



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Coral Reef Senior High School**

10101 SW 152ND ST

Miami, FL 33157

305-232-2044

<http://coralreef.dadeschools.net>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 43%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 81%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Coral Reef Senior High School

##### Principal

Adrienne Leal

##### School Advisory Council chair

Alejandro Gonzalez

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Adrienne Leal	Principal
Nicole Berge-MacInnes	Assistant Principal
Alvaro Mejia	Assistant Principal
Anthony Burns	Assistant Principal
Mary Michelle Atherley	Assistant Principal
Michelle Verga	Language Arts Dept. Chair
Alejandro Gonzalez	SAC Chair/Mathematics Dept. Chair
Cynthia O'Hair	Science Dept. Chair
Jessica Cabrera-Sarduy	Social Studies Dept. Chair
Laura Fink	Project Manager and Lead Teacher - Health Sciences Academy
Renee Ilhardt	Lead Teacher - IB Academy, Accreditation Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Our School Advisory Council (EESAC) is composed of the following: principal – 1, UTD steward – 1, teachers – 5, alternate teacher – 1, parents – 5, alternate parent – 1, support personnel – 1, alternate support personnel – 1, students – 2, alternate student – 1, business/community representatives – 3.

#### Involvement of the SAC in the development of the SIP

At each meeting, EESAC has been provided with feedback as described below, and their input has been sought and discussed, with appropriate actions taken. At the end of the year and prior to the final meeting, the members were provided with the end-of-the-year review documents along with input from the administrators, curriculum departments, academies, etc. The members were asked to review the 12-13 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. They also understood that the material in the new SIP would be reviewed at the first meeting in September, with appropriate opportunities for revision prior to submission to the District. All department chairs, with input from their respective departments and using the information from the May EESAC meeting, formulated their strategies, etc. for inclusion in the 13-14 SIP.

### **Activities of the SAC for the upcoming school year**

EESAC will continue to monitor and provide feedback on student activities, assessments, achievement, and the School Improvement Plan, receiving regular updates at every EESAC meeting. They will continue to participate in the development, approval, and oversight of the School Improvement Plan as well as the required reviews. EESAC will agree by consensus to approve appropriate funding for programs and activities that support the School Improvement Plan as funds allow. If Coral Reef is once again an "A" school, and if money is available in the state's School Recognition Fund, EESAC will play an integral part in the overall distribution of those funds.

### **Projected use of school improvement funds, including the amount allocated to each project**

Funds will be used to assist in payment for: 1) Saturday tutoring programs (\$7000), 2) various graduation expenses, such as a bus for the band, invitations, programs, etc., which will help maintain a high graduation rate and promote parental involvement (\$5,000), 3) snacks for students in grades nine, ten, and eleven during FCAT testing, and 4) students' registration, travel, and miscellaneous expenses for participation in competitions granted on an "as needed" basis with the consent of the committee as funds are required and available.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

5

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Adrienne Leal**

Principal

Years as Administrator: 18

Years at Current School: 10

**Credentials**

BS – Hunter College, NY;  
 MS – Nova Southeastern, Miami, FL;  
 Certification in Health Ed, Phys. Ed, PE K-8, School Principal, Ed Leadership

**Performance Record**

2013 – School Grade - pending  
 Rdg. Proficiency, 88%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 84 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 73 points  
 Rdg. AMO – 85%  
 Math AMO– 63%  
 2012 – School Grade – A  
 Rdg. Proficiency, 82%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 82 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 81 points  
 Rdg. AMO – 84%  
 Math AMO– 59%  
 2011 School Grade–A  
 High Standards Rdg., 78%  
 High Standards Math, 92%  
 Lrng Gains-Rdg., 72%  
 Lrng Gains-Math, 82%  
 Gains-Rdg.25%, 63%  
 Gains-Math 25%, 81%  
 2010 School Grade–A  
 High Standards Rdg., 77%  
 High Standards Math, 91%  
 Lrng Gains-Rdg., 70%  
 Lrng Gains-Math, 81%  
 Gains-Rdg.25%, 76%  
 Gains-Math 25%, 76%  
 2009 School Grade–A  
 High Standards Rdg., 75%  
 High Standards Math, 92%  
 Lrng Gains-Rdg., 64%  
 Lrng Gains-Math, 81%  
 Gains-Rdg.25%, 52%  
 Gains-Math 25%, 80%



**Anthony D. Burns**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

BS – Mathematics, Florida Memorial University, Miami, FL  
 MS – Mathematics, Nova Southeastern, Miami, FL;  
 Ed Specialist – Ed Leadership, Nova Southeastern, Miami, FL;  
 Certification in Mathematics, Math-Middle Grade Endorsement,  
 Ed Leadership

**Performance Record**

2013 – School Grade - pending  
 Rdg. Proficiency, 88%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 84 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 73 points  
 Rdg. AMO – 85%  
 Math AMO– 63%  
 2012 – School Grade – A  
 Rdg. Proficiency, 82%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 82 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 81 points  
 Rdg. AMO – 84%  
 Math AMO– 59%  
 2011 School Grade–A  
 High Standards Rdg., 78%  
 High Standards Math, 92%  
 Lrng Gains-Rdg., 72%  
 Lrng Gains-Math, 82%  
 Gains-Rdg.25%, 63%  
 Gains-Math 25%, 81%  
 2010 School Grade–A  
 High Standards Rdg., 77%  
 High Standards Math, 91%  
 Lrng Gains-Rdg., 70%  
 Lrng Gains-Math, 81%  
 Gains-Rdg.25%, 76%  
 Gains-Math 25%, 76%  
 2009 School Grade–A  
 High Standards Rdg., 75%  
 High Standards Math, 92%  
 Lrng Gains-Rdg., 64%  
 Lrng Gains-Math, 81%  
 Gains-Rdg.25%, 52%  
 Gains-Math 25%, 80%

**Alvaro Mejia**

Asst Principal

Years as Administrator: 9

Years at Current School: 6

**Credentials**

BA – Political Science, FIU, Miami, FL;  
 MS – Special Education, FIU, Miami, FL;  
 Ed Specialist-Ed Leadership, Nova Southeastern, Miami, FL;  
 Certification in Varying Exceptionalities, Ed Leadership

**Performance Record**

2013 – School Grade - pending  
 Rdg. Proficiency, 88%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 84 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 73 points  
 Rdg. AMO – 85%  
 Math AMO– 63%  
 2012 – School Grade – A  
 Rdg. Proficiency, 82%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 82 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 81 points  
 Rdg. AMO – 84%  
 Math AMO– 59%  
 2011 School Grade–A  
 High Standards Rdg., 78  
 High Standards Math, 92  
 Lrng Gains-Rdg., 72  
 Lrng Gains-Math, 82  
 Gains-Rdg. 25%, 63  
 Gains-Math 25%, 81  
 2010 School Grade–A  
 High Standards Rdg., 77  
 High Standards Math, 91  
 Lrng Gains-Rdg., 70  
 Lrng Gains-Math, 81  
 Gains-Rdg.25%, 76  
 Gains-Math 25%, 76  
 2009 School Grade–A  
 High Standards Rdg., 75  
 High Standards Math, 92  
 Lrng Gains-Rdg., 64  
 Lrng Gains-Math, 81  
 Gains-Rdg. 25%, 52  
 Gains-Math 25%, 80

**Nicole Berge-MacInnes**

Asst Principal

Years as Administrator: 3

Years at Current School: 2

**Credentials**

BS – SPED, FIU, Miami, FL;  
 MS –SPED, ESOL, Nova Southeastern, Miami, FL;  
 Certification in ESOL, Special Learning Disabilities, and Ed  
 Leadership

**Performance Record**

2013 – School Grade - pending  
 Rdg. Proficiency, 88%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 84 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 73 points  
 Rdg. AMO – 85%  
 Math AMO– 63%  
 2012 – School Grade – A  
 Rdg. Proficiency, 82%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 82 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 81 points  
 Rdg. AMO – 84%  
 Math AMO– 59%  
 2011 School Grade–A  
 High Standards Rdg., 78  
 High Standards Math, 92  
 Lrng Gains-Rdg., 72  
 Lrng Gains-Math, 82  
 Gains-Rdg.25%, 63  
 Gains-Math 25%, 81  
 2010 School Grade–A  
 High Standards Rdg., 77  
 High Standards Math, 91  
 Lrng Gains-Rdg., 70  
 Lrng Gains-Math, 81  
 Gains-Rdg.25%, 76  
 Gains-Math 25%, 76  
 2009 School Grade–A  
 High Standards Rdg., 75  
 High Standards Math, 92  
 Lrng Gains-Rdg., 64  
 Lrng Gains-Math, 81  
 Gains-Rdg.25%, 52  
 Gains-Math 25%, 80

**Mary Michelle Atherley**

Asst Principal

Years as Administrator: 13

Years at Current School: 1

**Credentials**

BS – Science Education  
 MS in Ed Leadership  
 Certification in Biology and Ed. Leadership

**Performance Record**

2013 – School Grade - pending  
 Rdg. Proficiency, 88%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 84 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 73 points  
 Rdg. AMO – 85%  
 Math AMO– 63%  
 2012 – School Grade – A  
 Rdg. Proficiency, 82%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 82 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 81 points  
 Rdg. AMO – 84%  
 Math AMO– 59%  
 2011 School Grade–C  
 High Standards Rdg., 63  
 High Standards Math, 55  
 Lrng Gains-Rdg., 62  
 Lrng Gains-Math, 65  
 Gains-Rdg.25%, 71  
 Gains-Math 25%, 63  
 2010 School Grade–B  
 High Standards Rdg., 60  
 High Standards Math, 55  
 Lrng Gains-Rdg., 64  
 Lrng Gains-Math, 68  
 Gains-Rdg.25%, 65  
 Gains-Math 25%, 69  
 2009 School Grade–C  
 High Standards Rdg., 53  
 High Standards Math, 49  
 Lrng Gains-Rdg., 62  
 Lrng Gains-Math, 65  
 Gains-Rdg.25%, 76  
 Gains-Math 25%, 66

**Instructional Coaches**

# of instructional coaches

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

105

**# receiving effective rating or higher**

105, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

105, 100%

**# ESOL endorsed**

16, 15%

**# reading endorsed**

5, 5%

**# with advanced degrees**

80, 76%

**# National Board Certified**

27, 26%

**# first-year teachers**

2, 2%

**# with 1-5 years of experience**

11, 10%

**# with 6-14 years of experience**

75, 71%

**# with 15 or more years of experience**

57, 54%

**Education Paraprofessionals**

**# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

12

### # receiving effective rating or higher

12, 100%

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Available positions are advertised by the District. Applicants who are appropriately certified and are hired by the District are interviewed by appropriate personnel at the school level, and the open positions are offered to applicants who will be the 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. This includes monthly meetings with the Asst. Principal for Curriculum, a counselor, and two veteran teachers in leadership positions. All of the support personnel are available for assistance at any time

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers are part of the Beginning Teacher Program in the previous section. In addition, all new teachers are provided with buddy teachers or mentors in their subject areas to assist them as they begin their career. 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 for all new teachers.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

MTSS Leadership Team (Literacy Council) meets monthly to analyze student academic and behavioral data and develop strategies for improvement.

Our school has six academic academies and each academy is assigned one counselor and one lead teacher whose job is to assist students with academic and behavioral concerns. The counselors meet on a bi-weekly basis to discuss student needs/concerns and develop strategies to address those needs/concerns. Additionally, counselors and lead teachers regularly meet with students, parents, and teachers to address individual student concerns.

Teachers meet on a bi-weekly basis, by department, to address academic concerns and develop strategies to improve student success and achievement. Department Chairpersons address teacher concerns during Literacy Council Meetings.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal: Adrienne Leal

provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/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.

Assistant Principals: Nicole Berge-MacInnes, Alvaro Mejia, Tony Burns, and Michelle Atherley 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.

Chairs for Language Arts, Mathematics, Science, Social Studies, Student Services, SPED/Behavior Specialist, and Vocational Departments: Michelle Verga, Alejandro Gonzalez, Cynthia O'Hair, Jessica Cabrera-Sarduy, Shari Gayton, Monica Silio, and Laura Fink, respectively, provide information about core instruction; participate in student data collection; 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.

Reading Chair: Sali Coppock

provides guidance on K-12 reading plan; develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; 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 children to be 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.

School Psychologist, Debra Mutter and School Social Worker, Jane Flack:

in addition to the Designated Assistant Principal, the Tier 2 Team and parent/guardian make up the Tier 3 SST Problem Solving team.

Professional Development Liaison: Stacey Phelan

provides professional development and technical assistance to teachers regarding data-based instructional planning.

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Tier 1 and 2 data will be monitored and shared on collaborative site. Literacy Team will utilize real time data collected throughout the school year in order to monitor student progress.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Academic

- FCAT
- FAIR
- Interim Assessments
- CELLA/ESOL Levels
- Jamestown Reading
- End of Course Assessments

- Reading Plus
  - Student Grades
  - Gizmos
- Behavior
- Student Case Management System
  - Detentions
  - Suspension/Expulsions
  - Referral Frequency
  - Attendance
  - Functional Assessment

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

CRHS will participate in MTSS District professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team training.
2. MTSS team members will attend District trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team training.
3. Literacy Council members will participate in school-based RtI training.

A description of MTSS and MTSS parent resources will be available on the schools website.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**



**Strategy: Weekend Program****Minutes added to school year: 2,160**

For three months in the spring, prior to the administration of FCAT Reading Tests, End-of-Course (EOC) Tests in biology, algebra, geometry, U.S. history, and various Advanced Placement (AP) and International Baccalaureate (IB) tests, students are strongly encouraged to attend tutoring/review sessions on Saturday mornings from 9a.m. until noon. These sessions are intensive review and reinforcement sessions to supplement the knowledge and skills that the students have been taught in class. In addition, test-taking skills and essay-extended response questions are used to hone the students' ability to craft well-written responses necessary for success on the various college-level exams. Thus far, these efforts have been successful with approximately 90 percent of our IB seniors receiving the prestigious IB Diploma in 2012. We continue to increase the number of AP tests given, from 3155 tests in 2011 to 3541 in 2012, while the number of students taking the AP tests has also increased from 1682 in 2011 to 1856 in 2012. The AP Equity and Excellence score Coral Reef Seniors increased from 70.4 in 2011 to 77.8 in 2012. Updated scores for 2013 have not yet been received from the College Board. On state tests, our reading scores improved from 82 percent proficient in 2012 to 87 percent proficient in 2013. During the same time frame, the scores from the Algebra End-of-Course (EOC) Test improved from 65 to 76 percent proficient, Geometry EOC scores improved from 72 (retrofitted) to 90 percent proficient, and the Biology EOC scores improved from 78 (retrofitted) to 91 percent proficient.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

All data was collected either from the College Board AP tests or the Florida accountability testing program at the end of 2011, 2012, or 2013, as applicable. This data was analyzed by the Principal, Assistant Principal for Curriculum, and the appropriate department chairs, and shared schoolwide with teachers, parents, students, and community members. This data is also part of public record.

**Who is responsible for monitoring implementation of this strategy?**

The Assistant for Curriculum, the Saturday Coordinator, the AP Coordinator, and the Department Chairs of Language Arts, Reading, Mathematics and Science are responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Adrienne Leal	Principal
Nicole Berge-McInnes	Assistant Principal for Curriculum
Marinka Bisceglia	Reading Teacher
Dawn Palmer	Reading Teacher
Yakeitha Lawrence	Reading Teacher

Name	Title
Sali Coppock	Reading Dept. Chair
Michelle Verga	Language Arts Dept. Chair
Shari Gayton	Student Services Dept. Chair
Laura Fink	Vocational Dept. Chair

### How the school-based LLT functions

**Principal:** Provides a common vision for improved literacy; ensures that the school-based team is implementing strategies to improve literacy; ensures adequate professional development to support strategies to improve literacy; and communicates with parents regarding school-based literacy plans and activities.

**Assistant Principal for Curriculum:** Assists in the implementation of the Principal's vision; ensures that the school-based team is implementing literacy strategies; ensures support and documentation of efforts to improve literacy; provides adequate professional development; and communicates with parents regarding school-based literacy plans and activities.

**Reading Chair:** Participates in the development of the school's literacy plan; meets with the LLT to modify the school's plan to meet students' needs identified on the FAIR and the District Interim Assessments; develops curriculum for and schedules teachers for the Saturday Academy; meets with reading teachers regularly to monitor progress and address concerns; check samples of student work and assessments; ensures that the reading curriculum is aligned with language arts; provides appropriate professional development and resources; communicates with the Language Arts Dept. Chair in developing a School-wide Reading Plan and monitoring progress.

**Language Arts Dept. Chair:** Participates in the development of the school's literacy plan; meets with the LLT to modify the school's plan to meet students' needs identified on the FAIR and the District Interim Assessments; check samples of student work and assessments; provides appropriate professional development and resources to the department; communicates with the reading staff in developing a School-wide Reading Plan and monitoring progress; ensures that the reading curriculum is aligned with language arts.

### Major initiatives of the LLT

Major initiatives for 2013-14 will be:

- Continue to build communication between the LL and the MTSS Teams.
- Decrease the number of Tier 3 students for the 2013-2014 school year.
- Monitor progress of students in Tier 2 and 3.
- Promote schoolwide vocabulary development and the inclusion of self-selected reading across the curriculum.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Administrators and faculty members at Coral Reef have always been convinced that ALL teachers must be reading teachers. Teachers in all classes are involved in reading instruction and the development of student literacy. Since reading is an integral part of every subject in the curriculum, teachers will be provided with strategies to improve their delivery of instruction in their own classes. Each subject area incorporates its unique reading "texts," and the teachers will adapt the tested benchmark reading skills and strategies to their specific subject area. The Leadership Team will monitor the progress through lesson plans, samples of student work, classroom visitations, and discussion of best practices during department meetings.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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. Teachers are encouraged to begin daily lessons by making connections with students' prior knowledge and with topical events or issues, answering the question, "why do I need to know this?"

In addition, social studies and language arts curricula are integrated and intertwined so they complement one another, each reinforcing the knowledge and skills of the other to help ensure students' success in postsecondary endeavors. Likewise, mathematics and science curricula are also integrated. Similar skills are taught in both subject areas simultaneously, assisting the science students to see and understand the mathematical relationships while putting the mathematics into a practical context for real-world applications.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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. Articulation occurs in the spring and is conducted through the magnet classes, where magnet 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. At that time, in a large group setting, 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 will support his/her career and postsecondary goals.

### **Strategies for improving student readiness for the public postsecondary level**

According to the statistics supplied by the FLDOE and District Office in the spring of 2012, Coral Reef's NGA (National Governors Association) graduation rate was 98.0 percent. Of the original 662 members of the cohort, 27 were students with autism who received a special diploma. All other graduates in the standard curriculum group received a regular diploma. Also in the original cohort, 14 were classified as "not graduating." Students are tracked from their ninth grade year. If they leave Coral Reef and graduate from another school in Florida, they have a positive effect on Coral Reef's graduation rate. If, for some reason, they either do not graduate or they move out of the state or out of the country and the graduation data is unavailable, they are considered as a non-graduate and lower the graduation rate.

According Coral Reef's registrar, in the class of 2013 there were 694 students in the standard curriculum group, all of whom received a diploma. Sixty-eight percent were classified as graduating cum laude, magna cum laude, or summa cum laude. Nine students received a special diploma, 196 students received a standard diploma, and 486 received a diploma of distinction.

During the 2010-2011 school year, 96 unduplicated students completed 179 dual-enrollment courses at

either Miami-Dade College or Florida International University. Figures are not yet available for the 2011-12 school year.

To date, 64.2 percent of the class of 2013 qualified for some level of assistance through the Florida Bright Futures program. This represents 29.1 percent of the seniors being designated Florida Academic Scholars (the top award) and 31.8 percent earning the Florida Medallion Award. The state average for seniors receiving awards is 33 percent.

Members of the class of 2013 have been offered \$25,000,000 in scholarships, excluding Florida Bright Future Awards. This represents an increase of approximately \$250,000 dollars over the previous year. In addition, 90.6 percent of the class of 2011 completed a college prep curriculum, 79.3 percent completed at least one level 3 high school mathematics course, and 92.4 percent completed at least one level 3 high school science course. At least one AP, IB, or Dual Enrollment course was taken by 85.2 percent of the graduates of 2011. No information for the class of 2012 or 2013 is available from the High School Feedback Report.

Of the graduates of 2011, 95.5 percent took the SAT, 74.7 percent took the ACT, and 12.0 percent took the CPT. Of those graduates taking the SAT, 86.3 percent scored at or above college-level cut scores in mathematics, 95.4 percent scored at or above the college-level cut score on the verbal section, and 96.0 percent scored at or above the cut scores for writing. Scores followed the same pattern for the ACT, and all percentages were consistently above the percentages for the District or the State. In addition, 93.4 percent of students in the class of 2011 took the PSAT two years prior to graduation.

Of the 2011 graduates, 72.2 percent enrolled in a Florida public postsecondary institution in the Fall 2011, 5.54 percent enrolled in Independent Colleges and Universities of Florida in the Fall 2011, and numbers are unavailable for students attending an out-of-state public or private institution in the Fall 2011.

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 postsecondary level, but there is still room for improvement. Strategies will be implemented to improve vocabulary and research skills, 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. Coral Reef is totally 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	88%	Yes	87%
American Indian		0%		
Asian	90%	95%	Yes	91%
Black/African American	73%	70%	No	76%
Hispanic	86%	89%	Yes	87%
White	89%	95%	Yes	90%
English language learners	61%	71%	Yes	65%
Students with disabilities	56%	60%	Yes	60%
Economically disadvantaged	78%	82%	Yes	81%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	389	24%	25%
Students scoring at or above Achievement Level 4	1040	64%	64%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	22%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	33%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		84%	86%
Students in lowest 25% making learning gains (FCAT 2.0)		90%	91%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		78%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	83%	85%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		92%	93%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	721	91%	92%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	91%	Yes	66%
American Indian		0%		
Asian		98%		
Black/African American	48%	80%	Yes	54%
Hispanic	67%	91%	Yes	70%
White	63%	95%	Yes	66%
English language learners	67%	88%	Yes	70%
Students with disabilities	48%	69%	Yes	54%
Economically disadvantaged	56%	89%	Yes	60%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	47%
Students scoring at or above Level 7		[data excluded for privacy reasons]	14%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		85%	87%
Students in lowest 25% making learning gains (EOC)		73%	76%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		83%	85%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	47%	49%
Students scoring at or above Achievement Level 4	90	29%	30%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	32%	32%
Students scoring at or above Achievement Level 4	348	58%	59%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	269	40%	41%
Students scoring at or above Achievement Level 4	333	50%	50%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	25		30
Participation in STEM-related experiences provided for students	1400	44%	47%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	956	30%	31%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	564	18%	19%
CTE-STEM program concentrators	338		342
Students taking CTE-STEM industry certification exams	338	24%	26%
Passing rate (%) for students who take CTE-STEM industry certification exams		52%	54%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1687	53%	54%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	1181	37%	38%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	373	11%	12%
Passing rate (%) for students who take CTE industry certification exams		48%	50%
CTE program concentrators	433	13%	15%
CTE teachers holding appropriate industry certifications	5	71%	100%



## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	1%	1%
Students in ninth grade with one or more absences within the first 20 days	3	0%	
Students in ninth grade who fail two or more courses in any subject	17	2%	1%
Students with grade point average less than 2.0	44	1%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	62	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	38	1%	0%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	14	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	644	98%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	27	84%	86%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	648	98%	98%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

The parents of Coral Reef's students are very active and involved. There are currently 800 members in our Parent/Teacher/Student Association (PTSA). We would like to increase amount of participation in the PTSA..

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of PTSA members	800	25%	28%

## Goals Summary

- G1.** The results on the 2013 Reading FCAT 2.0 indicate that 88 percent of all students scored at or above Level 3. The goal for 2013-14 is to maintain the number of students scoring at proficiency at 88 percent.
- G2.** Ninety-two percent of our on-time graduates were “college ready” in Reading. The goal is to increase the percent of students who are college ready to 93 percent.
- G3.** On the 2013 Writing FCAT, 91 percent of students in grade ten scored at Level 3.5 or above. The goal for 2012-13 is to maintain the percentage of students scoring Level 3.5 or higher at 92 percent.
- G4.** The results from the Algebra I and Geometry EOC's indicate that 91 percent of students achieved at or above Level 3. The AMO target for 2012-13 was 63 percent and the goal for 2013-14 is to maintain performance at 91 percent.
- G5.** Eighty-three percent of our on-time graduates were “college ready” in Mathematics. The goal is to increase the percent of students who are college ready to 85 percent.
- G6.** The goal for 2014 Algebra EOC is for 47 percent of students to achieve at Level 3. Also, though 29 percent of the students achieved at or above Level 4 on the test, the target for 2014 is 30 percent.
- G7.** The goal for the 2014 Geometry EOC is for students scoring at Level 3 to maintain at 32 percent. The goal for students scoring at or above Level 4 is to increase performance by one percentage point to 59 percent.
- G8.** The goal for the 2014 Biology EOC is for the percentage of students scoring at Level 3 to increase to 41 percent. The goal for students scoring at or above Level 4 is to maintain at 50 percent.
- G9.** The goal for 2013-14 is to increase the Science, Technology, Engineering, and Math (STEM) learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.
- G10.** The goal is to increase CTE student achievement of industry certification by 2 percent.
- G11.** The results of the 2013 U.S. History EOC indicate that 33 percent of students scored in the middle third and 45 percent scored in the upper third. The goal to increase both by one percentage point to 34 and 46 percent respectively.
- G12.** All students' attendance, GPA, and behavior will be closely monitored in order to improve students' achievement and opportunity to graduate.

- G13.** According to the graduation rate calculated according to the 2010-11 Federal Uniform Graduation Rate, 98 percent of Coral Reef students graduated in four years. The goal for 2013-14 is to maintain a 98 percent graduation rate.
  
- G14.** Coral Reef has 594 volunteers or a participation rate of 19 percent. During the 2012-13 school year, the volunteers logged in excess of 10,600 service hours. Our goal is to increase the number volunteers by two percentage points to 606 volunteers.

## Goals Detail

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 88 percent of all students scored at or above Level 3. The goal for 2013-14 is to maintain the number of students scoring at proficiency at 88 percent.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- Textbooks, Literary, Fiction and Nonfiction Texts Computers Articles in print and on the Internet

### **Targeted Barriers to Achieving the Goal**

- On the 2013 Reading FCAT 2.0, 24 percent of students scored at Level 3. These students score lowest in Reporting Category Three, Literary Analysis: Fiction and Nonfiction. In order to be a responsible citizen in academia or in the business world, it is imperative that one be able to analyze and understand what one reads and determine the reliability of the source of the information.
- Results from the 2013 Reading FCAT 2.0 indicate that 64 percent of students scored at or above Level 4. These students scored lowest in Reporting Category Three, Literary Analysis: Fiction and Nonfiction. In order to be a responsible citizen in academia or in the business world, it is imperative that one be able to analyze and understand what one reads and determine the reliability of the source of the information. Students need to develop critical thinking and analytical skills in order to accomplish that task.
- Results from 2013 the Reading FCAT 2.0 indicate that 84 percent of all students made learning gains. Many students come from homes where English is a second language. Even though students have exited the ELL program, this is a barrier to the development of a strong English vocabulary.
- Results from the 2013 Reading FCAT 2.0 indicate that 90 percent of students in the lowest 25 percent (lowest quartile) made learning gains. Vocabulary remains a problem for many students in the lowest quartile, the struggling readers. Often they do not read well enough and rapidly enough to become engaged in their reading material. In general, the less students read, the smaller their vocabulary will be, and the lower their comprehension will be.
- On the 2013 Spring administration of the CELLA, 100 percent of students were proficient in Listening/ Speaking English. The target is to maintain that level, a difficult task.
- On the 2013 Spring administration of the CELLA, 75 percent of tested students were proficient in Reading in English. Many students come from homes where English is not the first language. This hampers the development of a strong English vocabulary, limiting its range and the depth of literacy.
- On the 2013 Spring administration of the CELLA, 83 percent of tested students were proficient in writing. Using different grammar rules and vocabulary may be difficult and/or confusing for a student whose primary language is not English.
- Results on the 2013 Reading FCAT 2.0 indicate that 70 percent of our Black students scored at or above Levels 3. The target was 73 percent. Some of our Black students come from under-performing schools where the culture of learning is different than that at Coral Reef.

### Plan to Monitor Progress Toward the Goal

Using the FCIM model, pretests will be administered at the beginning of the school year to determine the needs of the students, and the curriculum will be designed to address those needs. Formative quizzes, teacher-created tests, Interim Assessments, and samples of student work will be used to assess progress with instruction modified as needed.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Success on the Quarterly Interim Assessments, the 2014 Reading FCAT 2.0., and in some cases, the CELLA

**G2.** Ninety-two percent of our on-time graduates were “college ready” in Reading. The goal is to increase the percent of students who are college ready to 93 percent.

**Targets Supported**

**Resources Available to Support the Goal**

- Review Materials Textbooks

**Targeted Barriers to Achieving the Goal**

- Even though students had successfully passed the required math, language arts and science classes required for graduation, only 92 percent of students were deemed “college ready” in reading at the beginning of their twelfth-grade year.

### Plan to Monitor Progress Toward the Goal

Students' schedules will show correct placement. Following the FCIM model, biweekly data and samples of student work will be reviewed for improvement. Instruction will be modified as necessary.

**Person or Persons Responsible**

Assistant Principal for Curriculum, Student Services Dept. Chair, Mathematics Department Chair

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Acceptable scores on the SAT, ACT, or P.E.R.T.

**G3.** On the 2013 Writing FCAT, 91 percent of students in grade ten scored at Level 3.5 or above. The goal for 2012-13 is to maintain the percentage of students scoring Level 3.5 or higher at 92 percent.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writing Books Anchor papers

**Targeted Barriers to Achieving the Goal**

- Very high scores are difficult to maintain. Students must be equally proficient and comfortable responding to either expository or persuasive prompts.

**Plan to Monitor Progress Toward the Goal**

Using the FCIM, samples of student work will be reviewed and analyzed using the Florida Writes rubric, with instruction modified as required.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

The 2014 Florida Writing Test

**G4.** The results from the Algebra I and Geometry EOC's indicate that 91 percent of students achieved at or above Level 3. The AMO target for 2012-13 was 63 percent and the goal for 2013-14 is to maintain performance at 91 percent.

**Targets Supported**

**Resources Available to Support the Goal**

- Textbooks Graph Paper Calculators

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for all students was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math). According to the results from the 2013 Geometry EOC, the area of greatest difficulty for all students was Reporting Category 3 (Trigonometry and Discrete Math). Combined results from the two mathematics assessments indicate that 85 percent of students made learning gains. The goal for 2014 is to increase that percentage to 87 percent.
- Seventy-three percent of the students in the lowest 25 percent (lowest quartile) made learning gains in mathematics on the 2013 EOC assessments. The goal for 2014 is to increase that percentage to 76 percent.

### Plan to Monitor Progress Toward the Goal

Using the FCIM, data collected from samples of student work, quizzes, tests and Quarterly Interim Assessments will be analyzed and instruction modified accordingly.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Teacher-created Quizzes/Tests Quarterly Interim Assessments Algebra and Geometry EOC's

**G5.** Eighty-three percent of our on-time graduates were “college ready” in Mathematics. The goal is to increase the percent of students who are college ready to 85 percent.

**Targets Supported**

**Resources Available to Support the Goal**

- Review Guides, Practice Exams Math texts Calculators

**Targeted Barriers to Achieving the Goal**

- Even though students had successfully passed the required mathematics, language arts and science classes required for graduation, 24 percent of students were not deemed “college ready” in mathematics at the beginning of their twelfth-grade year.

### Plan to Monitor Progress Toward the Goal

Following the FCIM, data and samples of student work will be reviewed for improvement.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Acceptable scores on the SAT, ACT, or P.E.R.T.

**G6.** The goal for 2014 Algebra EOC is for 47 percent of students to achieve at Level 3. Also, though 29 percent of the students achieved at or above Level 4 on the test, the target for 2014 is 30 percent.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Textbooks, Graph Paper, Calculators,

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for students achieving Level 3 was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).
- According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for students achieving at or above Level 4 was also Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).

**Plan to Monitor Progress Toward the Goal**

Using the FCIM model, data from tests/quizzes and Interim Assessments will be analyzed, and instruction modified as necessary.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Quarterly Interim Assessments and the 2014 Algebra I EOC

**G7.** The goal for the 2014 Geometry EOC is for students scoring at Level 3 to maintain at 32 percent. The goal for students scoring at or above Level 4 is to increase performance by one percentage point to 59 percent.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Textbooks Graph Paper Graphing Calculators

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students at Level 3 was Reporting Category 3 (Trigonometry and Discrete Math).
- According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students at or above Level 4 was Reporting Category 3 (Trigonometry and Discrete Math).



### Plan to Monitor Progress Toward the Goal

Using the FCIM model, data from samples of student work, quizzes, tests, and Quarterly Interim Assessments will be reviewed and instruction modified as necessary.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Teacher-created Tests, Interim Assessments, 2014 Geometry EOC

**G8.** The goal for the 2014 Biology EOC is for the percentage of students scoring at Level 3 to increase to 41 percent. The goal for students scoring at or above Level 4 is to maintain at 50 percent.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Textbooks Lab Equipment Chemicals Various Live and Preserved Specimens

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 Biology EOC Assessment, the area of greatest difficulty for students scoring at Level 3 was Reporting Category 1 (Molecular and Cellular Biology).
- According to the results of the 2013 Biology EOC Assessment, the area of greatest difficulty for students scoring at or above Level 4 was also Reporting Category 1 (Molecular and Cellular Biology).

### Plan to Monitor Progress Toward the Goal

Using the FCIM model, Benchmark-based quizzes and tests and Quarterly Interim Assessments will be reviewed, and instruction will be modified as needed.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Benchmark-based Tests, Quarterly Interim Assessments, Biology EOC

**G9.** The goal for 2013-14 is to increase the Science, Technology, Engineering, and Math (STEM) learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.

### **Targets Supported**

- STEM - High School

### **Resources Available to Support the Goal**

- Materials and Machinery for Making Models and Robots Textbooks Scientific/Engineering Journals Lab Equipment Chemicals Review Materials

### **Targeted Barriers to Achieving the Goal**

- In 2012-13, 44 percent of our students, primarily in the Academies of Agriscience and Engineering Technology, Health Science, and Business and Finance, as well as students in various science and math classes and clubs participated in competitions such as SECME, the M-DCPS Science and Engineering Fair, the Miami-Dade County Youth Fair, Future Business Leaders of America (FBLA), HOSA (Health Sciences), the Fairchild Challenge, Brain Bowls, and Olympiads. The goal for 2014 is to increase participation in various competitions by 3 percentage points to 47 percent, while expanding the types of science competitions and including more science students from various disciplines.
- In 2012-13, 30 percent of all students enrolled in one or more accelerated STEM-related courses. The goal for 2013-14 is to increase the percentage of students enrolled by one percentage point to 31 percent. Included in those numbers are students taking either Advanced Placement (AP) or International Baccalaureate (IB) classes. Though students are encouraged to attempt accelerated math and science classes, some are intimidated by their perceived difficulty.
- In 2012-13, 338 students (11 percent of all students) were CTE-STEM program concentrators. These are students in the Academies of Agriscience and Engineering Technology, Business, and Health Science. In those academies, any student completing 10th grade and rising to the 11th grade is a program concentrator, having completed two CTE courses and taking a third. The number of concentrators varies with the numbers of students admitted to the academies. Also in 2013-14, 24 percent of the school's students took a CTE-STEM Industry Certification exam with a passing rate of 52 percent. The goal for 2013-14 is to increase the passing rate by two percentage points to 54 percent.

### **Plan to Monitor Progress Toward the Goal**

Using the FCIM model, the number of competitions and students participating will be tracked, and efforts will be made to recruit more participants. Student course selections will be tracked, and recruitment increased as needed. Student performance on practice CTE-STEM tests will be reviewed.

### **Person or Persons Responsible**

Leadership Team and EESAC

### **Target Dates or Schedule:**

Monthly

### **Evidence of Completion:**

Competition models, final scores and awards from competitions, the number of students participating, number of students selecting accelerated STEM courses for the next school year, and performance on CTE-STEM Exams

**G10.** The goal is to increase CTE student achievement of industry certification by 2 percent.

### **Targets Supported**

- CTE

### **Resources Available to Support the Goal**

- Equipment and Materials for the Agriscience and Engineering Courses Computers and Appropriate Software for All Four Career Academies Test-preparation and Review Materials

### **Targeted Barriers to Achieving the Goal**

- Only students in a CTE academy can enroll in CTE courses. Currently, there are 1687 students (53 percent of all students) enrolled in the career academies. The enrollment in those courses is steady since academy enrollment is limited, and there are many more applicants than can be accepted. Of the students who have taken a CTE course, 989 students (55 percent) have enrolled in at least one accelerated course, and 100 percent have completed the accelerated courses in which they were enrolled. Students are somewhat intimidated by the rigor of the accelerated courses and hesitate to enroll in them. The goal for 2013-14 is to increase the number of students in accelerated courses by one percent.
- In 2012-13, 433 students (13 percent of all students) were CTE program concentrators, having completed two CTE courses and enrolled in a third. The number of concentrators varies with the number of students admitted to the four career academies. In 2012-13, 373 program completers (seniors who have taken four CTE courses) were eligible to take the Industry Certification Exam (ICE). The goal for 2013-14 is to improve the passing rate for students who take the CTE Industry Certification Exams by two percentage points to 50 percent.

### **Plan to Monitor Progress Toward the Goal**

Using the FCIM model, the number of students enrolling in accelerated courses will be monitored and increased effort will be made to encourage enrollment as needed. Results on practice Industry Certification Exams and practical assessments will be monitored as well, and services to help ensure an increase in the passing rate will be implemented as needed.

### **Person or Persons Responsible**

Leadership Team and EESAC

### **Target Dates or Schedule:**

Monthly

### **Evidence of Completion:**

Increased Enrollment in Accelerated Courses, Increased Passing Rate on the Industry Certification Exams

**G11.** The results of the 2013 U.S. History EOC indicate that 33 percent of students scored in the middle third and 45 percent scored in the upper third. The goal is to increase both by one percentage point to 34 and 46 percent respectively.

**Targets Supported**

- U.S. History EOC

**Resources Available to Support the Goal**

- Textbooks Review Materials

**Targeted Barriers to Achieving the Goal**

- Students in the middle third frequently have limited understanding and knowledge of the 20th century. Many teachers of students in grade 8 end the instructional year well before the study of 20th century has begun.
- Students in the upper third often have a limited understanding and knowledge of our country's cultural literacy – famous people, places, dates, and events.

**Plan to Monitor Progress Toward the Goal**

Using the FCIM model, pacing guides should be checked, and data from samples of student work, quizzes, Benchmark-based Assessments, and Interim Assessments will be reviewed. Course pacing and instruction will be modified as needed.

**Person or Persons Responsible**

Leadership Team and EESAC

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Samples of Student Work, Quizzes, Benchmark-based Assessments, Quarterly Interim Assessments

**G12.** All students' attendance, GPA, and behavior will be closely monitored in order to improve students' achievement and opportunity to graduate.

### **Targets Supported**

- EWS - High School

### **Resources Available to Support the Goal**

- Blackboard/ConnectEd, Extracurricular Activity Report, Rapid Track Tardy Tracking System, Probation Data Base

### **Targeted Barriers to Achieving the Goal**

- School data from 2012-13 indicate that two percent (79) of students in ninth grade had one or more absences within the first twenty days of school. The goal is to decrease the percentage of students by one percentage point. Data also indicate that 32 students (1 percent) missed ten percent or more of available instructional time. The goal is to maintain the number of students missing ten percent of instructional time. Most of our students with excessive attendance problems have medical reasons for missing school. Fifteen of the students missing ten percent or more of instructional time were special education students. Also, transportation sometimes is a problem because students travel to school from all over the county, or may ride on public transportation.
- Data from 2012-2013 indicate that 17 students (two percent) in ninth grade failed two or more courses in any subject. The goal is to decrease that number by one percentage points to one percent. Data also indicate that 1 percent (44) of students have a GPA less than 2.0. The goal is to maintain that percentage at one percent. No students failed to progress on-time to tenth grade. The goal is to maintain that percent at zero percent. Ninth grade students occasionally have a problem adapting to high school, especially in terms of the amount of study required for academic success and the rigor of the curriculum. Counseling and services will be provided to assist these students.
- Data from 2012-13 indicate that 27 percent (866) of students received two or more behavioral referrals. The goal for 2014 will be to decrease the percent of referrals by one percentage point to 26 percent. While 27 percent of our students do NOT receive behavioral referrals, they have been given attendance referrals. The attendance issue was addressed in a previous barrier. Data also indicate that six percent (187) students received one or more behavioral referrals that lead to suspension. The goal for 2014 will be to decrease the percent of students being suspended by one percentage point to 5 percent. Students and parents may be unaware of the requirements based on the Student Code of Conduct and the consequences of non-compliance.

### **Plan to Monitor Progress Toward the Goal**

Using the FCIM model, the students' grades and attendance, and behavior will be monitored, and counseling and services will be provided to improve the student's achievement.

#### **Person or Persons Responsible**

Leadership Team and EESAC

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

Parent Contact Logs, Stabilizing or Improving Grades/or Attendance/Behavior, Tutoring Attendance Logs

**G13.** According to the graduation rate calculated according to the 2010-11 Federal Uniform Graduation Rate, 98 percent of Coral Reef students graduated in four years. The goal for 2013-14 is to maintain a 98 percent graduation rate.

#### **Targets Supported**

- EWS - Graduation

#### **Resources Available to Support the Goal**

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#### **Targeted Barriers to Achieving the Goal**

- Using the calculations from the Federal Uniform Graduation Rate, data from the District indicate that 98 percent (644) of our students graduated in four years. Data also indicate that 98 percent (648) of students graduated with a standard diploma in five years. The goal is to maintain the 98 percent graduation rate for both. Of the academically at-risk students, 84 percent (27) graduated in four years, with the goal for 2014 being to increase the number by 2 percentage points to 86 percent. Finally, zero percent (14) of students dropped out of school. The goal is to maintain a zero percent dropout rate. According to our Registrar, we had 691 students (all of the seniors) graduate in June of 2013 with a Standard Diploma. The disconnect is apparently in the way many of the statistics are calculated. If a student begins high school at Coral Reef and changes schools, then drops out, our graduation rate is affected. Likewise, if a student at Coral Reef moves out of state, he/she may be considered a non-graduate. To help ensure that all of our students continue to graduate on time, counseling and services will be provide and parents will be involved in the dialogue.

#### **Plan to Monitor Progress Toward the Goal**

Using the FCIM model, the students' grades will be monitored, counseling will be provided, and services will be provided to improve the student's achievement.

#### **Person or Persons Responsible**

Leadership Team and EESAC

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

Parent Contact Logs, Stabilizing or Improving Grades

**G14.** Coral Reef has 594 volunteers or a participation rate of 19 percent. During the 2012-13 school year, the volunteers logged in excess of 10,600 service hours. Our goal is to increase the number volunteers by two percentage points to 606 volunteers.

#### **Targets Supported**

- Parental Involvement

#### **Resources Available to Support the Goal**

- Marquee, Website, Master Calendar Online, Computers/E-Mail, Digital Signage Boards, Remind 101

#### **Targeted Barriers to Achieving the Goal**

- Many people work, making volunteering difficult logistically. It is necessary to actively recruit family members and members of the community, alerting them to opportunities to serve.

## Plan to Monitor Progress Toward the Goal

Using the FCIM model, the use of various modalities to recruit volunteers will be monitored to ensure that the information is kept current and that opportunities are publicized appropriately.

### **Person or Persons Responsible**

Assistant Principal overseeing Volunteers, the School Volunteer Liaison, the Publicity Liaison

### **Target Dates or Schedule:**

Weekly

### **Evidence of Completion:**

An increase in the number of volunteers according to the District Volunteer Database

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 88 percent of all students scored at or above Level 3. The goal for 2013-14 is to maintain the number of students scoring at proficiency at 88 percent.

**G1.B1** On the 2013 Reading FCAT 2.0, 24 percent of students scored at Level 3. These students score lowest in Reporting Category Three, Literary Analysis: Fiction and Nonfiction. In order to be a responsible citizen in academia or in the business world, it is imperative that one be able to analyze and understand what one reads and determine the reliability of the source of the information.

**G1.B1.S1** Students scoring at Level 3 will be reading books throughout the year and will be given time to read in many classes across the curriculum in order to provide students with more opportunities to analyze and understand what has been read.

### Action Step 1

Students will respond to the book in their Language Arts and Reading classes. A focus calendar will be utilized to ensure that students have exposure to a variety of texts, both literary and non-fiction, with the benchmarks/standards as the focal point of instruction.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans will be reviewed during classroom visits. In addition, samples of student work will be shared on a monthly basis, with instruction modified as appropriate.



## **Action Step 2**

The Language Arts and the Reading Department Chairs will provide information on and lead the discussion about Common Core Standards for Reading. Best practices will be shared and discussed.

### **Person or Persons Responsible**

Language Arts teachers of students in grades nine or ten

### **Target Dates or Schedule**

At department meetings

### **Evidence of Completion**

Signature Sheets from the meeting, samples of student work utilizing strategies discussed.

### **Facilitator:**

The Language Arts and the Reading Department Chairs

### **Participants:**

Ninth and tenth grade Language Arts Teachers

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

Using the FCIM model, teachers will share analyses of student work with department members and administrators at department and team meetings

### **Person or Persons Responsible**

MTSS and the Literacy Leadership Teams

### **Target Dates or Schedule**

Bimonthly

### **Evidence of Completion**

Quizzes/Tests, Samples of Student Work

## Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM model, teachers will share analyses of student work with department members and administrators at department and team meetings.

### Person or Persons Responsible

MTSS and the Literacy Leadership Teams

### Target Dates or Schedule

Bimonthly

### Evidence of Completion

Teacher created tests and quizzes, Quarterly Interim Assessments

**G1.B2** Results from the 2013 Reading FCAT 2.0 indicate that 64 percent of students scored at or above Level 4. These students scored lowest in Reporting Category Three, Literary Analysis: Fiction and Nonfiction. In order to be a responsible citizen in academia or in the business world, it is imperative that one be able to analyze and understand what one reads and determine the reliability of the source of the information. Students need to develop critical thinking and analytical skills in order to accomplish that task.

**G1.B2.S1** Students need exposure to a variety of texts, especially researched-based works. Real-world and high-interest texts, including internet sources, will be incorporated into the curriculum.

### Action Step 1

Focused benchmarks will be used to enhance and enrich students' literacy and improve their higher-level critical thinking and analytical skills. Evidence-driven questioning will be intensely utilized to improve students' ability to objectively determine the validity of their information.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Samples of Student Work, Benchmark-Specific Quizzes/Tests

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Following the FCIM model, teachers will share analyses of student work with department members and administrators at regular department meetings and team meetings, with instruction modified as appropriate. Lesson plans will be reviewed during classroom visits.

**Person or Persons Responsible**

MTSS, Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Samples of Student Work, Quizzes/Tests, Lesson Plans

### **Plan to Monitor Effectiveness of G1.B2.S1**

Following the FICM model, biweekly data and samples of student work will be reviewed. Adjustments to instruction will be made as necessary.

**Person or Persons Responsible**

MTSS, Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Samples, Quizzes/Tests, Interim Assessments, Reading FCAT 2.0

**G1.B3** Results from 2013 the Reading FCAT 2.0 indicate that 84 percent of all students made learning gains. Many students come from homes where English is a second language. Even though students have exited the ELL program, this is a barrier to the development of a strong English vocabulary.

**G1.B3.S1** Focus calendars will be used in the reading classrooms to target instruction to specific benchmarks in the Next Generation Sunshine State Standards linked to specific Common Core Standards, emphasizing the use of both literary and non-fiction texts within their curriculum.

### **Action Step 1**

Students will be reading a book at all times, and will be given time to read in many classes across the curriculum. Students will respond to the book in Language Arts and Reading classrooms, according to the specific benchmarks being addressed.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Samples of student work, Benchmark-Specific Assessments, Writing Samples exhibiting Vocabulary Development

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Lesson plans will be reviewed during classroom visits. Samples of student work will be reviewed, and following the FCIM model, instruction will be modified as appropriate.

#### **Person or Persons Responsible**

MTSS and the Literacy Leadership Teams

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Analysis of student work, Quizzes/Tests, Lesson Plans

## Plan to Monitor Effectiveness of G1.B3.S1

Lesson plans will be reviewed during classroom visits. Samples of student work will be reviewed, and following the FCIM model, instruction will be modified as appropriate.

### Person or Persons Responsible

MTSS Team and the Literacy Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Analysis of student work, Quizzes/Tests, Lesson Plans, Interim Assessments

**G1.B4** Results from the 2013 Reading FCAT 2.0 indicate that 90 percent of students in the lowest 25 percent (lowest quartile) made learning gains. Vocabulary remains a problem for many students in the lowest quartile, the struggling readers. Often they do not read well enough and rapidly enough to become engaged in their reading material. In general, the less students read, the smaller their vocabulary will be, and the lower their comprehension will be.

**G1.B4.S1** Identify students whose scores place them in the lowest quartile, and provide data for these students to their teachers. Utilize high-interest books to engage students and improve vocabulary skills.

### Action Step 1

Using high-interest reading materials, improve word attack and context skills in order to increase vocabulary and comprehension. Utilize CRISS strategies to improve overall reading skills.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Samples of student work, Quizzes/Tests

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Following the FCIM model, samples of student work will be reviewed, as will scores from formative classroom assessments, and benchmark-based assessments. Instruction will be modified as necessary.

#### **Person or Persons Responsible**

MTSS and the Literacy Leadership Teams

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Samples of Student Work, Formative and Benchmark-based Assessments

### **Plan to Monitor Effectiveness of G1.B4.S1**

Following the FCIM model, samples of student work will be reviewed, as will scores from formative classroom, benchmark-based, and District Interim Assessments. Instruction will be modified as necessary.

#### **Person or Persons Responsible**

MTSS and the Literacy Leadership Teams

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

FAIR, Benchmark-Specific Assessments, Quarterly Interim Assessments

**G1.B5** On the 2013 Spring administration of the CELLA, 100 percent of students were proficient in Listening/ Speaking English. The target is to maintain that level, a difficult task.

**G1.B5.S1** Students will be provided with opportunities to improve their listening and speaking skills.

**Action Step 1**

Using a variety of reading materials, students engage in small group discussions to enhance their ability to speak the English language in a comfortable learning environment.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Oral and Written Activities, Quizzes and Tests

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Using the FCIM, samples of student work will be reviewed with instruction modified as necessary. Speaking and listening evaluations will be conducted.

**Person or Persons Responsible**

Assistant Principal of curriculum and Developmental Language ESOL Teacher.

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Samples of Student Work, Conversations with Students

**Plan to Monitor Effectiveness of G1.B5.S1**

Using the FCIM, samples of student work will be reviewed with instruction modified as necessary. Speaking and listening evaluations will be conducted.

**Person or Persons Responsible**

Assistant Principal for Curriculum and Developmental Language ESOL Teacher

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quiizzes/Tests, Conversations, and Quarterly Interim Assessments

**G1.B6** On the 2013 Spring administration of the CELLA, 75 percent of tested students were proficient in Reading in English. Many students come from homes where English is not the first language. This hampers the development of a strong English vocabulary, limiting its range and the depth of literacy.

**G1.B6.S1** Provide students with a variety of resources to improve their literacy and vocabulary.

**Action Step 1**

Implement a range of vocabulary development activities such as the use of graphic organizers and charts to enhance student's understanding of vocabulary.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Samples of Student Work, Quizzes/Tests

**Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Using the FCIM model, samples of student work reviewed with instruction modified as necessary.

**Person or Persons Responsible**

Assistant Principal of Curriculum and a Developmental Language ESOL Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Samples of Student Work, Quizzes/Tests

**Plan to Monitor Effectiveness of G1.B6.S1**

Using the FCIM model, samples of student work will be reviewed, with strategies modified as necessary.

**Person or Persons Responsible**

Assistant Principal of Curriculum and a Developmental Language ESOL Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark-based Quizzes/Tests, Quarterly Interim Assessments, FAIR



**G1.B7** On the 2013 Spring administration of the CELLA, 83 percent of tested students were proficient in writing. Using different grammar rules and vocabulary may be difficult and/or confusing for a student whose primary language is not English.

**G1.B7.S1** Students will be exposed to a variety of forms of writing and must correctly use English grammar conventions and enhance vocabulary usage in all they write.

**Action Step 1**

Students will be given a writing pre-test that consists of an expository and a persuasive prompt. The results will be analyzed, and a sequential writing plan based on students' needs will be developed and implemented. This plan will include student engagement in the editing and revising process.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student writing samples, including drafts and final copies

**Plan to Monitor Fidelity of Implementation of G1.B7.S1**

Using the FCIM model, the writing pre-test and writing samples produced throughout the year will be analyzed, and instruction will be modified as necessary.

**Person or Persons Responsible**

Assistant Principal of curriculum and Developmental Language ESOL Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Writing Samples

## Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, the writing pre-test and writing samples produced throughout the year will be analyzed, and instruction will be modified as necessary.

### Person or Persons Responsible

Assistant Principal of curriculum and Developmental Language ESOL Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student Writing Samples, Mid-Year Writing Test

**G1.B8** Results on the 2013 Reading FCAT 2.0 indicate that 70 percent of our Black students scored at or above Levels 3. The target was 73 percent. Some of our Black students come from under-performing schools where the culture of learning is different than that at Coral Reef.

**G1.B8.S1** Students will be reading books throughout the year and will be given time to read in many classes across the curriculum in order to provide students with more opportunities to analyze and understand what has been read.

### Action Step 1

Focus calendars will be used in reading classrooms to target instruction to specific benchmarks in the Next Generation Sunshine State and Common Core Standards through the use of a variety of texts, both literary and informational.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Samples of Student Work, Lesson Plans Benchmark-based Quizzes/Tests

### **Plan to Monitor Fidelity of Implementation of G1.B8.S1**

Using the FCIM model, samples of student work will be collected and analyzed by the Reading and Language Arts Dept. Chairs with instruction modified as appropriate. Lesson plans will also be monitored during classroom visits.

#### **Person or Persons Responsible**

MTSS and Literacy Leadership Teams

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Samples of Student Work, Benchmark-based Quizzes/Tests, Lesson Plans

### **Plan to Monitor Effectiveness of G1.B8.S1**

Using the FCIM model, teachers will analyze data from Baseline and Interim Assessments. Teachers will collaborate and share best practices with department members and administrators at regular department meetings. Instruction will be modified as necessary.

#### **Person or Persons Responsible**

MTSS and Literacy Leadership TEams

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Samples of Student Work, Quarterly Interim Assessments

**G2.** Ninety-two percent of our on-time graduates were “college ready” in Reading. The goal is to increase the percent of students who are college ready to 93 percent.

**G2.B1** Even though students had successfully passed the required math, language arts and science classes required for graduation, only 92 percent of students were deemed “college ready” in reading at the beginning of their twelfth-grade year.

**G2.B1.S1** Students who are not college ready in readings need additional assistance to develop the skills necessary to perform well on the SAT, ACT, or P.E.R.T.

**Action Step 1**

Counselors will place identified students in college-readiness reading classes, and teachers will identify student needs and provide instruction to meet those needs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher created assessments simulating college readiness tests, quizzes

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Following the FCIM model, biweekly data and samples of student work will be reviewed.. Adjustments to instruction will be made as necessary.

**Person or Persons Responsible**

Assistant Principal for Curriculum, Student Services Dept. Chair, Reading Dept. Chair

**Target Dates or Schedule**

For placement, at the end of the students' junior year For instruction, bimonthly

**Evidence of Completion**

Quizzes, and practice SAT, ACT, and P.E.R.T.-like tests

## Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, biweekly data and samples of student work will be reviewed. Adjustments to instruction will be made as necessary.

### Person or Persons Responsible

Assistant Principal for Curriculum, Student Services Dept. Chair, Reading Department Chair

### Target Dates or Schedule

For placement, at the end of the students' junior year For instruction, bimonthly

### Evidence of Completion

Quizzes, and practice SAT, ACT, and P.E.R.T.-like tests

**G3.** On the 2013 Writing FCAT, 91 percent of students in grade ten scored at Level 3.5 or above. The goal for 2012-13 is to maintain the percentage of students scoring Level 3.5 or higher at 92 percent.

**G3.B1** Very high scores are difficult to maintain. Students must be equally proficient and comfortable responding to either expository or persuasive prompts.

**G3.B1.S1** Students will practice writing skills with both expository and persuasive prompts, paying close attention to grammar, sentence construction, and comma-usage conventions.

### Action Step 1

A writing pre-test containing both an expository and a persuasive prompt will be administered to students in grades nine and ten. The results will be analyzed and a sequential writing plan based on students' needs will be developed. Samples of student work will be analyzed and instruction modified as required. Saturday tutoring prior to the 2014 Writing FCAT may be included in the plan.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data from the pretest and samples of student work analyzed monthly.

## **Action Step 2**

Teachers will participate in a workshop on the Writing FCAT rubric and anchor papers to ensure that all are consistent in scoring the essays and can provide meaningful feedback to the students.

### **Person or Persons Responsible**

Language Arts Teachers of Students in Grade 10.

### **Target Dates or Schedule**

At a Department Meeting

### **Evidence of Completion**

Samples of students' work and appropriate feedback

### **Facilitator:**

Language Arts Department Chair

### **Participants:**

Language Arts Teachers of Students in Grade 10.

## **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Using the FCIM, samples of student work from language arts classes will be reviewed and analyzed using the Florida Writes rubric, with instruction modified as required.

### **Person or Persons Responsible**

Assistant Principal of Curriculum and the Language Arts Dept. Chair

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Student writing samples

### Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM, samples of student work will be reviewed analyzed using the Florida Writes rubric, with instruction modified as required.

#### Person or Persons Responsible

Assistant Principal of Curriculum and the Language Arts Dept. Chair

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student writing samples and the Midyear Writing Test

**G4.** The results from the Algebra I and Geometry EOC's indicate that 91 percent of students achieved at or above Level 3. The AMO target for 2012-13 was 63 percent and the goal for 2013-14 is to maintain performance at 91 percent.

**G4.B1** According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for all students was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math). According to the results from the 2013 Geometry EOC, the area of greatest difficulty for all students was Reporting Category 3 (Trigonometry and Discrete Math). Combined results from the two mathematics assessments indicate that 85 percent of students made learning gains. The goal for 2014 is to increase that percentage to 87 percent.

**G4.B1.S1** Provide opportunities for teachers across the curriculum to plan collaboratively, focusing on course- alike teaming to align curriculum.

#### Action Step 1

Teachers will meet in course learning groups to plan collaboratively and ensure that instruction is aligned to the pacing guide. Students will consistently use a problem-solving method developed by the course learning groups. Samples of student work will be reviewed, analyzed, and instruction will be modified as necessary.

#### Person or Persons Responsible

Algebra I and Geometry Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Samples of student work consistent with the pacing guides and Common Core Standards Samples of student work showing consistent problem-solving methods. Quizzes and Tests.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Using the FCIM model, data collected from samples of student work, quizzes, and tests, aligned with the pacing guides, will be analyzed and instruction modified accordingly.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum and the Mathematics Dept. Chair

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Samples of student work Teacher-created Quizzes and Tests

### **Plan to Monitor Effectiveness of G4.B1.S1**

Using the FCIM, data collected from samples of student work, quizzes, tests and Quarterly Interim Assessments will be analyzed and instruction modified accordingly.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum and Mathematics Dept. Chair

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Samples of student work Teacher-created quizzes and tests Quarterly Interim Assessments



**G4.B2** Seventy-three percent of the students in the lowest 25 percent (lowest quartile) made learning gains in mathematics on the 2013 EOC assessments. The goal for 2014 is to increase that percentage to 76 percent.

**G4.B2.S1** Data debriefing sessions will be held with Algebra I and Geometry teachers to ensure that teachers are familiar with their students' progress and can provide interventions as necessary for students' success.

**Action Step 1**

Data debriefing sessions using appropriate practices selected from the Region Center Debriefing Protocols will be held and curriculum modifications will be made accordingly.

**Person or Persons Responsible**

Mathematics Dept. Chair, Algebra I and Geometry Course Facilitators, Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed Data Chat Form, Curriculum Modification Plans

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Using the FCIM model, data collected from the Data Chats will be analyzed, and curriculum plans will be reviewed with instruction modified accordingly.

**Person or Persons Responsible**

Assistant Principal overseeing Mathematics, Math Dept. Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data Chat Forms, Curriculum Modification Plans

### Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM model, data collected from the Data Chats (including results from quizzes, tests, and Quarterly Interim Assessments) will be analyzed, and curriculum plans will be reviewed with instruction modified accordingly.

#### Person or Persons Responsible

Assistant Principal for Curriculum and the Mathematics Dept. Chair

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Completed Data Chat Forms and Curriculum modification Plans, Quizzes/Tests, Quarterly Interim Assessments

**G5.** Eighty-three percent of our on-time graduates were “college ready” in Mathematics. The goal is to increase the percent of students who are college ready to 85 percent.

**G5.B1** Even though students had successfully passed the required mathematics, language arts and science classes required for graduation, 24 percent of students were not deemed “college ready” in mathematics at the beginning of their twelfth-grade year.

**G5.B1.S1** Students who are not college ready in mathematics need additional assistance to develop the skills necessary to perform well on the SAT, SAT, or P.E.R.T.

#### Action Step 1

Counselors will place identified students in college-readiness mathematics classes. Teachers will identify student needs and provide instruction to meet those needs.

#### Person or Persons Responsible

Counselors and Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher-Created Assessments Simulating College Readiness tests.

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Following the FCIM, biweekly data and samples of student work will be reviewed. Adjustments to instruction will be made as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Student Services Dept. Chair, Mathematics Dept. Chair

#### **Target Dates or Schedule**

For placement, at the end of the students' junior year For instruction, bimonthly

#### **Evidence of Completion**

Quizzes, and practice SAT, ACT, and P.E.R.T.-like tests

### **Plan to Monitor Effectiveness of G5.B1.S1**

Students' schedules will show correct placement. Following the FCIM, biweekly data and samples of student work will be reviewed. Adjustments to instruction will be made as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Student Services Dept. Chair, Mathematics Dept. Chair

#### **Target Dates or Schedule**

For placement, at the end of the students' junior year For instruction, bimonthly

#### **Evidence of Completion**

Quizzes, and practice SAT, ACT, and P.E.R.T.-like tests

**G6.** The goal for 2014 Algebra EOC is for 47 percent of students to achieve at Level 3. Also, though 29 percent of the students achieved at or above Level 4 on the test, the target for 2014 is 30 percent.

**G6.B1** According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for students achieving Level 3 was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).

**G6.B1.S1** Provide teachers with training in using problem solving techniques to create meaning in a real world context for students to apply new concepts and skills.

**Action Step 1**

Attend a Course Learning Group (CLG) meeting to share best practices relating to connections between the real world application of algebra and the concepts and skills learned in a classroom.

**Person or Persons Responsible**

Algebra I Teachers

**Target Dates or Schedule**

Algebra I Course Learning Group Meeting Early in the Year

**Evidence of Completion**

Signature Sheets from the Professional Development Activity, samples of students' work showing evidence of best practices learned in the CLG meeting.

**Facilitator:**

Mathematics Dept. Chair and Algebra I Course Facilitator

**Participants:**

Algebra I Teachers

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Using the FCIM model, ideas and best practices will be shared, with samples of student work later reviewed to illustrate the use of techniques discussed.

**Person or Persons Responsible**

Assistant Principal for Curriculum, Mathematics Dept. Chair, and Algebra 1 Course Facilitator

**Target Dates or Schedule**

Course Learning Group Meeting Early in the School Year

**Evidence of Completion**

Attendance Sheet from sheets from the meeting. Notes from the meeting.

### Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM model, student work will be reviewed to determine if the inclusion of the best practices has improved student outcomes.

#### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair, and Algebra 1 Course Facilitator

#### Target Dates or Schedule

Biweekly

#### Evidence of Completion

Quizzes, Tests, and Quarterly Interim Assessments

### G6.B1.S2 Utilize assessment data to provide differentiated instruction in mathematics.

#### Action Step 1

Samples of student work, tests and quizzes will be analyzed to determine areas of need. Differentiated instruction will be provided during class, after school and/or through Saturday tutoring sessions.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Samples of Student Work, Quizzes/Tests, Benchmark-based Assessments

### Plan to Monitor Fidelity of Implementation of G6.B1.S2

Using the FCIM model, data from samples of student work, quizzes, and benchmark-based assessments will be reviewed and instruction modified as needed.

#### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair

#### Target Dates or Schedule

Biweekly

#### Evidence of Completion

Samples of Student Work, Quizzes/Tests, Benchmark-based Assessments

## Plan to Monitor Effectiveness of G6.B1.S2

Using the FCIM model, data from samples of student work, quizzes, tests, and Quarterly Interim Assessments will be reviewed and instruction modified as needed.

### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Quizzes/Tests, Quarterly Interim Assessments

**G6.B2** According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for students achieving at or above Level 4 was also Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).

**G6.B2.S1** Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.

### Action Step 1

Students will use Venn Diagrams in a variety of ways to illustrate intersection, union, and disjoint sets. Students will also solve problems with and without graphing calculators

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Samples of student work, Quizzes/tests

## Action Step 2

Utilize assessment data to provide differentiated instruction in mathematics through after-school, Saturday, and peer-to-peer tutoring sessions.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Quizzes/Tests and Interim Assessments

## Plan to Monitor Fidelity of Implementation of G6.B2.S1

Using the FCIM model, samples of student work and data from quizzes, tests and Interim Assessments will be reviewed and instruction modified as needed

### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair, and Algebra 1 Course Facilitator

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Quizzes, Tests and Interim Assessments

## Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model, the samples of student work and data from quizzes, tests, and Interim Assessments will be reviewed and instruction modified as needed.

### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair, and Algebra 1 Course Facilitator

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Quizzes, tests, and Interim Assessments.

**G7.** The goal for the 2014 Geometry EOC is for students scoring at Level 3 to maintain at 32 percent. The goal for students scoring at or above Level 4 is to increase performance by one percentage point to 59 percent.

**G7.B1** According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students at Level 3 was Reporting Category 3 (Trigonometry and Discrete Math).

**G7.B1.S1** Provide teachers of Level 3 students with training in using problem solving techniques to create meaning in a real world context for students to apply new concepts and skills.

### **Action Step 1**

Attend a Course Learning Group meeting early in the school year to share best practices relating to connections between the real world application of Geometry and the concepts and skills learned in a classroom.

#### **Person or Persons Responsible**

Geometry Teachers

#### **Target Dates or Schedule**

Course Learning Group meeting early in the school year

#### **Evidence of Completion**

Signature Sheets from the Professional Development Activity

#### **Facilitator:**

Mathematics Dept. Chair and the Geometry Course Facilitator

#### **Participants:**

Geometry Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Using the FCIM model, Ideas and best practices will be shared, with samples of student work later analyzed to illustrate the use of techniques discussed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Mathematics Dept. Chair, and Geometry Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Samples of Student Work, Quizzes/Tests, and Benchmark-Based Assessments.



### Plan to Monitor Effectiveness of G7.B1.S1

Using the FCIM model, data from samples of student work, quizzes, tests, and Quarterly Interim Assessments will be reviewed and instruction modified as needed.

#### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair, and Geometry Course Facilitator

#### Target Dates or Schedule

Biweekly

#### Evidence of Completion

Quizzes,/Tests, Quarterly Interim Assessments.

### G7.B1.S2 Utilize assessment data to provide differentiated instruction in mathematics.

#### Action Step 1

Samples of student work, quizzes, tests, and benchmark-based assessments will be reviewed to determine areas of need. Differentiated instruction will be provided during class, after school and/or through Saturday tutoring sessions.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Samples of Student Work, Quizzes/Tests, Benchmark-based Assessments

### Plan to Monitor Fidelity of Implementation of G7.B1.S2

Using the FCIM model, data from samples of student work, quizzes and benchmark-based assessments will be reviewed and instruction modified as needed.

#### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair

#### Target Dates or Schedule

Biweekly

#### Evidence of Completion

Samples of Student Work, Quizzes/Tests, Benchmark-based Assessments

## Plan to Monitor Effectiveness of G7.B1.S2

Using the FCIM model, data from samples of student work, quizzes, tests, and Quarterly Interim Assessments will be reviewed and instruction modified as needed.

### Person or Persons Responsible

Assistant Principal for Curriculum, Mathematics Dept. Chair

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Quizzes/Tests, Quarterly Interim Assessments

**G7.B2** According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students at or above Level 4 was Reporting Category 3 (Trigonometry and Discrete Math).

**G7.B2.S1** For students at or above Level 4, provide additional practice in solving and graphing trigonometric equations, both with and without technology, that involve real world applications.

### Action Step 1

Students will be provided with practice in solving and graphing trigonometric functions, with or without graphing calculators, and using 3D shapes and objects to illustrate area, volume, and surface area.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students work, Quizzes/Tests and Benchmark-Based Assessments

### **Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Using the FCIM, data from samples of student work, quizzes, tests, and Quarterly Interim Assessments will be reviewed and instruction modified as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Mathematics Dept. Chair, Geometry Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Quizzes/Tests, Benchmark-Based Assessments

### **Plan to Monitor Effectiveness of G7.B2.S1**

Using the FCIM, data from samples of student work, quizzes, tests, and Quarterly Interim Assessments will be reviewed and instruction modified as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Mathematics Dept. Chair, Geometry Course Facilitator

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Quizzes/Tests and Quarterly Interim Assessments

**G8.** The goal for the 2014 Biology EOC is for the percentage of students scoring at Level 3 to increase to 41 percent. The goal for students scoring at or above Level 4 is to maintain at 50 percent.

**G8.B1** According to the results of the 2013 Biology EOC Assessment, the area of greatest difficulty for students scoring at Level 3 was Reporting Category 1 (Molecular and Cellular Biology).

**G8.B1.S1** Students scoring at Level 3 will be provided with hands-on activities to promote real-world connections with the biochemical principles studied in their course.

### **Action Step 1**

Students will participate in hands-on activities that will include but not be limited to Biology H.O.T. (Higher Order Thinking) Labs and appropriate Essential Labs 2.0.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab reports, Calculations, and Quizzes

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Using the FCIM model, data from samples of student work, quizzes, tests, and calculations will be reviewed, with instruction modified as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Science Dept. Chair, and Biology Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Student Work, Quizzes/Tests, Lab Reports

### **Plan to Monitor Effectiveness of G8.B1.S1**

Using the FCIM model, data from samples of student lab reports and calculations as well as quizzes and tests will be reviewed, and instruction will be modified as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Science Dept. Chair, and Biology Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports, Quizzes/Tests, and Quarterly Interim Assessments

**G8.B2** According to the results of the 2013 Biology EOC Assessment, the area of greatest difficulty for students scoring at or above Level 4 was also Reporting Category 1 (Molecular and Cellular Biology).

**G8.B2.S1** Students scoring at or above Level 4 will be provided with the opportunity to design and carry out labs to promoted understanding of the scientific process, especially those of a biochemical nature.

#### **Action Step 1**

Students will be provided with an opportunity to design and carry out controlled experiments while encouraging critical analysis, and discussion of methodology, conclusions, and error possibilities.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab Reports, Quizzes, and Benchmark-based Assessments

### **Plan to Monitor Fidelity of Implementation of G8.B2.S1**

Using the FCIM model, data from samples of student lab reports, calculations, quizzes and tests will be reviewed, and instruction will be modified as required.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Science Dept. Chair, and Biology Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports, Quizzes, and Benchmark-based Tests

### **Plan to Monitor Effectiveness of G8.B2.S1**

Using the FCIM model, data from samples of student lab reports, calculations, quizzes and tests will be reviewed, and instruction will be modified as required.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Science Department Chair, and the Biology Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports, Quizzes, Benchmark-based Tests, and Quarterly Interim Assessments

**G9.** The goal for 2013-14 is to increase the Science, Technology, Engineering, and Math (STEM) learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.

**G9.B1** In 2012-13, 44 percent of our students, primarily in the Academies of Agriscience and Engineering Technology, Health Science, and Business and Finance, as well as students in various science and math classes and clubs participated in competitions such as SECME, the M-DCPS Science and Engineering Fair, the Miami-Dade County Youth Fair, Future Business Leaders of America (FBLA), HOSA (Health Sciences), the Fairchild Challenge, Brain Bowls, and Olympiads. The goal for 2014 is to increase participation in various competitions by 3 percentage points to 47 percent, while expanding the types of science competitions and including more science students from various disciplines.

**G9.B1.S1** Provide more opportunities for competitions involving high-interest fields such as robotics.

### **Action Step 1**

Increase opportunities for both in-class and after-school high-interest, science-related studies, activities, and competitions.

#### **Person or Persons Responsible**

Science, Engineering, and Technology Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

An increase in the number of competitions available for students, and an increase in the number of student participating.

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Using the FCIM model, the number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Lead Teacher of the Agriscience and Engineering Technology Academy, Lead Teacher of Health Science Academy, The Lead Teacher of the Business and Finance Academy, and the Science and Mathematics Dept. Chairs

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Competition models, final scores and awards from competitions, and the number of students participating

## Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM model, the number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.

### Person or Persons Responsible

The Assistant Principal for Curriculum, Lead Teacher of the Agriscience and Engineering Technology Academy, and Science Department Chair

### Target Dates or Schedule

Monthly

### Evidence of Completion

Competition models, final scores and awards from competitions, and the number of students participating

**G9.B2** In 2012-13, 30 percent of all students enrolled in one or more accelerated STEM-related courses. The goal for 2013-14 is to increase the percentage of students enrolled by one percentage point to 31 percent. Included in those numbers are students taking either Advanced Placement (AP) or International Baccalaureate (IB) classes. Though students are encouraged to attempt accelerated math and science classes, some are intimidated by their perceived difficulty.

**G9.B2.S1** During articulation, students should be encouraged to take the most rigorous math and/or science classes in which they can be successful.

### Action Step 1

In the lower level science, math, and academy classes as well as during articulation, students should be strongly encouraged to choose accelerated courses in science and math. This should be accompanied by a student-led public relations campaign to inform students about the benefits of enrolling in STEM AP classes.

### Person or Persons Responsible

Teachers, Lead Teachers, and Counselors

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Increased number of students choosing an AP math, science, or computer science course



### **Plan to Monitor Fidelity of Implementation of G9.B2.S1**

Using the FCIM model, the number of students requesting AP STEM courses will be monitored and efforts to recruit students for these courses will be increased as needed.

#### **Person or Persons Responsible**

Dept. Chairs of Science, Mathematics, and Student Services

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Increased number of students choosing an AP math, science, or computer science course

### **Plan to Monitor Effectiveness of G9.B2.S1**

Using the FCIM model, the number of students requesting AP STEM courses will be monitored and efforts to recruit students for these courses will be increased as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Dept. Chairs of Science, Mathematics, and Student Services

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Increased number of students choosing an AP math, science, or computer science course

**G9.B3** In 2012-13, 338 students (11 percent of all students) were CTE-STEM program concentrators. These are students in the Academies of Agriscience and Engineering Technology, Business, and Health Science. In those academies, any student completing 10th grade and rising to the 11th grade is a program concentrator, having completed two CTE courses and taking a third. The number of concentrators varies with the numbers of students admitted to the academies. Also in 2013-14, 24 percent of the school's students took a CTE-STEM Industry Certification exam with a passing rate of 52 percent. The goal for 2013-14 is to increase the passing rate by two percentage points to 54 percent.

**G9.B3.S1** Provide students with additional resources to assist in mastering the material in preparation for the CTE-STEM Industry Certification Exam.

### **Action Step 1**

Students will be provided with additional resources such as computer practice tests, study/review guides, and/or tutoring opportunities for test preparation.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Quizzes/Tests, Attendance at tutoring sessions

### **Plan to Monitor Fidelity of Implementation of G9.B3.S1**

Using the FCIM model, results from quizzes, tests, and samples of student work will be reviewed, and instruction will be modified as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Lead Teachers of the four career academies

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Quizzes/Tests

### Plan to Monitor Effectiveness of G9.B3.S1

Using the FCIM model, results from quizzes, tests, and samples of student work will be reviewed, and instruction will be modified as necessary.

#### Person or Persons Responsible

Assistant Principal for Curriculum, Lead Teachers of the four career academies

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Quizzes/Tests

**G10.** The goal is to increase CTE student achievement of industry certification by 2 percent.

**G10.B1** Only students in a CTE academy can enroll in CTE courses. Currently, there are 1687 students (53 percent of all students) enrolled in the career academies. The enrollment in those courses is steady since academy enrollment is limited, and there are many more applicants than can be accepted. Of the students who have taken a CTE course, 989 students (55 percent) have enrolled in at least one accelerated course, and 100 percent have completed the accelerated courses in which they were enrolled. Students are somewhat intimidated by the rigor of the accelerated courses and hesitate to enroll in them. The goal for 2013-14 is to increase the number of students in accelerated courses by one percent.

**G10.B1.S1** During articulation, students should be encouraged to take the most rigorous classes in which they can be successful.

#### Action Step 1

During articulation, students should be strongly encouraged to choose accelerated courses. This should be accompanied by a student-led public relations campaign to inform students about the benefits of enrolling in Advanced Placement courses.

#### Person or Persons Responsible

Teachers, Academy Counselors

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Increased number of students choosing an AP courses

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Using the FCIM model, the number of students requesting AP courses will be monitored and efforts to recruit students for these courses will be increased as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Lead Teachers of the four career academies, Student Services Dept. Chair

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Increased number of students choosing an AP courses

### **Plan to Monitor Effectiveness of G10.B1.S1**

Using the FCIM model, the number of students requesting AP courses will be monitored and efforts to recruit students for these courses will be increased as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Lead Teachers of the four career academies, Student Services Dept. Chair

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Increased number of students choosing an AP course

**G10.B2** In 2012-13, 433 students (13 percent of all students) were CTE program concentrators, having completed two CTE courses and enrolled in a third. The number of concentrators varies with the number of students admitted to the four career academies. In 2012-13, 373 program completers (seniors who have taken four CTE courses) were eligible to take the Industry Certification Exam (ICE). The goal for 2013-14 is to improve the passing rate for students who take the CTE Industry Certification Exams by two percentage points to 50 percent.

**G10.B2.S1** Additional review sources must be located in order to better prepare students for the exam and limit the effects of the disconnect between the FLDOE curricula and the curricula tested on the various Industry Certification Exams.

### **Action Step 1**

Additional review sources must be located in order to better prepare students for the exam and limit the effects of the disconnect between the FLDOE curricula and the curricula tested on the various Industry Certification Exams

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Quizzes/Tests, attendance at tutoring sessions

### **Action Step 2**

Teachers will attend professional development activities provided by the District which will enable them to obtain industry certification.

#### **Person or Persons Responsible**

Teachers of career technical courses

#### **Target Dates or Schedule**

District-Provided - dates TBA

#### **Evidence of Completion**

Professional Develop Certificate of Completion, Proof of Industry Certification

#### **Facilitator:**

District CTE Personnel

#### **Participants:**

Teachers in need of Industry Certification

### **Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Using the FCIM model, results from quizzes, tests, computer simulations, and samples of student work will be analyzed and instruction will be modified as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Lead Teachers of the four career academies

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Quizzes/Tests, Certificates of Attendance

### **Plan to Monitor Effectiveness of G10.B2.S1**

Using the FCIM model, results from quizzes, tests, computer simulations, and samples of student work will be analyzed and instruction will be modified as necessary.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Lead Teachers of the four career academies

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Quizzes/Tests, Practice Industry Certification Exams

**G11.** The results of the 2013 U.S. History EOC indicate that 33 percent of students scored in the middle third and 45 percent scored in the upper third. The goal is to increase both by one percentage point to 34 and 46 percent respectively.

**G11.B1** Students in the middle third frequently have limited understanding and knowledge of the 20th century. Many teachers of students in grade 8 end the instructional year well before the study of 20th century has begun.

**G11.B1.S1** The instructional time should be planned in such a manner that the study of the U.S. History extends to the present.

### **Action Step 1**

Instruction should be planned such that the study is divided and organized by decades. Appropriate lessons and activities should be constructed so that the curriculum is completed prior to the End-of-Course Test.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Samples of Student Work, Quizzes, Benchmark-Based Assessments

### **Plan to Monitor Fidelity of Implementation of G11.B1.S1**

Using the FCIM model, pacing guides should be checked, and data from samples of student work, quizzes, tests and benchmark-based assessments will be reviewed. Course pacing and instruction will be modified as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Social Studies Dept. Chair, Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Samples of Student Work, Quizzes, Benchmark-Based Assessments

### **Plan to Monitor Effectiveness of G11.B1.S1**

Using the FCIM model, pacing guides should be checked, and data from samples of student work, quizzes, tests and Interim Assessments will be reviewed. Course pacing and instruction will be modified as needed.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Social Studies Dept. Chair, Course Facilitator

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Samples of Student Work, Quizzes/Tests, Quarterly Interim Assessments

**G11.B1.S2** Additional review materials will be utilized to assist students in their acquisition and retention of information, with additional tutoring offered on Thursdays after school until the EOC in May.

#### **Action Step 1**

Additional review materials will be obtained and utilized to assist students in their acquisition and retention of information, with additional tutoring offered on Thursdays after school until the EOC in May. A Focus Calendar for tutoring will be created, and tutoring will be available to all students, with the lowest performing students being targeted and strongly encouraged to attend.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Samples of Student Work Utilizing New Resources, Quizzes, Benchmark-Based Assessments, Attendance Rosters from Tutoring Sessions



### **Plan to Monitor Fidelity of Implementation of G11.B1.S2**

Overall attendance at tutoring will be monitored, especially the attendance of the students performing lowest on the Winter Interim Assessment. Decisions on materials chosen for use in tutoring will be a collaborative effort between the teacher, department chair, and course facilitator.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Social Studies Dept. Chair, Course Facilitator

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Attendance at Tutoring, Samples of Student Work, Improving Performance on Benchmark Based Assessments

### **Plan to Monitor Effectiveness of G11.B1.S2**

Using the FCIM model, pacing guides will be reviewed and modified as necessary. Samples of student work will be shared in department meetings, and data from various assessments will be reviewed. Course pacing and instruction will be modified as needed. Tutoring logs will be monitored.

#### **Person or Persons Responsible**

Assistant Principal for Curriculum, Social Studies Dept. Chair, Course Facilitator

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Data from Quizzes, Benchmark-Based Assessments and Quarterly Interim Assessments, Tutoring Logs

**G11.B2** Students in the upper third often have a limited understanding and knowledge of our country's cultural literacy – famous people, places, dates, and events.

**G11.B2.S1** Throughout the year, instruction should focus on the rich cultural literacy of our country.

**Action Step 1**

As instructional material is introduced throughout the academic year, teachers will focus on the key people, places, dates, and events that comprise each subject area.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Samples of Student Work, Quizzes, Benchmark-based Assessments

**Plan to Monitor Fidelity of Implementation of G11.B2.S1**

Using the FCIM model, the Course Learning Group will reviewed data from samples of student work, quizzes, tests and Interim Assessments. Instruction will be modified as needed.

**Person or Persons Responsible**

Assistant Principal for Curriculum, Social Studies Dept. Chair, and Course Facilitator

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Samples of Student Work, Quizzes/Tests, Interim Assessments

## Plan to Monitor Effectiveness of G11.B2.S1

Using the FCIM model, pacing guides should be checked, and data from samples of student work, quizzes, tests and Interim Assessments will be reviewed. Course pacing and instruction will be modified as needed.

### Person or Persons Responsible

Assistant Principal for Curriculum, Social Studies Dept. Chair, and Course Facilitator

### Target Dates or Schedule

Monthly

### Evidence of Completion

Samples of Student Work, Quizzes/Tests, Quarterly Interim Assessments

**G12.** All students' attendance, GPA, and behavior will be closely monitored in order to improve students' achievement and opportunity to graduate.

**G12.B1** School data from 2012-13 indicate that two percent (79) of students in ninth grade had one or more absences within the first twenty days of school. The goal is to decrease the percentage of students by one percentage point. Data also indicate that 32 students (1 percent) missed ten percent or more of available instructional time. The goal is to maintain the number of students missing ten percent of instructional time. Most of our students with excessive attendance problems have medical reasons for missing school. Fifteen of the students missing ten percent or more of instructional time were special education students. Also, transportation sometimes is a problem because students travel to school from all over the county, or may ride on public transportation.

**G12.B1.S1** Students' absences will be monitored and counseling will be provided to assist the students and improve attendance.

### Action Step 1

Students' attendance will be monitored and an attendance referral will be written after 2, 4 7, and 10 absences. A conference will be held with the student, and depending on the number of absences, with a parent at each of the above targets. Appropriate services will be provided, and/or an attendance contract may be required.

### Person or Persons Responsible

Academy Counselors and Lead Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student and Parent Contact Logs, Decreasing Absences

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

Using the FCIM model, the students' attendance will be monitored, and counseling and services will be provided to improve students' attendance

**Person or Persons Responsible**

Academy Counselor, Lead Teacher

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Student and Parent Contact Logs, Decreasing Absences

### **Plan to Monitor Effectiveness of G12.B1.S1**

Using the FCIM model, the students' attendance will be monitored, and counseling and services will be provided to improve the student's attendance.

**Person or Persons Responsible**

Assistant Principal overseeing Attendance

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Student and Parent Contact Logs, decreasing absences

**G12.B2** Data from 2012-2013 indicate that 17 students (two percent) in ninth grade failed two or more courses in any subject. The goal is to decrease that number by one percentage points to one percent. Data also indicate that 1 percent (44) of students have a GPA less than 2.0. The goal is to maintain that percentage at one percent. No students failed to progress on-time to tenth grade. The goal is to maintain that percent at zero percent. Ninth grade students occasionally have a problem adapting to high school, especially in terms of the amount of study required for academic success and the rigor of the curriculum. Counseling and services will be provided to assist these students.

**G12.B2.S1** Teachers, counselors, and administrators will provide assistance to struggling students, contacting parents at the first evidence of difficulty. Every effort will be made to prevent any student from dropping out of school at Coral Reef.

### **Action Step 1**

Students' grades will be monitored and contact will be made with parents when a student begins to struggle. Students will be referred to their academy counselor if there is no improvement. Tutoring opportunities will be discussed.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Parent Contact Logs, Stabilizing or Improving Grades, Tutoring Attendance Logs

### **Action Step 2**

At the end of each quarter, students' grades will be monitored by counselors and lead teachers, with students placed on probation if the grades don't meet minimum standards. Lead teachers will meet with the parents and strategies for improvement will be discussed.

#### **Person or Persons Responsible**

Academy Counselor, Lead Teacher

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Parent Contact Logs, Stabilizing or Improving Grades

### **Plan to Monitor Fidelity of Implementation of G12.B2.S1**

Using the FCIM model, the students' grades will be monitored, and counseling and services will be provided to improve the student's achievement.

#### **Person or Persons Responsible**

Assistant Principal overseeing the student's academy, Academy Counselor and Lead Teacher

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Parent Contact Logs, Stabilizing or Improving Grades, Tutoring Attendance Logs

### **Plan to Monitor Effectiveness of G12.B2.S1**

Using the FCIM model, the students' grades will be monitored, and counseling and services will be provided to improve the student's achievement.

#### **Person or Persons Responsible**

Assistant Principal overseeing the student's academy, Academy Counselor and Lead Teacher

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Parent Contact Logs, Stabilizing or Improving Grades, Tutoring Attendance Logs

**G12.B3** Data from 2012-13 indicate that 27 percent (866) of students received two or more behavioral referrals. The goal for 2014 will be to decrease the percent of referrals by one percentage point to 26 percent. While 27 percent of our students do NOT receive behavioral referrals, they have been given attendance referrals. The attendance issue was addressed in a previous barrier. Data also indicate that six percent (187) students received one or more behavioral referrals that lead to suspension. The goal for 2014 will be to decrease the percent of students being suspended by one percentage point to 5 percent. Students and parents may be unaware of the requirements based on the Student Code of Conduct and the consequences of non-compliance.

**G12.B3.S1** Administration will provide an orientation with an emphasis on the Student Code of Conduct to ninth graders and their parents prior to the opening of school. All other students will receive orientation during the first week of school.

### **Action Step 1**

An Orientation will be provided to all students during the first week of school. During that program, the Student Code of Conduct, all attendance policies, and the consequences of non-compliance will be thoroughly reviewed.

#### **Person or Persons Responsible**

Principal, Assistant Principals, Lead Teachers, and Counselors

#### **Target Dates or Schedule**

During the first week of school

#### **Evidence of Completion**

Signature Sheets for the ninth graders and parents ID's will be scanned for other students as they enter the auditorium.

### **Plan to Monitor Fidelity of Implementation of G12.B3.S1**

Attendance, behavioral referrals, and grades will be monitored. Students will be provided with counseling and services if they continue to have problems with non-compliance.

#### **Person or Persons Responsible**

Principal, Assistant Principals, Lead Teachers and Counselors

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

A Decrease in Behavioral Referrals, Suspensions, Excessive Absences, and Failing Grades.

## Plan to Monitor Effectiveness of G12.B3.S1

Attendance, behavioral referrals, and grades will be monitored. Students will be provided with counseling and services if they continue to have problems with non-compliance.

### Person or Persons Responsible

Principal, Assistant Principals, Lead Teachers, and Counselors

### Target Dates or Schedule

Ongoing

### Evidence of Completion

A Decrease in Behavioral Referrals, Suspensions, and Excessive Absences, and Failing Grades.

**G13.** According to the graduation rate calculated according to the 2010-11 Federal Uniform Graduation Rate, 98 percent of Coral Reef students graduated in four years. The goal for 2013-14 is to maintain a 98 percent graduation rate.

**G13.B1** Using the calculations from the Federal Uniform Graduation Rate, data from the District indicate that 98 percent (644) of our students graduated in four years. Data also indicate that 98 percent (648) of students graduated with a standard diploma in five years. The goal is to maintain the 98 percent graduation rate for both. Of the academically at-risk students, 84 percent (27) graduated in four years, with the goal for 2014 being to increase the number by 2 percentage points to 86 percent. Finally, zero percent (14) of students dropped out of school. The goal is to maintain a zero percent dropout rate. According to our Registrar, we had 691 students (all of the seniors) graduate in June of 2013 with a Standard Diploma. The disconnect is apparently in the way many of the statistics are calculated. If a student begins high school at Coral Reef and changes schools, then drops out, our graduation rate is affected. Likewise, if a student at Coral Reef moves out of state, he/she may be considered a non-graduate. To help ensure that all of our students continue to graduate on time, counseling and services will be provide and parents will be involved in the dialogue.

**G13.B1.S1** Teachers, counselors, and administrators will provide assistance to struggling students, contacting parents at the first evidence of difficulty. Every effort will be made to prevent any student from dropping out of school at Coral Reef.

### Action Step 1

Students' grades will be monitored and contact will be made with parents when a student begins to struggle.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Parent Contact Logs, Stabilizing or Improving Grades



## Action Step 2

At the end of each quarter, students' grades will be monitored by counselors and lead teachers, with students placed on probation if the grades don't meet minimum standards. Lead teachers will meet with the parents and strategies for improvement will be discussed.

### Person or Persons Responsible

Academy Counselor, Lead Teacher

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Parent Contact Logs, Stabilizing or Improving Grades

## Plan to Monitor Fidelity of Implementation of G13.B1.S1

Using the FCIM model, the students' grades will be monitored, counseling will be provided, and services will be provided to improve the student's achievement.

### Person or Persons Responsible

Assistant Principal overseeing the student's academy, Academy Counselor and Lead Teacher

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Parent Contact Logs, Stabilizing or Improving Grades

## Plan to Monitor Effectiveness of G13.B1.S1

Using the FCIM model, the students' grades will be monitored, counseling will be provided, and services will be provided to improve the student's achievement.

### Person or Persons Responsible

Assistant Principal overseeing the student's academy, Academy Counselor and Lead Teacher

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Parent Contact Logs, Stabilizing or Improving Grades

**G14.** Coral Reef has 594 volunteers or a participation rate of 19 percent. During the 2012-13 school year, the volunteers logged in excess of 10,600 service hours. Our goal is to increase the number volunteers by two percentage points to 606 volunteers.

**G14.B1** Many people work, making volunteering difficult logistically. It is necessary to actively recruit family members and members of the community, alerting them to opportunities to serve.

**G14.B1.S1** Volunteers will be actively recruited using a variety of means to inform them of opportunities to serve as a volunteer for the school.

### **Action Step 1**

Volunteers will be solicited at 9th Grade Orientation, Open House, FCAT Parent Nights, AP Parent Night, Senior Parent Night and other opportunities when parents are present. The marquee and monitors in the offices will also be used to recruit new volunteers.

#### **Person or Persons Responsible**

PTSA members, school employees

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Up-to-date Information on all of our methods of communication with the community. Additional volunteers applying to and being accepted by the District.

### **Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Using the FCIM model, the use of various modalities to recruit volunteers will be monitored to ensure that the information is kept current and that opportunities are publicized appropriately.

#### **Person or Persons Responsible**

Assistant Principal overseeing Volunteers, the School Volunteer Liaison, the Publicity Liaison

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Up-to-date information on all means of communication with the community. An increase in the number of volunteers according to the District Volunteer Database

## Plan to Monitor Effectiveness of G14.B1.S1

Using the FCIM model, the the use of various modalities to recruit volunteers will monitored to ensure that the information is kept current and that opportunities are publicized appropriately.

### **Person or Persons Responsible**

Assistant Principal overseeing Volunteers, the School Volunteer Liaison, the Publicity Liaison

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

An increase in the number of volunteers according to the District Volunteer Database

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Coral Reef does not receive any Title I, Title III, or Supplemental Academic Instruction (SAI) funding, nor does it have the “Health Connect in Our Schools” Program.

#### Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- 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 participating in the MINT training and studying for add-on endorsements to their certificates, There is also a trained Professional Development Liaison on staff.

#### Title X – Homeless

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

#### Violence Prevention Programs

The Safe and Drug-Free Schools Program, addressing 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’s policy against Bullying and Harassment. Administrators initiate an investigation of bullying or harassment allegations immediately upon initial report. Curriculum lessons on Bullying and Violence Prevention have been implemented and staff, students, and parents/ volunteers receive training annually.

#### Nutrition Programs

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

#### Adult Education

Coral Reef provides in-house, afterschool remediation classes through the Adult Education Program. Evening classes through Adult Ed can be taken at a neighboring school upon recommendation by the student’s counselor.

#### HIV/AIDS Curriculum: AIDS Get the FACTS!

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 the Florida Sunshine State Standards and taught by teachers trained in the curriculum’s content. Annual professional development is available on health and wellness related topics.

#### Miami Lighthouse/Heiken Children’s Vision Program

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

#### Career and Technical Education

Coral Reef has four career academies, and all academy students are required to take an academy class each year. All students who graduate from a Coral Reef career academy are program completers and are eligible to sit for an industry certification exam. In addition, many students in the academies also take a variety of Advanced Placement (AP) classes, and upon passing the AP exam(s) are eligible to receive college credit for those classes at many postsecondary institutions.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 88 percent of all students scored at or above Level 3. The goal for 2013-14 is to maintain the number of students scoring at proficiency at 88 percent.

**G1.B1** On the 2013 Reading FCAT 2.0, 24 percent of students scored at Level 3. These students score lowest in Reporting Category Three, Literary Analysis: Fiction and Nonfiction. In order to be a responsible citizen in academia or in the business world, it is imperative that one be able to analyze and understand what one reads and determine the reliability of the source of the information.

**G1.B1.S1** Students scoring at Level 3 will be reading books throughout the year and will be given time to read in many classes across the curriculum in order to provide students with more opportunities to analyze and understand what has been read.

### PD Opportunity 1

The Language Arts and the Reading Department Chairs will provide information on and lead the discussion about Common Core Standards for Reading. Best practices will be shared and discussed.

#### Facilitator

The Language Arts and the Reading Department Chairs

#### Participants

Ninth and tenth grade Language Arts Teachers

#### Target Dates or Schedule

At department meetings

#### Evidence of Completion

Signature Sheets from the meeting, samples of student work utilizing strategies discussed.

**G3.** On the 2013 Writing FCAT, 91 percent of students in grade ten scored at Level 3.5 or above. The goal for 2012-13 is to maintain the percentage of students scoring Level 3.5 or higher at 92 percent.

**G3.B1** Very high scores are difficult to maintain. Students must be equally proficient and comfortable responding to either expository or persuasive prompts.

**G3.B1.S1** Students will practice writing skills with both expository and persuasive prompts, paying close attention to grammar, sentence construction, and comma-usage conventions.

### **PD Opportunity 1**

Teachers will participate in a workshop on the Writing FCAT rubric and anchor papers to ensure that all are consistent in scoring the essays and can provide meaningful feedback to the students.

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

Language Arts Teachers of Students in Grade 10.

#### **Target Dates or Schedule**

At a Department Meeting

#### **Evidence of Completion**

Samples of students' work and appropriate feedback

**G6.** The goal for 2014 Algebra EOC is for 47 percent of students to achieve at Level 3. Also, though 29 percent of the students achieved at or above Level 4 on the test, the target for 2014 is 30 percent.

**G6.B1** According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for students achieving Level 3 was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).

**G6.B1.S1** Provide teachers with training in using problem solving techniques to create meaning in a real world context for students to apply new concepts and skills.

### **PD Opportunity 1**

Attend a Course Learning Group (CLG) meeting to share best practices relating to connections between the real world application of algebra and the concepts and skills learned in a classroom.

#### **Facilitator**

Mathematics Dept. Chair and Algebra I Course Facilitator

#### **Participants**

Algebra I Teachers

#### **Target Dates or Schedule**

Algebra I Course Learning Group Meeting Early in the Year

#### **Evidence of Completion**

Signature Sheets from the Professional Development Activity, samples of students' work showing evidence of best practices learned in the CLG meeting.

**G7.** The goal for the 2014 Geometry EOC is for students scoring at Level 3 to maintain at 32 percent. The goal for students scoring at or above Level 4 is to increase performance by one percentage point to 59 percent.

**G7.B1** According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students at Level 3 was Reporting Category 3 (Trigonometry and Discrete Math).

**G7.B1.S1** Provide teachers of Level 3 students with training in using problem solving techniques to create meaning in a real world context for students to apply new concepts and skills.

### **PD Opportunity 1**

Attend a Course Learning Group meeting early in the school year to share best practices relating to connections between the real world application of Geometry and the concepts and skills learned in a classroom.

#### **Facilitator**

Mathematics Dept. Chair and the Geometry Course Facilitator

#### **Participants**

Geometry Teachers

#### **Target Dates or Schedule**

Course Learning Group meeting early in the school year

#### **Evidence of Completion**

Signature Sheets from the Professional Development Activity



**G10.** The goal is to increase CTE student achievement of industry certification by 2 percent.

**G10.B2** In 2012-13, 433 students (13 percent of all students) were CTE program concentrators, having completed two CTE courses and enrolled in a third. The number of concentrators varies with the number of students admitted to the four career academies. In 2012-13, 373 program completers (seniors who have taken four CTE courses) were eligible to take the Industry Certification Exam (ICE). The goal for 2013-14 is to improve the passing rate for students who take the CTE Industry Certification Exams by two percentage points to 50 percent.

**G10.B2.S1** Additional review sources must be located in order to better prepare students for the exam and limit the effects of the disconnect between the FLDOE curricula and the curricula tested on the various Industry Certification Exams.

### **PD Opportunity 1**

Teachers will attend professional development activities provided by the District which will enable them to obtain industry certification.

#### **Facilitator**

District CTE Personnel

#### **Participants**

Teachers in need of Industry Certification

#### **Target Dates or Schedule**

District-Provided - dates TBA

#### **Evidence of Completion**

Professional Develop Certificate of Completion, Proof of Industry Certification

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results on the 2013 Reading FCAT 2.0 indicate that 88 percent of all students scored at or above Level 3. The goal for 2013-14 is to maintain the number of students scoring at proficiency at 88 percent.	\$9,000
G6.	The goal for 2014 Algebra EOC is for 47 percent of students to achieve at Level 3. Also, though 29 percent of the students achieved at or above Level 4 on the test, the target for 2014 is 30 percent.	\$4,500
G7.	The goal for the 2014 Geometry EOC is for students scoring at Level 3 to maintain at 32 percent. The goal for students scoring at or above Level 4 is to increase performance by one percentage point to 59 percent.	\$4,500
G8.	The goal for the 2014 Biology EOC is for the percentage of students scoring at Level 3 to increase to 41 percent. The goal for students scoring at or above Level 4 is to maintain at 50 percent.	\$9,000
Total		\$27,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
School Funds, EESAC	\$22,500	\$4,500	\$27,000
Total	\$22,500	\$4,500	\$27,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 88 percent of all students scored at or above Level 3. The goal for 2013-14 is to maintain the number of students scoring at proficiency at 88 percent.

**G1.B4** Results from the 2013 Reading FCAT 2.0 indicate that 90 percent of students in the lowest 25 percent (lowest quartile) made learning gains. Vocabulary remains a problem for many students in the lowest quartile, the struggling readers. Often they do not read well enough and rapidly enough to become engaged in their reading material. In general, the less students read, the smaller their vocabulary will be, and the lower their comprehension will be.

**G1.B4.S1** Identify students whose scores place them in the lowest quartile, and provide data for these students to their teachers. Utilize high-interest books to engage students and improve vocabulary skills.

### **Action Step 1**

Using high-interest reading materials, improve word attack and context skills in order to increase vocabulary and comprehension. Utilize CRISS strategies to improve overall reading skills.

#### **Resource Type**

Personnel

#### **Resource**

Certified Personnel for Saturday EOC/AP/IB Tutoring

#### **Funding Source**

School Funds, EESAC

#### **Amount Needed**

\$9,000

**G6.** The goal for 2014 Algebra EOC is for 47 percent of students to achieve at Level 3. Also, though 29 percent of the students achieved at or above Level 4 on the test, the target for 2014 is 30 percent.

**G6.B1** According to the results of the 2013 Algebra I EOC Assessment, the area of greatest difficulty for students achieving Level 3 was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).

**G6.B1.S2** Utilize assessment data to provide differentiated instruction in mathematics.

**Action Step 1**

Samples of student work, tests and quizzes will be analyzed to determine areas of need. Differentiated instruction will be provided during class, after school and/or through Saturday tutoring sessions.

**Resource Type**

Personnel

**Resource**

Certified Personnel for Saturday EOC/AP/IB Tutoring

**Funding Source**

School Funds, EESAC

**Amount Needed**

\$4,500

**G7.** The goal for the 2014 Geometry EOC is for students scoring at Level 3 to maintain at 32 percent. The goal for students scoring at or above Level 4 is to increase performance by one percentage point to 59 percent.

**G7.B1** According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students at Level 3 was Reporting Category 3 (Trigonometry and Discrete Math).

**G7.B1.S2** Utilize assessment data to provide differentiated instruction in mathematics.

**Action Step 1**

Samples of student work, quizzes, tests, and benchmark-based assessments will be reviewed to determine areas of need. Differentiated instruction will be provided during class, after school and/or through Saturday tutoring sessions.

**Resource Type**

Evidence-Based Program

**Resource**

Certified Personnel for Saturday EOC/AP/IB Tutoring

**Funding Source**

School Funds, EESAC

**Amount Needed**

\$4,500

**G8.** The goal for the 2014 Biology EOC is for the percentage of students scoring at Level 3 to increase to 41 percent. The goal for students scoring at or above Level 4 is to maintain at 50 percent.

**G8.B1** According to the results of the 2013 Biology EOC Assessment, the area of greatest difficulty for students scoring at Level 3 was Reporting Category 1 (Molecular and Cellular Biology).

**G8.B1.S1** Students scoring at Level 3 will be provided with hands-on activities to promote real-world connections with the biochemical principles studied in their course.

**Action Step 1**

Students will participate in hands-on activities that will include but not be limited to Biology H.O.T. (Higher Order Thinking) Labs and appropriate Essential Labs 2.0.

**Resource Type**

Personnel

**Resource**

Certified Personnel for Saturday EOC/AP/IB Tutoring

**Funding Source**

School Funds, EESAC

**Amount Needed**

\$9,000