

Miami-Dade County Public Schools

# Coral Reef Senior High School



2017-18 Schoolwide Improvement Plan

# Coral Reef Senior High School

10101 SW 152ND ST, Miami, FL 33157

<http://coralreef.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  High School 8-12	<b>2016-17 Title I School</b>  No	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  51%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  83%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Coral Reef Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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, in addition to the various district hosted Microsoft 365 programs. 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 numerous world 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 County 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 other 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 3360 students eat lunch at the same time, and student altercations are almost non-existent. School security personnel, staff, and the administrative team 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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; one or more suspensions, whether in school or out of school; 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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	32	32	27	91
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	53	45	80	66	244

##### 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	51	17	46	19	133

#### 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' assist students' academic success. Students and parents are advised regularly regarding the potential failure of any course and of options to repeat courses. Tutoring begins as early as the second week into the school year.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP 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. Students are given instructions on uploading a picture to a specific site so IDs may be distributed 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 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. Students, faculty, and parents/grandparents volunteer with over 100,000 service hours documented by the class of 2017 and over 10,000 hours given by parents/staff. Our College Assistance Program Adviser hosts an annual program on choosing the right college and financing the education through FAFSA, scholarships, etc. Coral Reef also participates in the Schools' Family of the Year Awards Program, which recognizes parents/guardians who supports their child's learning at home, sets high expectations and encourages their child to achieve, ensures the child attends school regularly, and communicates with their child's teacher. As a result of our efforts to keep parents and the community informed and involved, Coral Reef continues to be been a Florida Five Star School Award winner for exemplary community involvement.

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 37 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 as we have been recognized as second in the state for sportsmanship. Parental and community involvement through the booster has been an important part in keeping the teams competitive.

Coral Reef invites local business and community leaders to step into a leadership role through Principal TODAY. The goal of Principal TODAY is for the participant to translate their one-day experience into a long-term relationship that enhances the learning environment of their partner school and supports student achievement.

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.

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. Students also have the opportunity to tour the Ryder Trauma Center and the College of Nursing at Florida International University to take part in simulation experiences. The Health Sciences Academy also partners with OneBlood to offer school-based blood drives. As a result of this partnership, OneBlood is able to provide scholarships to eligible students.

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 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. Additionally, our partnership with the Miami-Dade County Fair & Exposition opens the doors to scholarships for our students.

Our IB Academy partners with the German International Parent Association (GIPA). GIPA acts as a liaison between Coral Reef and the German government, arranging for full-time German exchange teachers or interns for our IB German Language and Culture track to ensure a high academic standard and quality German instruction.

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 Honors Academic Year 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. As a testament to its exceptional fidelity to an educational design that prepares students for college, career, and future success, the Academy of Business and Finance was recognized as a Distinguished Academy by the National Academy Foundation.

Since its inception in 1978, Dade Partners has grown to more than 4,500 entities that have formed thousands of partnerships between their organization and our schools. Together, these partners continue to share their expertise and provide our schools a multitude of resources. Dade Partners at Coral Reef include Minuteman Press Printing and Lulu's Nitrogen Ice-cream. Coral Reef participates in the annual Community Partners Recognition Luncheon in which we nominate, recognize, and honor outstanding School Volunteers and Exemplary Dade Partners to ensure a sustained and symbiotic relationship.

## C. Effective Leadership

## 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
Bolt, Michelle	Teacher, Career/Technical
Latham, Ashley	Teacher, ESE
Mayor, Yliuska	Teacher, ESE
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
Sterental, Esther	Other
Martinez, Marilia	Teacher, K-12
Snow, Jena	Teacher, K-12
Bendixen, Maria	Psychologist
Gottesman, Jana	Attendance/Social Work

### 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, ESOL/Gifted 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 Plans (IEP), Educational Plans (EP), 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 and who are on waivers.

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. Additionally, breakfast is offered at no charge to all Coral Reef students. Free Breakfast is offered through the National School Breakfast Program and is not dependent on the student qualifying for free/reduced meals at lunch.

#### 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
Melissa Sanchez	Teacher
Kerra Nottage	Teacher
Anna Mirabal	Teacher
Marinka Stuvell	Teacher
Stephanie Woolley-Larrea	Teacher
Arnelle Anderson	Education Support Employee
Kelly Garcia	Parent
Beverlyn Tavakoly	Parent
Jennifer Couceyro	Parent
Tallman Whitler	Parent
Hannah Rosa	Student
Jackson Ribler	Student
Cynthia O'Hair	Business/Community
Ofc. Lily Diaz	Business/Community
Garret Brolsma	Business/Community
Jeanny Labourdette	Parent

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**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 16-17 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 16-17 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 16-17 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 County Public School (MDCPS) Budget Analyst presents the intricacies of the Coral Reef Senior 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 \$3800 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: Thespians Registration Fees - \$2,250; Athletics Dumbbell Set - \$2,500; Teacher Conference Registration Fees - \$170; Mu Alpha Theta Registration Fees - \$350; FFA/HOSA AIDS/HIV Awareness Day Supplies - \$400; Volleyball Team Equipment - \$2,025.

**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
Bolt, Michelle	Teacher, Career/Technical
Cabrera, Martha	Teacher, K-12
Latham, Ashley	Teacher, ESE
Mayor, Yliuska	Teacher, ESE
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
Snow, Jena	Teacher, K-12
Martinez, Marilia	Teacher, K-12

## **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, EP'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 and twelfth grade students enrolled in reading utilize the Paths to College and Career Curriculum. 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 October, tutoring is offered by reading and/or language arts teachers to low performing students to prepare for the SAT/ACT. 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. Ninth and tenth grade reading tutoring will begin in February/March to support "bubble group" students (those students who are potentially at risk of possibly falling behind) as well as regressors.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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 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. Coral Reef's administrative team monitors instruction through frequent classroom walk-throughs, formal observations, and conversations with teachers, parents, and students to provide constructive feedback to support and improve teaching and learning.

## **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, vertical and horizontal team meetings, in their Professional Learning Communities (PLC's). 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 Assistant Principal over

Curriculum (APC) utilizing Microsoft Power BI. Data is then uploaded to the school collaboration site by the APC. 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-driven instructional decisions. Throughout the school year, the leadership team analyzes district, FAIR and other school-based assessment data and shares results at departmental, faculty, and cross-curricular 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 the Personal Math Trainer offered through their Houghton Mifflin Harcourt (HMH) textbook series 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, and Geometry, students enrolled in those courses are strongly encouraged to attend tutoring/review sessions on Saturday mornings from 9 a.m. until noon. Tutoring is also open to students enrolled in courses with End-of-Course (EOC) (Biology and U.S. History), Advanced Placement (AP), and International Baccalaureate (IB) exams. 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 87% of our IB seniors receiving the prestigious IB Diploma in 2017. The percentage of students passing AP exams was 67% in 2017. On state tests, both our 9th grade and 10th grade reading scores showed increases in proficiency levels - from 86% to 90% and 85% to 87% respectively. Our scores are significantly higher than the average district and state proficiency levels. Scores on the Geometry FSA increased from 75% proficiency to 78% proficiency. The percentage of students passing the Algebra I FSA increased from 65% in 2016 to 77% in 2017 and scores on the Algebra 2 FSA increased from 69% proficiency to 84% proficiency. The scores on the US History EOC increased from 88% to 91% proficiency. The Biology EOC scores showed a slight decrease from 91% to 90% proficiency, though scores remain above the district and the state.

***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 2016 and 2017, 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.



**Strategy:** Summer Program

**Minutes added to school year:** 900

The extended essay is a required component of the International Baccalaureate (IB) Diploma Program (DP). It is an independent, self-directed piece of research, finishing with a 4,000-word paper. Our extended essay summer workshop provides lessons on conducting sustained research and affords students the opportunity to hone the research skills learned during the school year, narrow down an appropriate topic for research, formulate an appropriate research question, commence personal exploration of the topic, and begin developing an argument.

### ***Strategy Rationale***

The time spent in the extended essay workshop has been successful with 100% of IB juniors beginning the IB Diploma Program with a working draft of their extended essay. Additionally, 100% of IB Seniors complete their extended essays prior to the college application process, thus alleviating additional requirements during Senior Year. This has led to approximately 98% of our IB seniors earning passing scores on the extended essay in 2017.

### ***Strategy Purpose(s)***

- 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***

Data was collected from the International Baccalaureate Organization (IBO) at the end of the students diploma program. The Principal, Assistant Principal for Curriculum, and the International Baccalaureate lead teacher analyzed the data to determine the effectiveness of the program, then is shared with extended essay supervisors.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### ***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 2-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 84% of our Class of 2017 have enrolled in a four-year college/university, 14% have enrolled in a two-year college/vocational program, 1% in a Conservatory program and 1% have entered the military or the workplace. Over 58% of the Class of 2017 received Florida Bright Futures Scholarship money. In all, members of the Class of 2017 received over \$26 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 2017 contained 735 students in the standard curriculum group; 62.04% were classified as graduating cum laude, magna cum laude, or summa cum laude, 8 students received a special diploma, 26.1% received a standard diploma and 73.9% received a diploma of distinction.

To date, over 58% of the class of 2017 qualified for some level of assistance through the Florida Bright Futures program, earning either the Florida Academic Scholars or Florida Medallion Award, well above the state average. Members of the class of 2017 also received over 26 million in scholarships, in addition to any Florida Bright Future Awards and any federal aid that were eligible for.

According to the 2015 High School Feedback Report, 92.9% of the class of 2015 completed a college prep curriculum, 86.5% completed at least one level 3 high school mathematics course, and 94.6% completed at least one level 3 high school science course. At least one AP, IB, or Dual Enrollment course was taken by 89.7% of the graduates of 2015. No information for the class of 2016 or 2017 is available from the High School Feedback Report.

Of the 2015 graduates taking the SAT and/or ACT, 88.6% scored at or above college-level cut scores in mathematics, 95.7% scored at or above the college-level cut score on the verbal section, and 95.1% scored at or above the cut scores for writing. All percentages were consistently above the percentages for the District or the State. In addition, 97.7% of students in the class of 2015 took the PSAT two years prior to graduation.

Of the 2015 graduates, 70.3% enrolled in a Florida public post secondary institution in the Fall 2015, 5.04% enrolled in Independent Colleges and Universities of Florida in the Fall 2015, and numbers are unavailable for students attending an out-of-state public or private institution in the Fall 2015 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, with instruction focusing on higher levels of the SAMR model. 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.

## 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

**1** = 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**

G096713

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	
FSA ELA Achievement	90.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	65.0
AMO Reading - ELL	
AMO Reading - SWD	
FSA ELA Achievement	89.0
CELLA Listening/Speaking Proficiency	100.0
AMO Math - All Students	
FSA Mathematics Achievement	75.0
Math Gains	57.0
Math Lowest 25% Gains	45.0
FSA 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	92.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers need meaningful professional development to motivate them and/or increase their comfort level implementing new practices.

**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.
- MIE-trained staff.

**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 9/21/2017 to 6/8/2018

**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

**1** = Problem Solving Step       S123456 = Quick Key



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

G096713

**G1.B1** Teachers need meaningful professional development to motivate them and/or increase their comfort level implementing new practices. **2**

B260134

**G1.B1.S1** Teachers will create their own professional growth experiences during Early Release Days and two pre-selected faculty meeting dates through Professional Learning Communities. Teachers will also participate in Office 365 Professional Development sessions on Non-optional work days, increasing use of new technologies to move through the SAMR model, increasing student learning/achievement. **4**

S275581

### Strategy Rationale

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. By creating cross-curricular focus groups, multiple opportunities for suggestions and feedback for school improvement will be developed.

### Action Step 1 **5**

Faculty will revisit the school mission statement, review the responses to the School Improvement Survey, and work on topics for PLC's.

#### Person Responsible

Mary Atherley

#### Schedule

Biweekly, from 8/21/2017 to 9/27/2017

#### Evidence of Completion

Scheduled Professional Development(s) with the PD Liaison, Meeting Agendas, Sign-In Sheets

### Action Step 2 5

Faculty and Staff will participate in professional development on the specific programs contained in Office 365.

**Person Responsible**

Alvaro Mejia

**Schedule**

On 10/2/2017

**Evidence of Completion**

Meeting Agendas, Deliverables, Sign-In Sheets, Lesson Plans

### Action Step 3 5

Faculty and Staff will participate in professional development on the specific programs contained in Office 365 to share out a best practice or new strategy learned to move lessons up in the SAMR model.

**Person Responsible**

Alvaro Mejia

**Schedule**

On 10/27/2017

**Evidence of Completion**

Meeting Agendas, Deliverables, and Sign-In Sheets

### Action Step 4 5

Teachers will create their own professional growth experiences during Early Release Days and two pre-selected faculty meeting dates, through cross-curricular Professional Learning Communities (PLC's).

**Person Responsible**

Alvaro Mejia

**Schedule**

Monthly, from 9/28/2017 to 5/17/2018

**Evidence of Completion**

Scheduled Professional Development(s) with the PD Liaison and all supporting documentation of member participation and reflection, Agendas, Sign-In Sheets

**Action Step 5** 5

Mid-year assessment data will be reviewed during department meetings and data chats to assess the effectiveness of professional growth on student achievement. Adjustments will be made as needed.

**Person Responsible**

Mary Atherley

**Schedule**

On 2/23/2018

***Evidence of Completion***

Department Meeting Agendas, Sign-In Sheets, Student Work, Data Chat Schedule, Data Chat Notes

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

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

**Person Responsible**

Mary Atherley

**Schedule**

Monthly, from 9/28/2017 to 6/8/2018

***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 best practices gathered through professional development in the classroom through Mathematics as well as provide support as needed.

**Person Responsible**

Anthony Burns

**Schedule**

Monthly, from 9/28/2017 to 6/8/2018

***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 best practices gathered through professional development in the classroom through Social Studies as well as provide support as needed.

**Person Responsible**

Alvaro Mejia

**Schedule**

Monthly, from 9/28/2017 to 6/8/2018

***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 best practices gathered through professional development in the classroom through Science as well as provide support as needed.

**Person Responsible**

Mary Atherley

**Schedule**

Monthly, from 9/28/2017 to 6/8/2018

***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 professional development 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 9/21/2017 to 6/8/2018

***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 professional development 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 9/21/2017 to 6/8/2018

**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 professional development 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 9/21/2017 to 6/8/2018

**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 professional development 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 9/21/2017 to 6/8/2018

**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
<b>2018</b>					
G1.B1.S1.A1 A370149	Faculty will revisit the school mission statement, review the responses to the School Improvement...	Atherley, Mary	8/21/2017	Scheduled Professional Development(s) with the PD Liaison, Meeting Agendas, Sign-In Sheets	9/27/2017 biweekly
G1.B1.S1.A2 A370150	Faculty and Staff will participate in professional development on the specific programs contained...	Mejia, Alvaro	10/2/2017	Meeting Agendas, Deliverables, Sign-In Sheets, Lesson Plans	10/2/2017 one-time
G1.B1.S1.A3 A370151	Faculty and Staff will participate in professional development on the specific programs contained...	Mejia, Alvaro	10/27/2017	Meeting Agendas, Deliverables, and Sign-In Sheets	10/27/2017 one-time
G1.B1.S1.A5 A370153	Mid-year assessment data will be reviewed during department meetings and data chats to assess the...	Atherley, Mary	1/8/2018	Department Meeting Agendas, Sign-In Sheets, Student Work, Data Chat Schedule, Data Chat Notes	2/23/2018 one-time
G1.B1.S1.A4 A370152	Teachers will create their own professional growth experiences during Early Release Days and two...	Mejia, Alvaro	9/28/2017	Scheduled Professional Development(s) with the PD Liaison and all supporting documentation of member participation and reflection, Agendas, Sign-In Sheets	5/17/2018 monthly
G1.MA1 M398554	Data will be collected from the various teacher-created assessments as well as from District...	Atherley, Mary	9/21/2017	Student Folders, Student Grades, Scores on the Mid-Year Assessments	6/8/2018 monthly
G1.B1.S1.MA1 M398538	The Administrative Team will review samples of student work in English/ Language Arts located in...	Atherley, Mary	9/21/2017	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/8/2018 monthly
G1.B1.S1.MA6 M398539	The Administrative Team will review samples of student work in Mathematics located in student...	Burns, Anthony	9/21/2017	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/8/2018 monthly
G1.B1.S1.MA7 M398540	The Administrative Team will review samples of student work in Social Studies located in student...	Mejia, Alvaro	9/21/2017	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/8/2018 monthly
G1.B1.S1.MA8 M398541	The Administrative Team will review samples of student work in Science located in student folders,...	Atherley, Mary	9/21/2017	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessment	6/8/2018 monthly
G1.B1.S1.MA1 M398542	The Administrative Team will monitor and observe evidence of implementation of best practices...	Atherley, Mary	9/28/2017	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.	6/8/2018 monthly
G1.B1.S1.MA2 M398543	The Administrative Team will monitor and observe evidence of implementation of best practices...	Burns, Anthony	9/28/2017	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.	6/8/2018 monthly
G1.B1.S1.MA3 M398544	The Administrative Team will monitor and observe evidence of implementation of best practices...	Mejia, Alvaro	9/28/2017	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.	6/8/2018 monthly



**Dade - 7101 - Coral Reef Senior High School - 2017-18 SIP**  
*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.MA4  M398545	The Administrative Team will monitor and observe evidence of implementation of best practices...	Atherley, Mary	9/28/2017	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.	6/8/2018 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** Teachers need meaningful professional development to motivate them and/or increase their comfort level implementing new practices.

**G1.B1.S1** Teachers will create their own professional growth experiences during Early Release Days and two pre-selected faculty meeting dates through Professional Learning Communities. Teachers will also participate in Office 365 Professional Development sessions on Non-optional work days, increasing use of new technologies to move through the SAMR model, increasing student learning/achievement.

### PD Opportunity 1

Faculty and Staff will participate in professional development on the specific programs contained in Office 365.

#### Facilitator

C. Marroquin, N. Madrigal, M. Martinez, and D. Reeves

#### Participants

Faculty

#### Schedule

On 10/2/2017

### PD Opportunity 2

Faculty and Staff will participate in professional development on the specific programs contained in Office 365 to share out a best practice or new strategy learned to move lessons up in the SAMR model.

#### Facilitator

C. Marroquin, N. Madrigal, M. Martinez, and D. Reeves

#### Participants

Faculty

#### Schedule

On 10/27/2017

### **PD Opportunity 3**

Teachers will create their own professional growth experiences during Early Release Days and two pre-selected faculty meeting dates, through cross-curricular Professional Learning Communities (PLC's).

#### **Facilitator**

Faculty

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 9/28/2017 to 5/17/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B1.S1.A1	Faculty will revisit the school mission statement, review the responses to the School Improvement Survey, and work on topics for PLC's.	\$0.00
2	G1.B1.S1.A2	Faculty and Staff will participate in professional development on the specific programs contained in Office 365.	\$0.00
3	G1.B1.S1.A3	Faculty and Staff will participate in professional development on the specific programs contained in Office 365 to share out a best practice or new strategy learned to move lessons up in the SAMR model.	\$0.00
4	G1.B1.S1.A4	Teachers will create their own professional growth experiences during Early Release Days and two pre-selected faculty meeting dates, through cross-curricular Professional Learning Communities (PLC's).	\$0.00
5	G1.B1.S1.A5	Mid-year assessment data will be reviewed during department meetings and data chats to assess the effectiveness of professional growth on student achievement. Adjustments will be made as needed.	\$0.00
<b>Total:</b>			<b>\$0.00</b>