

b. Provide the school's vision statement.

Coral Reef Senior High School is a creative place where students feel safe and are enthusiastic about learning and participating in school activities. A variety of curricular offerings, theme-based academies, extracurricular activities, and athletic programs provide students with meaningful, well-rounded, educational experiences.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

To facilitate the building of relationships between teachers and students, the school provides and hosts an email address for all students. Teachers create email distribution lists which allow them to communicate with their students. Since the email addresses are on the Google for Education platform, teachers and students have access to Google Classroom as well as Google Drive. Students and teachers are able to work collaboratively with each other in real-time through various programs such as Google Docs. Counselors and Lead Teachers use email distribution lists specifically for each graduating class, separated by academy, to create a school-within-a-school environment. Additionally, many teachers are available before school, after school, and at lunch for tutoring or homework assistance.

Though our students have a variety of interests and educational goals, the school has worked diligently to make teachers, students, and staff feel like a "family." Student successes are publicly celebrated. While students attend classes that are specific to their academy, core classes are shared across academies, thereby allowing students to get to know one another and mingle as friends. Students also share a common lunch period, and it is common practice to see students gathering informally in a teacher's classroom during lunch for conversations or to tutor their peers.

The school reflects Miami's diversified ethnic and cultural groups. We encourage teachers and students to celebrate differences and similarities. Respect, tolerance, compassion, and acceptance for all groups is expected, and failure to do so is not an option. The content required by Florida Statute 1003.42 is infused as through the Social Sciences and Languages arts courses; this content includes, but is not limited to, African American, Hispanic, and Women's History, Literature, and the Arts as well as Holocaust Education. We also celebrate Hispanic and African-American Heritage and Culture throughout their respective months with a variety of activities, performances, food festivals, songs, and dances. At Open House, students welcome parents in a minimum of 15 different languages during an opening video.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Coral Reef Senior High School has high expectations for all students, faculty, and support personnel. The school fosters a culture of learning; as such, students are expected to be consistently present in school, work diligently, and do their best in both academic and extracurricular settings. They are expected to be respectful to all students and adults, as well as to their belongings, attitudes, and beliefs. Students frequently turn in lost objects, such as wallets or phones, that have been left in the courtyard or a classroom. A strict no-tolerance policy for violations of student conduct such as bullying, harassment, and violence as outlined in the Miami-Dade Public Schools Code of Student Conduct has established a behavioral standard for all students. This allows students to feel safe and respected by their peers and the faculty. The school also provides a four-tiered level of support for students who struggle academically, socially, or behaviorally. Classroom teachers, counselors, academy lead teachers, and administrators monitor the students' successes and struggles, providing assistance and support along the way. Parents are involved at every step, and consistent oversight and assistance helps the students to feel secure.

Students and adults alike feel that our school is very safe as evidenced by the school's Climate Surveys, administered every Spring. Coral Reef infuses Character Education lessons through the morning announcements. Coral Reef Senior High School actively participates in the Values Matter Initiative, empowering students to make decisions based on core values through values based lessons. Having been called "the school that never sleeps," it is common to see multiple cars in the parking lots well into the evening, with faculty and students in multiple locations for football, tutoring, practice, or events.

There are a variety of student-led non-curriculum clubs available for students to participate, promoting awareness, tolerance, and equality; these clubs include, but are not limited to, the Muslim Student Union, Gay-Straight Alliance, Equal Access, Black Student Union, Asian Club, Caribbean Club, Best Buddies, Women of Tomorrow, and 5000 Role Models of Excellence Project.

We have one lunch period where all 3370 students eat lunch at the same time, and student altercations are almost non-existent. School security personnel, staff, and leadership have a visible presence at all times on campus, which fosters an environment of safety and respect.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Coral Reef Senior High School prides itself on setting expectations for all students rather than incorporating rules or regulations into their school wide behavioral plan. These expectations are delineated at the beginning of the year during grade level orientations as are the repercussions for student conduct violations as outlined in the Miami-Dade County Public Schools Code of Student Conduct. Faculty and staff are aware of the school-wide behavioral expectations and employ effective classroom management strategies as necessary. Because the student takes ownership of his/her education, the school is able to provide a rigorous educational experience from bell to bell. Suspension is no longer assigned in Miami-Dade County Public Schools. Negative behaviors are addressed by incorporating more services in the form of counseling and parent involvement. The administrative team makes every effort to be visible around campus and to support the teachers in consistently and fairly enforcing behavioral expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The structure of our academies ensures that the social-emotional needs of all students are met. By having counselors assigned by academy, the counselors are able to get to know their assigned students on a personal level. All students at the school know who their counselors are and have a

relationship with their counselors. Our students are provided services for multiple issues including academic advisement, college advisement, study skills, interpersonal relationships, mentoring, and any other relevant counseling concerns. Students are referred through multiple avenues including self report, parent referrals, teacher referrals, administrative referral, or referral by other concerned individuals. The counseling team works diligently to maintain an open door policy. Our counselors always maintain confidentiality and provide a safe environment for all students to obtain assistance with any and all of their emotional needs so that they may focus on their school work. Coral Reef Senior High School also fully participates in the Values Matter Curriculum to create and maintain a positive and safe environment in the school.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance below 90 percent, regardless of whether absence is excused or not, or due to exclusionary practices or consequences; course failure in English Language Arts or mathematics; a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	10	12	6	28	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	35	22	25	85
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	0	0	28	36

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	5	8	2	9	24

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The attendance bulletin is monitored daily. Upon reaching the 5th absence, students are issued an informational letter regarding the possibility of being blocked from competitions and performances if the student reaches his/her 10th absence. Upon reaching the 7th absence, academy counselors meet with the student and contact the parents. Students are issued a warning letter regarding the possibility of being blocked from competitions and performances if the student reaches his/her 10th absence. Interventions are applied immediately as needed. Students reaching their 10th absence are suspended from all competitions and performances and receive a letter notifying them of their suspension from activities. Attendance personnel work on appealing the suspension from activities to the district office.

A Truancy CST meeting is initiated for all students with 15 or more unexcused absences. Paperwork

is then submitted to the district for Truancy.

An academy counselor and academy leader provide intervention services before incidents are taken to an assistant principal. Students who have been issued a referral are sent to their respective academy counselors so that additional interventions can be implemented to resolve behavioral issues.

Grades are monitored by academy counselors at the midpoint and end of each quarter. Counselors and lead teachers offer study skill strategies, tutoring and help options in an attempt to assist students' academic success. Students and parents are advised regularly regarding the potential failure of any course and advised of options to repeat courses.

Students who fail statewide standardized assessments in English Language Arts are placed in Intensive Reading courses and monitored by the Assistant Principal for Curriculum, the Reading Department Chair, their academy counselor, and their academy leader. Students who fail statewide standardized assessments in mathematics are provided remediation through their current math course as well as after-school tutoring to prepare them for subsequent administrations of the exam. Attending after school and weekend tutoring options is encouraged by contacting parents and students. Options for earning concordant scores on alternate assessments are discussed and encouraged. The test chair actively works on administering the Postsecondary Education Readiness Test (PERT) in Mathematics every 30 days so that students may earn concordant scores in mathematics to meet graduation requirements.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

As new 9th grade students are admitted to Coral Reef Senior High in the Spring, the incoming students and parents are invited to Coral Reef to meet with the administrators and counselors to complete their subject selections for the Fall. A picture of each student is taken at the registration event in order to provide students with IDs on the first day of school. Parents and students also have the opportunity to buy uniforms and learn more about the booster club for their academy. Parents of incoming 9th grade students are encouraged to attend booster club meetings in May. Students also have the opportunity to and to sign up for "Ready for the Reef" (R4R). "R4R" is the school's summer program which assists students with the transition from middle school to high school. Students are able to get to know their peers before school begins in August, interact with their counselors, and meet many of the faculty members. The Saturday before Opening of Schools in August, incoming 9th grade students and parents are invited to attend the Student Orientation Program, providing important information and encouraging family participation in their students' educational program.

There are currently over 1500 members in our Parent/Teacher/Student Association (PTSA). The PTSA holds a general meeting monthly to educate attendees about current events and issues. Parents are also encouraged to join the Miami-Dade County Council PTA/PTSA. Our College

Assistance Program Adviser hosts an annual program on choosing the right college and financing the education through FAFSA, scholarships, etc. In addition to the Open House evening, Coral Reef also provides evening programs for parents regarding the Advanced Placement Curriculum and the International Baccalaureate. There are 18 Parent Booster Clubs which meet monthly. An annual College Fair for Coral Reef students and families is hosted in October, with approximately 150 colleges and universities in attendance. Our Visual and Performing Arts Academy performs operas, musicals, ballets, as well as choral, band and orchestra concerts open to students, family members, faculty, staff, and the community at large. Our sports program fields 22 teams, and all students, families, and friends are encouraged to attend games. A comprehensive and frequently updated website, including a master calendar of events, is available to the public. Our marquee is regularly updated with current information. We use email, telephone calls, Twitter updates, and text messages to keep our students, parents, and the community informed and involved. Our District uses an electronic grade book, allowing students and parents to check real-time grades and attendance from any device connected to the internet through The Parent Portal. Parents also have access to student test scores through The Parent Portal. They may also choose to receive messages or alerts for predetermined occurrences. Progress reports are issued to all students midway through each quarter, and at the end of each quarter, a report card is also issued to each student. Parent e-tips are an education resource provided by the district to assist parents/guardians in supporting their children. The e-tips are sent monthly via e-mail, text message, and/or Twitter. Parents are encouraged to attend the monthly Educational School Advisory Council (EESAC) meeting. Parent members are elected to the EESAC board by other parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Each of the six academies has a booster club with which parents and business partners coordinate school wide events for the betterment of the students and their endeavors. As new students are admitted to Coral Reef Senior High in the Spring, the incoming families are invited to attend the booster club meetings in May. At that meeting, the parents are encouraged to become active members and to take leadership roles. A faculty member serves as the school liaison on the booster club, communicating the needs of the students to the members. The school is also a leader in athletics. Parental and community involvement through the booster has been an important part in keeping the teams competitive.

Each academy has built partnerships with various community pillars and businesses. For example, the Health Sciences Academy has partnered with the University of Miami School of Medicine to provide students with guest speakers who are able to provide insight into career opportunities in Healthcare and Health Administration as well as explain the Affordable Care Act and its impact on healthcare. Students will also have the opportunity to tour the Ryder Trauma Center and the recently opened School of Nursing to take part in a simulation experience. The Legal and Public Affairs Academy works hand in hand with personnel from the Miami Dade Police and Fire Department. The MDP Training Bureau engages our students in meaningful activities and allows them an opportunity to experience career opportunities. The local YMCA is actively engaged with the "Youth in Government" club at Coral Reef. Justice Teaching, an organization offering professionals the opportunity to teach lessons on the Constitution, has been an integral part of our program for the last two years. Keiser University offers field visits and campus visits to our students to give them a chance to explore post-secondary education opportunities in Criminal Justice. The International Baccalaureate Academy, in conjunction with the Academy of Business and Finance and the Athletics Department, has partnered with Gus Machado Ford for DRIVE 4 UR SCHOOL. DRIVE 4 UR SCHOOL is a national fundraising program in which participants who are at least 18 years of age can test drive a Ford vehicle that has been brought to the school campus. For each successful test-drive, the school receives \$20. The Agriscience and Engineering Academy, in addition to being actively involved in the Future Farmer's Association competitions at the Miami-Dade County Youth Fair, has also partnered with Cresa South Florida, an international

commercial real-estate company, and Leo A. Daly, an international architecture, engineering, and design firm, to provide students with resources. Local businesses have been recruited to provide compensated summer internships for our students through the Financial Internship Program. (Compensation includes pay or acquisition of community service hours.) The Academy of Business & Finance's most active community partner is the South Florida Educational Federal Credit Union (SFEFCU). Coral Reef is home to a branch of the SFEFCU on campus known as the CUDA Credit Union, where Senior students from the Business and Finance Academy learn the banking business through valuable on-the-job training within the school. Students may also participate in the executive internship program which involves the student leaving the school campus during the last period of the day and working at banks, brokerage houses, insurance companies, accounting firms, government agencies, as well as the finance departments in a variety of corporations and industries. The student receives a class grade and credit. This program provides real-life experience, using skills learned at school and adding new skills learned in the workplace.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Berge-MacInnes, Nicole	Principal
Atherley, Mary	Assistant Principal
Burns, Anthony	Assistant Principal
Jorva, Beatriz	Assistant Principal
Mejia, Alvaro	Assistant Principal
Cabrera, Martha	Teacher, K-12
Mirabal, Anna	Teacher, Career/Technical
Phelan, Stacey	Teacher, K-12
Santalo, Rebecca	Teacher, K-12
Stuvel, Marinka	Teacher, K-12
Wise, Kelli	Teacher, K-12
Arana, Emma	Teacher, K-12
Bevilacqua, Joseph	Teacher, K-12
Bolt, Michelle	Teacher, Career/Technical
Latham, Ashley	Teacher, ESE
Mayor, Yliuska	Teacher, ESE
Morera, Richard	Teacher, K-12
Moscone, Tabatha	Teacher, K-12
Sanchez, Melissa	Teacher, K-12
Cabrera-Sarduy, Jessica	Teacher, K-12
Carballo, Monica	Teacher, ESE
Gayton, Shari	School Counselor
Margolis, Deborah	Teacher, K-12
Clark, Terri	Psychologist
Key, Cinnamon	Attendance/Social Work
Sterental, Esther	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Principal provides a common vision for all activities within the school, including curriculum offerings, expectations for all students, faculty members, and support personnel, the use of data-based decision-making, guidance for the school's budget, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI); conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. The Principal provides instructional leadership, oversees for all aspects of school operations, and ensures the school leadership team meets on a regular basis.

The Assistant Principals assist in the implementation of the Principal's vision to use data-based decision-making; ensure that the school-based team is implementing MTSS; conduct assessment of

MTSS skills of school staff; ensure implementation of intervention support and documentation; provide adequate professional development to support MTSS implementation; and communicate with parents regarding school-based MTSS/RtI plans and activities.

Department Chairs, Lead Teachers, SPED/Behavior Specialists, as well as Project Manager, Testing Chair, AP Coordinator, and Athletics Director provide information about core instruction; serve as instructional leaders in their respective departments and magnet programs; participate in student data collection while minimizing impact on student learning; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/instruction with Tier 2/3 activities. Individualized Education Program (IEP) Plans and 504 plans are created and updated by the SPED/Behavior Specialists as needed and shared with the teachers of those students.

The Reading Chair provides guidance for the K-12 Comprehensive Reading Plan. The Reading Chair also identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students who are considered “at risk;” assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring. The Reading Chair works in tandem with the Language Arts Chair to ensure that reading strategies are infused within Language Arts classes, with efforts targeting lower performing Language Arts students not enrolled in reading classes.

The school psychologist, school social worker, Designated Assistant Principal, Tier 2 Team, and parent/guardian, make up the Tier 3 SST Problem Solving team.

The Professional Development Liaison provides professional development and technical assistance to teachers regarding data-based instructional planning.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Coral Reef's administrative team monitors instruction through frequent classroom walk-throughs, formal observations, and conversations with teachers, parents, and students. In the Spring, teachers are asked to submit an assignment preference for the coming year. The administrative team uses these preferences, along with student achievement data, requests for subject, and areas of certification when building the master schedule to best meet students' needs and maximize their achievement. Building a tight master schedule is paramount to utilizing funding allocations effectively.

Title I: N/A

Title III: N/A

Supplemental Academic Instruction (SAI): N/A

“Health Connect in Our Schools” Program: N/A

Title II:

The District uses supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school.

Coral Reef has teachers studying for add-on endorsements to their certificates. There is also a trained Professional Development Liaison on staff. In order to maximize funding and increase student

achievement, the administrative team utilizes the leadership capacity within the school site to coordinate and deliver in-house professional development for staff.

Title X – Homeless Education Program:

Coral Reef has a School Homeless Liaison, who is trained on the Federal McKinney-Vento Homeless Assistance Act, who coordinates and ensures the provision of appropriate services for our homeless students. Our Registrar and Counselors have also been trained and strictly adhere to all provisions of the McKinney-Vento Assistance Act.

Violence Prevention Programs:

The Safe and Drug-Free Schools Program, which address violence and drug prevention through curriculum implemented in the classroom by trained teachers and counselors, has been implemented at Coral Reef.

Coral Reef also strictly adheres to the District Policy Against Bullying and Harassment. Administrators initiate an investigation of bullying or harassment allegations immediately upon initial report in the "Box of Bullies". Bullying and Violence Prevention Curriculum lessons are implemented annually. In addition, staff and parents/volunteers receive training regarding bullying and harassment annually. Coral Reef has a zero tolerance policy against bullying and harassment.

Nutrition Programs:

The school strictly adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education is taught through physical education and academy Health Science classes, and the School Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education:

Evening classes through Adult Education can be taken at a neighboring school upon recommendation by the student's counselor.

HIV/AIDS Curriculum – HIV/AIDS: Get the Facts!:

HIV/AIDS: Get the Facts! is a curriculum that is consistent with state legislation and School Board Policy. At Coral Reef, this curriculum is taught through the physical education classes and through the Health Science Academy's classes. The curriculum content is also in alignment with state standards and taught by teachers trained in the curriculum's content. Annual professional development is available on health and wellness related topics.

Health Information Project (HIP):

This program trains junior and senior Peer Health Educators (PHEs) to conduct interactive discussion sessions with their freshmen class peers. These discussion sessions are based on a comprehensive health curriculum that addresses topics such as depression, physical abuse, bullying, anxiety, suicide, eating disorders, grief, stress and obesity.

Miami Lighthouse/Heiken Children's Vision Program:

This program provides free complete optometry exams conducted at school sites, and corrective lenses are provided to students who failed vision screenings if the parent/guardian cannot afford the exams and/or the lenses. Vision screenings are conducted at Coral Reef on an annual basis.

Career and Technical Education:

Coral Reef has four career academies and all students within those academies are required to take an academy class each year. Students who graduate from a Coral Reef career academy are eligible to sit for an Industry Certification Exam.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Thomas Ennis	Principal
Nyree Washington - Union Steward	Teacher
Christopher Illa	Teacher
Chris Kirchner	Teacher
Anna Mirabal	Teacher
Marinka Stuvell	Teacher
Stephanie Woolley-Larrea	Teacher
Arnelle Anderson	Education Support Employee
Carlos Tellez	Parent
Kelly Garcia	Parent
Beverlyn Tavakoly	Parent
Jackie Bishop	Parent
Tallman Whitler	Parent
Francis Paulino	Student
Stephanie Montoya	Student
Cynthia O'Hair	Business/Community
Ofc. Lily Diaz	Business/Community
Garret Brolsma	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

EESAC members are provided with a copy of the SIP after its approval by the District. At each meeting, updates on testing and the SIP are provided with opportunities for questions, comments, and suggestions, with actions taken as appropriate. The mid-year review of the SIP was discussed with the EESAC members. Prior to the final meeting for the 15-16 school year, EESAC members were provided with the end-of-the-year review documents which included input from the administrators, departments, and academies. The members were asked to review the 15-16 SIP and the input from the various sources, formulating questions or suggestions to bring to the meeting. Questions and suggestions were discussed and duly noted at the meeting with the proviso that should the members have any other questions or suggestions, they could be submitted until the end of May. The suggestions are written into the minutes and become part of the public record.

b. Development of this school improvement plan

The suggestions from the review of the 15-16 SIP, compiled the prior Spring, along with the Spring test results, are the basis for this year's SIP. The material in the new SIP was reviewed at meetings in September and October, with appropriate opportunities for revision prior to submission to the District.

c. Preparation of the school's annual budget and plan

The school's preliminary budget is based on the projected Full-Time Equivalent (FTE) allocation. The calculations of allocated positions are provided to the school within the CASAS. The determination of the quantity of staff to be hired is based on student enrollment, student course selections, and the maximum teacher allocation provided to the school.

At a specified EESAC meeting each year, a Miami-Dade Public School (MDCPS) Budget Analyst presents the intricacies of the Coral Reef High School budget to the EESAC committee members.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The EESAC Committee designated \$8500 towards the Activities Office to assist with Senior Activities and Graduation Program. Proposals for funds submitted to EESAC were reviewed by the committee for approval. The following projects were funded: FPSA Competition Assistance - \$1,575; FBLA Competition Registration - \$735; Math Resource Books - \$62.52; Shakespeare Exhibition Field Trip - \$420; HOSA Competition Supplies - \$2,500; IDEAS Guest Speakers on Sustainability & Climate Change- \$1,500; Speech & Debate National Competition - \$6,000.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Berge-MacInnes, Nicole	Principal
Atherley, Mary	Assistant Principal
Burns, Anthony	Assistant Principal
Jorva, Beatriz	Assistant Principal
Mejia, Alvaro	Assistant Principal
Arana, Emma	Teacher, K-12
Bevilacqua, Joseph	Teacher, K-12
Bolt, Michelle	Teacher, Career/Technical
Cabrera, Martha	Teacher, K-12
Latham, Ashley	Teacher, ESE
Mayor, Yliuska	Teacher, ESE
Morera, Richard	Teacher, K-12
Moscone, Tabatha	Teacher, K-12
Sanchez, Melissa	Teacher, K-12
Stuvel, Marinka	Teacher, K-12
Cabrera-Sarduy, Jessica	Teacher, K-12
Carballo, Monica	Teacher, ESE
Gayton, Shari	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team consists of a multi-tiered approach. Students are evaluated and assessed by the teachers, monitored by the counselors and lead teachers and supervised by administration. Once assessments have been administered, teachers create a data binder and share their findings through data chats with their students. Data chats are not limited to students, but are also shared with parents and all stakeholders involved with the students' academic progress. Administration has access to that data and uses it to drive instruction. They ensure that all necessary resources are in place to support instruction in the classroom, including ensuring teachers receive 504 plans, IEP's, and their corresponding updates. Departments come together to share best practices and establish dialogue in regards to driving instruction in order to meet LAF standards and meet rigorous measurements.

Students who did not pass the FSA are placed in intensive reading classes which utilize the Edge curriculum in ninth and tenth grade. Eleventh grade students enrolled in reading utilize the Paths to College and Career Curriculum, while twelfth grade students utilize Vocabulary for Success. Low performing students who received a reading waiver are monitored by the Reading Chair, in consult with the Language Arts Chair, with progress assessed by the FAIR. These students are also highly encouraged to attend reading tutoring sessions. Focus calendars are implemented and, along with teacher syllabi, are aligned with both Reading and Language Arts classes and provide an opportunity for cross curricular and/or interdisciplinary implementation of reading strategies.

The school employs a school wide vocabulary program where content areas contribute to the vocabulary list and display the words in a print-rich environment. Each content area has implicit vocabulary lists which are shared with the entire faculty. Beginning in September, tutoring, offered by the reading teachers, is available to low performing students to prepare for standardized state assessments. These tutoring sessions focus on higher-order thinking skills and text-based evidence/connections.

Our ELL population, although small, is supported in Developmental Language Arts classes and receive consultation through the ESOL department chair. They are monitored and assessed by the CELLA and the FAIR and use the Edge curriculum in their classes.

Response to intervention at any level, but specifically in reading, is supported through Reading Plus (9th and 10th) and after-school SAT tutoring (11th and 12th). Assessment data on both those programs are shared with the school psychologist, counselor, SPED chair and Administration.

The LLT further ensures that parents are informed about all the reading requirements needed for high school graduation by holding meetings at night to ensure that all parents have an opportunity to be aware.

Reading activities are also supported in extracurricular activities such as Quill and Scroll, Educators Rising, and the National Honor Society. Peer students assemble and offer tutoring services after school to aid any students who need additional reading support. In addition, Saturday tutoring during the second semester offers students who are enrolled in reading classes the opportunity to receive intensive, small group reading instruction. Attendance to those sessions is not limited to intensive reading students, but is open to "bubble" students: those students are potentially at risk of possibly falling behind.

The purpose of the LLT is to provide students and teachers with the best opportunities for reading and literacy growth and success while maintaining high standards and expectations by utilizing all above mentioned methods.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Faculty meetings are held at least once a month, providing important information and updates to the faculty at large. Curriculum Council meetings are held monthly, involving all members of the school's leadership team and the Activities Director. During these meetings, information is disseminated to the members of the council so that members have the opportunity to discuss test results, plan intervention strategies, and share ideas. At least once a month, Department chairs host department meetings to distribute information from the Curriculum Council meeting. Teachers are given the opportunity to ask questions, discuss, strategize, and provide input on various topics from Curriculum Council, especially SIP-related items. They also have an opportunity to share best practices, meet in vertical and/or horizontal teams, problem-solve and provide collegial support. Department Chair meetings are held monthly to discuss progress on meeting the goals outline in the School Improvement Plan and to discuss curricular needs. Ideas generated at these meetings are brought back to Curriculum Council and shared, following the Florida Continuous Improvement Model. Professional Development activities utilize horizontal and vertical teams that provide opportunities for collaborative planning. This allows teachers to develop continuity between course levels, across disciplines, and incorporate magnet-themes into the core curriculum.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Available positions are advertised by the District via the TeacherMatch Platform. Applicants who are appropriately certified and are vetted by the District are interviewed by appropriate personnel at the school level, and the open positions are offered to applicants who are best qualified to meet the needs of our students. To retain highly effective teachers, Coral Reef has an active Beginning Teacher Program in place to provide new teachers and teachers new to the building with the assistance and support necessary for their success. Additionally, beginning teachers and teachers new-to-the-building are required to attend an opening of schools meeting where the necessary information for daily school operations is shared. The respective department chair then takes new teachers on a tour of the facilities and gets them acclimated to our unique school culture. All of the support personnel are available for assistance at any time.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers are part of the Beginning Teacher Program. Mentors provide support to new teachers through deliberate mentor/mentee practices. In addition, all new teachers are provided with a MINT certified veteran teacher in their subject area to assist them as they begin their career and receive on-going support from the Assistant Principal for Curriculum. Veteran teachers who are new to the district are provided with a buddy teacher in their content area to assist them in acclimating to the district. Vertical and horizontal teams, overseen by the Department Chairs and the Assistant Principal for Curriculum, are functional in all core areas to provide information and curricular support in developing lessons that incorporate magnet themes to all new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The Principal and the Assistant Principals provide the first levels of oversight to ensure that the Florida Standards are being addressed appropriately in all classrooms. They ensure that state-adopted textbooks are used in all courses for which they are available, and that all materials

necessary for instruction are available to teachers. The District provides teachers with a multitude of resources and programs, all aligned to state standards, for use in their classrooms. Focus calendars and teacher syllabi are developed and used in all courses for which there is a Florida Standards Assessment (FSA) or an End-of-Course exam (EOC). Tested subject areas are supported by the infusion of Florida Standards into instruction in all core areas wherever they are appropriate. Department chairs provide support for their teachers, ensure that they have the materials necessary for classroom success, assist new teachers, and provide leadership. Best practices based on lessons created around Florida Standards are shared in department meetings, and teachers meet and collaborate during course-learning group meetings as well as vertical and horizontal team meetings. Administration and teachers monitor the fidelity of implementation through the results of formative tests and mid-year assessments, after which teachers modify instruction to best meet students' needs. Administrators also oversee implementation of instruction based on Florida Standards by monitoring lesson plans, test results, samples of student work, and consistent classroom visitations.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school disaggregates and interprets state, district, and class assessments consistently throughout the year to drive instruction to meet the diverse needs of the individual student. At the commencement of the school year, prior year data is disaggregated by the newly assigned data coach and uploaded to the school collaboration site. Based on last year's assessment, individual student and school-wide data trends are reviewed with the faculty and overall goals are established. All faculty members have access to the database on the school's collaboration site and utilize it to make data-informed instructional decisions. Throughout the school year, the leadership team analyzes district, FAIR and other school-based assessment data and shares results at departmental and faculty meetings, in order to monitor the fidelity of instruction and provide differentiation of instruction as needed.

All content area teachers select a baseline test to assess students' familiarity with the Florida Standards. Teachers analyze their individualized data and plan instruction accordingly, within their own classrooms. Moreover, the infusion of a school wide vocabulary program promotes literacy across content areas. Familiar practices are repeated in all disciplines to impact individual student learning. Teachers utilize data obtained from Gateway to Data (G2D) District Assessments on mid-year assessments to modify lessons as needed.

Additional examples of data collection tools utilized in Reading/Language Arts include the FAIR Assessment and Reading Plus Diagnostic. In addition to mid-year assessments, Social Studies utilizes Document Based Questions (DBQ's) to assess student understanding of historical topics. Science also utilizes Gizmos to assess student progress. The data coach assists teachers in utilizing data to drive instruction.

In the area of mathematics, data collected from teacher, district, and state assessments, and from online tools (such as Gizmos and Edgenuity) is used to target students needing remediation. Teachers of Algebra 1, Geometry, and Algebra 2 use Edgenuity to address deficiencies in pre-requisite math skills, as well as to personalize instruction for students needing support on current topics. During class, teachers review questions from district assessments which are identified as low mastery for each group. In addition, teachers use websites, like CPALMS, to incorporate lessons and activities promoting higher levels of thinking among the students. When called for, teachers use grouping methods among students (pairing, small groups, etc) to support student learning in peer to peer, teacher to small group, or teacher to student scenarios. Students who have not yet passed state assessments are placed on a progress monitoring learning plan through Edgenuity. Academy teachers utilize research-based instructional practices to differentiate learning for students in their respective magnet programs based on achievement levels on state standardized

assessments and learning styles. After a self-assessment on the SAMR model, teachers participate in technology-based professional development lead by a department member. The facilitator demonstrates model lessons utilizing applications such as Nearpod and Kahoot! to help increase student engagement.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 3,240

For three months in the Spring, prior to the administration of Florida Standards Assessments in English Language Arts, Algebra I, Geometry, and Algebra II, End-of-Course (EOC) exams in Biology and U.S. history, Advanced Placement (AP) and International Baccalaureate (IB) exams, students are strongly encouraged to attend tutoring/review sessions on Saturday mornings from 9 a.m. until noon. These intensive review and reinforcement sessions supplement the knowledge and skills acquired in class. In addition, students are exposed to test-taking skills and essay-extended response questions to hone their ability to craft the well-written responses necessary for success on the various college-level exams.

Strategy Rationale

The additional time spent in review through the extended learning program has been successful with approximately 93% of our IB seniors receiving the prestigious IB Diploma in 2016. The percentage of students passing AP exams increased from 61% in 2015 to 68% in 2016. On state tests, while our 10th grade reading scores dropped from an 88% proficiency level to an 85% proficiency level in 2016, our scores remain significantly higher than the average district and state proficiency levels. Scores on the Geometry FSA dropped from 79% proficiency to 75% proficiency. The percentage of students passing the Algebra I FSA increased from 63% in 2015 to 65% in 2016 and scores on the Algebra 2 FSA increased from 56% proficiency to 69% proficiency. The scores on the US History EOC increased from 86% to 88% proficiency. The Biology EOC scores increased from 89% to 91% proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Atherley, Mary, matherley@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All data was collected either from the College Board, the International Baccalaureate Organization (IBO) or the Florida accountability testing program at the end of 2015 and 2016, as applicable. The Principal, Assistant Principal for Curriculum, and the appropriate department chairs analyzed the data, then shared school-wide with teachers, parents, students, and community members. All data are part of public record.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Any eighth grade student in Miami-Dade County is eligible to apply to Coral Reef Senior High School. As a result, our incoming ninth grade students come from a multitude of charter schools, private schools, middle schools, or K-8 centers across the District. In many cases, students are leaving behind the friends they have known throughout elementary and middle school to attend a school far from home. Adding to the difficulty of this transition, the students are entering into a school with high expectations and a rigorous curriculum.

To meet the students' needs and assist in the transition, Coral Reef has developed a program called "Ready for the Reef" (R4R). R4R is a 3-day program beginning soon after school is out in June. During R4R, students are grouped by academy so that they may begin to forge friendships. In addition, students meet with academy counselors and lead teachers for introductions to various aspects of Coral Reef. Students have introductory classes with various faculty members and have a session in a computer lab to begin using their Coral Reef email accounts and file storage space. Afternoons feature team building activities in the gym. When these incoming ninth-graders return to Coral Reef in late August, they begin the year with friends, know their counselors and lead teachers, are familiar with the school's programs and expectations, and are truly "Ready for the Reef."

We begin to prepare our seniors for graduation the minute they enter our doors as ninth graders. With their counselors and parents, students prepare a preliminary plan that will have the courses they need to prepare them for a chosen career. If a student changes career direction, the preliminary plan can be changed but the student will still be on track for graduation and post-secondary success. Counselors get to know their students as they meet with them by academy and one-on-one to provide support throughout the student's 4 years at Coral Reef, and they are always accessible for support and advice. Every year, students in 10th and 11th grade may take a tour of Florida colleges and universities sponsored by Coral Reef Senior High School. Our College Assistance Program (CAP) Advisor is also available to provide information and advice on colleges, their programs and strengths, while also sending out a myriad of opportunities for financial assistance. The CAP Advisor hosts several workshops for parents in the early part of the school year in order to discuss the financial aspects of a college education. Our counselors and teachers write hundreds of letters of recommendation for our seniors as they send off their college applications. Evidence supports the success of our transition programs as 88% of our Class of 2016 have enrolled in a four-year college/university, 11% have enrolled in a two-year college/vocational program, and 1% have entered the military or the workplace. Over 40% of the Class of 2016 received Florida Bright Futures Scholarship money. In all, members of the Class of 2016 received over \$27 million in scholarship money, aside from Florida Bright Futures, as well as any aid for which the seniors were eligible.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Each year, Coral Reef sponsors a college fair which is attended by representatives from approximately 150 colleges and universities from around the country. Coral Reef students of all ages are strongly encouraged to attend and begin planning their high school courses necessary to meet their post secondary goals. Every year, Coral Reef sponsors a three-day college tour of Florida public universities for sophomore and junior students. The CAP Advisor sends regular email communications regarding available scholarships as well as deadlines for applications. The CAP Advisor also coordinates on-site college visitations on a weekly basis to provide students with access to additional college choices. A Senior Parent Night is coordinated with information such as financial aid, college essays, scholarship opportunities, and the college application process is reviewed with parents and students. Articulation occurs in the Spring and is conducted through the academy classes, where academy counselors discuss course offerings and answer questions regarding

choices for the coming year. Students are also individually counseled by academy lead teachers and counselors to ensure that students make course choices which will support their career goals.

After the random selection process is complete, a required Saturday registration is held for parents and their incoming ninth-grade students. Parents and students are given general information about the school's curricula after which parents and students meet one-on-one with the lead teacher and the counselor of the student's chosen academy. During their conversations, initial plans are developed for the students' next four years, and course selections are made for the ninth grade year. This initial plan may be modified as needed over the next four years, but all decisions are designed to ensure that each student's plan of study is well thought-out and supports his/her career and post-secondary goals. Booster clubs for each academy work hand-in-hand with the respective academy lead teacher and students to draw upon connections from the community.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Since Coral Reef Senior High School is a full magnet school composed of six academies, each student takes at least one academy course annually which relates specifically to a career choice. Many of these courses focus on career-based skills and provide students with opportunities for internships both during the school year and in the summer. At the end of the senior year, students take a certification exam based on his/her academy and field of study.

Classes in our Health Science Academy prepare students to take the Certified Nursing Assistant Exam, the Certified Medical Administrative Assistant Exam, and the Emergency Medical Responder Exam. Students in the Agriscience Strand of the Agricultural Science and Engineering Technology Academy take the Agricultural Biotechnology Exam. Those in the Engineering Strand take certification exams in Autocad, and Autodesk Inventor. Students in the Academy of Business and Finance take the Quickbooks certification exam, and students in the Legal and Public Affairs Academy take an exam to become an Accredited Legal Assistant.

We also have a vibrant Visual and Performing Arts Academy, and though it may not be what is thought of as a career or technical school, our dancers, artists, and musicians leave Coral Reef and excel professionally. The most recent student to win acclaim graduated in June of 2014, was a Winner of "So You Think You Can Dance," and currently has a lead role in the Broadway musical, "Cats." Many others have gone on to successful careers in music, both vocal and instrumental, dance, and the visual arts.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Coral Reef Senior High offers the following career academies:

- Agriscience
- Business and Finance
- Engineering
- Legal and Public Affairs
- Health Sciences

The schools' career academies have taken a proactive approach in order to integrate career and technical education (CTE) with academic courses. CTE teachers collaborate with content area teachers to strategize on pedagogy that focuses on both integration and student achievement. In all career themed courses, individual subject matter content is introduced; once students are exposed to content knowledge, lessons are explicitly developed to build literacy skills. Rigorous academic content in math, science, language arts, and social studies are embedded into the curriculum as students solve problems relevant to their career path that are designed to strengthen their skills in

reading, writing, speaking, and listening skills.

CTE teachers consider student interest, multiple intelligences, learning by doing, industry relevance, and alignment to existing curriculum frameworks when developing units that integrate math, science, language arts, social studies and science.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

According to Coral Reef's Registrar, the graduation Class of 2016 contained 669 students in the standard curriculum group; 57.8% were classified as graduating cum laude, magna cum laude, or summa cum laude, 7 students received a special diploma, 29.4% received a standard diploma and 70.5% received a diploma of distinction.

To date, over 40% of the class of 2016 qualified for some level of assistance through the Florida Bright Futures program, earning either the Florida Academic Scholars or Florida Medallion Award. The state average for seniors receiving awards is 33%.

Members of the class of 2016 received over 27 million in scholarships, in addition to any Florida Bright Future Awards and any federal aid that were eligible for.

According to the 2014 High School Feedback Report, 81% of the class of 2014 completed a college prep curriculum, 73.6% completed at least one level 3 high school mathematics course, and 83.1% completed at least one level 3 high school science course. At least one AP, IB, or Dual Enrollment course was taken by 80.1% of the graduates of 2014. No information for the class of 2015 or 2016 is available from the High School Feedback Report.

Of the 2014 graduates taking the SAT and/or ACT, 79.2% scored at or above college-level cut scores in mathematics, 91.1% scored at or above the college-level cut score on the verbal section, and 91.1% scored at or above the cut scores for writing. All percentages were consistently above the percentages for the District or the State. In addition, 98.2% of students in the class of 2014 took the PSAT two years prior to graduation.

Of the 2014 graduates, 66.7% enrolled in a Florida public post secondary institution in the Fall 2014, 3.38% enrolled in Independent Colleges and Universities of Florida in the Fall 2014, and numbers are unavailable for students attending an out-of-state public or private institution in the Fall 2014 from the High School Feedback Report.

In general, the graduates had a higher successful completion rate in their language arts and mathematics courses than their counterparts at the District and the State level.

Coral Reef graduates have shown admirable success on the post secondary level, but there is still room for improvement. Strategies will be implemented to improve the analysis of informational text, vocabulary root/prefix/suffix analysis, and students will continue to be encouraged to enroll in the most rigorous language arts, science, math, and/or social studies course(s) in which they can be successful. Increased utilization of technology in the classroom will be emphasized. Coral Reef is committed to providing access and equity for all students, empowering them to attempt rigorous coursework, while providing them with the services and support to assist students to a successful conclusion.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G088118

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0
FSA ELA Achievement	90.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	65.0
AMO Reading - ELL	77.0
AMO Reading - SWD	74.0
FSAA ELA Achievement	89.0
CELLA Listening/Speaking Proficiency	100.0
AMO Math - All Students	78.0
FSA Mathematics Achievement	75.0
Math Gains	57.0
Math Lowest 25% Gains	45.0
FSAA Mathematics Achievement	74.0
Algebra I EOC Pass Rate	68.0
Geometry EOC Pass Rate	80.0
Bio I EOC Pass	92.0
CELLA Writing Proficiency	50.0
U.S. History EOC Pass	89.0

Targeted Barriers to Achieving the Goal 3

- Effective implementation strategies are needed to transition from a traditional classroom towards a classroom in which teachers design, develop, and infuse digital learning experiences that utilize technology.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Vertical and horizontal teaming.
- Cross-curricular professional development opportunities.
- Department Chairs and PD Liaison will provide support and training for Professional Learning Communities (PLCs).
- Utilization of district PD resources.
- Computer lab facilities, tablets, Promethean Boards, & SMARTBoards.

Plan to Monitor Progress Toward G1. 8

Data will be collected from the various teacher-created assessments as well as from District Mid-Year Assessments.

Person Responsible

Mary Atherley

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Student Folders, Student Grades, Scores on the Mid-Year Assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. **1**

 G088118

G1.B1 Effective implementation strategies are needed to transition from a traditional classroom towards a classroom in which teachers design, develop, and infuse digital learning experiences that utilize technology.

2

 B234320

G1.B1.S1 Implement collaborative structures for effective planning and instructional delivery utilizing technology within and across content areas in order to address objectives outlined in the FLDOE course descriptions, Next Generation Sunshine State Standards, and Florida Standards, where applicable. **4**

 S247080

Strategy Rationale

The Miami-Dade County Public Schools technology initiative focuses on moving from a traditional classroom towards a 1:1 classroom, with various subjects and grade levels at differing points in the transition process. Stakeholders share the common experience of limited training in utilizing technology to drive instruction as well as developing lessons incorporating technology when a 1:1 setting is not available. Research has shown that stakeholders take ownership of change when they are involved in the process of change. Stakeholder-led collaborative conversations as a professional development framework encourages the exchange of ideas and strategies for best practices. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities infused with technology. Stakeholders will utilize technology to collect and analyze student data to drive instruction and planning.

Action Step 1 **5**

School-based professional development will focus on integrating technology in the classroom and utilizing technology to collect and analyze student performance data.

Person Responsible

Alvaro Mejia

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Meeting Agendas, Deliverables, and Sign-In Sheets

Action Step 2 5

Collaborative lesson planning and the development and sharing of best practices utilizing technology will occur during department meetings to assist teachers in integrating technology in the classroom.

Person Responsible

Mary Atherley

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Department Meeting Agendas, Sign-In Sheets, Lesson Plans, Student Work

Action Step 3 5

Departments will be encouraged to create professional development opportunities, such as PLCs and Lesson Studies, to share implementation strategies and best practices in all subject areas. Department members will provide collegial support to assist new teachers in utilizing technology as needed.

Person Responsible

Alvaro Mejia

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Scheduled Professional Development(s) with the PD Liason and all supporting documentation of member participation and reflection, Agendas, Sign-In Sheets, Sharing of Student Work Samples

Action Step 4 5

Departments will review the data from the district Mid-Year Assessments and alter professional development meetings to reflect the needs of the students, as necessary.

Person Responsible

Mary Atherley

Schedule

Biweekly, from 11/1/2016 to 2/28/2017

Evidence of Completion

Department Meeting Agendas, Sign-In Sheets, Student Work

Action Step 5 5

Teacher leaders will share technology-based best practices during faculty meetings.

Person Responsible

Mary Atherley

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Faculty Meeting Agendas, Sign-In Sheets, Deliverables

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will monitor and observe evidence of implementation of technology in the classroom through English/Language Arts as well as provide support as needed.

Person Responsible

Mary Atherley

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will monitor and observe evidence of implementation of technology in the classroom through Mathematics as well as provide support as needed.

Person Responsible

Anthony Burns

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will monitor and observe evidence of implementation of technology in the classroom through Social Studies as well as provide support as needed.

Person Responsible

Alvaro Mejia

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will monitor and observe evidence of implementation of technology in the classroom through Science as well as provide support as needed.

Person Responsible

Mary Atherley

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will review samples of student work in English/Language Arts located in student folders, monitor team meeting where technology-based best practices and student samples are shared, and review scores on the Mid-Year Assessment to determine the effectiveness of the strategy and action steps.

Person Responsible

Mary Atherley

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will review samples of student work in Mathematics located in student folders, monitor team meeting where technology-based best practices and student samples are shared, and review scores on the Mid-Year Assessment to determine the effectiveness of the strategy and action steps.

Person Responsible

Anthony Burns

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will review samples of student work in Social Studies located in student folders, monitor team meeting where technology-based best practices and student samples are shared, and review scores on the Mid-Year Assessment to determine the effectiveness of the strategy and action steps.

Person Responsible

Alvaro Mejia

Schedule

Monthly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will review samples of student work in Science located in student folders, monitor team meeting where technology-based best practices and student samples are shared, and review scores on the Mid-Year Assessment to determine the effectiveness of the strategy and action steps.

Person Responsible

Mary Atherley













Schedule

Monthly, from 9/5/2016 to 6/9/2017



Evidence of Completion

Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A4  A321451	Departments will review the data from the district Mid-Year Assessments and alter professional...	Atherley, Mary	11/1/2016	Department Meeting Agendas, Sign-In Sheets, Student Work	2/28/2017 biweekly
G1.MA1  M334581	Data will be collected from the various teacher-created assessments as well as from District...	Atherley, Mary	9/5/2016	Student Folders, Student Grades, Scores on the Mid-Year Assessments	6/9/2017 monthly
G1.B1.S1.MA1  M334565	The Administrative Team will review samples of student work in English/ Language Arts located in...	Atherley, Mary	9/5/2016	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/9/2017 monthly
G1.B1.S1.MA6  M334566	The Administrative Team will review samples of student work in Mathematics located in student...	Burns, Anthony	9/5/2016	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/9/2017 monthly
G1.B1.S1.MA7  M334567	The Administrative Team will review samples of student work in Social Studies located in student...	Mejia, Alvaro	9/5/2016	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/9/2017 monthly
G1.B1.S1.MA8  M334568	The Administrative Team will review samples of student work in Science located in student folders,...	Atherley, Mary	9/5/2016	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/9/2017 monthly
G1.B1.S1.MA1  M334569	The Administrative Team will monitor and observe evidence of implementation of technology in the...	Atherley, Mary	9/5/2016	Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 monthly
G1.B1.S1.MA2  M334570	The Administrative Team will monitor and observe evidence of implementation of technology in the...	Burns, Anthony	9/5/2016	Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 monthly
G1.B1.S1.MA3  M334571	The Administrative Team will monitor and observe evidence of implementation of technology in the...	Mejia, Alvaro	9/5/2016	Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 monthly
G1.B1.S1.MA4  M334572	The Administrative Team will monitor and observe evidence of implementation of technology in the...	Atherley, Mary	9/5/2016	Professional Development documentation as outlined by the Miami-Dade Public Schools Office of Professional Development and Evaluation, department meeting agendas, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 monthly
G1.B1.S1.A1  A321448	School-based professional development will focus on integrating technology in the classroom and...	Mejia, Alvaro	8/22/2016	Meeting Agendas, Deliverables, and Sign-In Sheets	6/9/2017 monthly
G1.B1.S1.A2  A321449	Collaborative lesson planning and the development and sharing of best practices utilizing...	Atherley, Mary	8/22/2016	Department Meeting Agendas, Sign-In Sheets, Lesson Plans, Student Work	6/9/2017 monthly

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Coral Reef Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3  A321450	Departments will be encouraged to create professional development opportunities, such as PLCs and...	Mejia, Alvaro	8/22/2016	Scheduled Professional Development(s) with the PD Liason and all supporting documentation of member participation and reflection, Agendas, Sign-In Sheets, Sharing of Student Work Samples	6/9/2017 monthly
G1.B1.S1.A5  A321452	Teacher leaders will share technology-based best practices during faculty meetings.	Atherley, Mary	8/22/2016	Faculty Meeting Agendas, Sign-In Sheets, Deliverables	6/9/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Effective implementation strategies are needed to transition from a traditional classroom towards a classroom in which teachers design, develop, and infuse digital learning experiences that utilize technology.

G1.B1.S1 Implement collaborative structures for effective planning and instructional delivery utilizing technology within and across content areas in order to address objectives outlined in the FLDOE course descriptions, Next Generation Sunshine State Standards, and Florida Standards, where applicable.

PD Opportunity 1

School-based professional development will focus on integrating technology in the classroom and utilizing technology to collect and analyze student performance data.

Facilitator

Teacher Leaders

Participants

All Faculty

Schedule

Monthly, from 8/22/2016 to 6/9/2017

PD Opportunity 2

Departments will be encouraged to create professional development opportunities, such as PLCs and Lesson Studies, to share implementation strategies and best practices in all subject areas. Department members will provide collegial support to assist new teachers in utilizing technology as needed.

Facilitator

Teacher Leaders

Participants

All Faculty

Schedule

Monthly, from 8/22/2016 to 6/9/2017