Coral Reef Senior High School

2021-22 Schoolwide Improvement Plan

Table of Contents

Coral Reef Senior High School

10101 SW 152ND ST, Miami, FL 33157

http://coralreef.dadeschools.net

Demographics

Principal: Nicole Berge Macinnes

Start Date for this Principal: 7/13/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (77%) 2017-18: A (81%) 2016-17: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 8-12	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Berge-MacInnes, Nicole	Principal	Instructional Leader and operational manager of the school. She seeks to engage all stakeholders and foster a positive school climate.
Atherley, Mary	Assistant Principal	Ms. Atherley is the principal's designee. She assists the principal in all matters. She oversees the implementation of the curriculum, hires teachers and staff, addresses personnel issues, manages the daily operations of the school, organizes professional development and oversees payroll.
Burns, Anthony	Assistant Principal	Mr. Burns assists the principal as needed. He is in charge of campus security, two academies and finalizing the paperwork for teacher evaluations. He helps with the daily operations of the school.
Jorva, Beatriz	Assistant Principal	Dr. Jorva assists the principal as needed. She supervises the counselors, clerical, and cafeteria staff. She also manages three academies.
Mejia, Alvaro	Assistant Principal	Mr. Mejia assists the principal as needed. He is in charge of custodians, facilities and maintenance. He oversees two academies as well as student activities. He also supervises the collection and distribution of the electronic devices for the school.

Demographic Information

Principal start date

Monday 7/13/2020, Nicole Berge Macinnes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

96

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

40

Total number of teacher positions allocated to the school

137

Total number of students enrolled at the school

3,431

Identify the number of instructional staff who left the school during the 2020-21 school year.

21

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	802	896	872	861	3431
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	27	18	17	11	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	13	6	12	31
Course failure in Math	0	0	0	0	0	0	0	0	0	3	15	34	11	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	22	10	21	24	77
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	25	26	68	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	109	0	0	0	0	109

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	11	11	15	32	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	16	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	6	7

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	919	942	851	754	3466
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	21	20	9	93	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	9	14	3	49
Course failure in Math	0	0	0	0	0	0	0	0	0	24	41	12	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	11	22	24	17	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	25	27	69	33	154

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	19	19	25	26	89

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	16	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	8	9

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				87%	59%	56%	89%	59%	56%
ELA Learning Gains				70%	54%	51%	70%	56%	53%
ELA Lowest 25th Percentile				65%	48%	42%	72%	51%	44%
Math Achievement				75%	54%	51%	83%	51%	51%
Math Learning Gains				56%	52%	48%	64%	50%	48%
Math Lowest 25th Percentile				55%	51%	45%	65%	51%	45%
Science Achievement				88%	68%	68%	89%	65%	67%
Social Studies Achievement				94%	76%	73%	90%	73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	86%	55%	31%	55%	31%
Cohort Comparison		0%				
10	2021					
	2019	88%	53%	35%	53%	35%
Cohort Comparison		-86%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	68%	21%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	71%	23%	70%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	63%	-6%	61%	-4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	54%	27%	57%	24%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

M-DCPS's Mid-year assessment data will be utilized to populate the charts below.

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	80	0
	Economically Disadvantaged	0	78	0
	Students With Disabilities	0	39	0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	63	0
	Economically Disadvantaged	0	57	0
	Students With Disabilities	0	47	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	80	0
	Economically Disadvantaged	0	75%	0
	Students With Disabilities	0	31%	0
	English Language Learners		0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	56%	0
	Economically Disadvantaged	0	54%	0
	Students With Disabilities	0	50%	0
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	4%	0
	Economically Disadvantaged	0	6%	0
	Students With Disabilities	0	0%	0
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	82	0
	Economically Disadvantaged	0	81	0
	Students With Disabilities	0	79	0
	English Language Learners	0		0

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0	0	0	
	Economically Disadvantaged	0	0	0	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0	0	0	
	Economically Disadvantaged	0	0	0	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0	0	0	
	Economically Disadvantaged	0	0	0	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0	0	0	
	Economically Disadvantaged	0	0	0	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	55	49	46	48	31	28	57	67		100	55
ELL	54	54	40	53	27	28	63	81		95	75
ASN	91	69	75	70	35		67	100		100	100
BLK	73	50	38	42	16	16	74	81		100	67
HSP	83	60	58	56	22	24	79	83		100	85

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	76	55						89			
WHT	89	63	62	68	30	40	86	87		99	86
FRL	77	55	51	49	20	19	75	79		99	83

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	61	48	42	58	52	38	69	77		97	29
ELL	63	59	47	67	57	48	73	79		100	73
ASN	93	75		78	65		88	100		100	93
BLK	79	65	59	56	53	46	82	86		100	72
HSP	87	69	65	76	55	56	88	93		99	83
MUL	90	82		71	62		91			100	87
WHT	93	71	74	85	63	65	93	99		100	83
FRL	82	66	62	69	52	52	84	91		99	78

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	66	55	52	61	57	56	63	76		84	71
ELL	70	79	78	69	70	80	78			100	71
ASN	95	77		94	61		100	94		100	93
BLK	78	66	61	67	54	47	88	86		100	74
HSP	89	70	74	83	64	68	89	90		99	83
MUL	100	93		91	80		91	100			
WHT	90	70	67	89	69	74	90	92		98	90
FRL	86	69	73	78	61	63	88	87		99	79

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	648
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

A comparison of school, school district, and state 2019 data showed the school outperforming the state and district in ELA and Mathematics overall.
Most of the ELA Subgroups' achievement decreased. The Black subgroup increased by one percentage point and the White subgroup increased by 3 percentage points.
Most of the ELA Subgroups Learning Gains L25 decreased by at least 5 percentage points except for the Hispanic subgroup which increased by 5 percentage points.
All Math Subgroup Learning Gains decreased except for the Asian subgroup which increased by 4 percentage points.
All Math Subgroup Learning Gains L25 decreased by at least 1 percentage point.
All Science Subgroups achievement levels decreased except for the White subgroup which increased by 3 percentage points and the SWD subgroup which increased by 6 percentage points.
All Social Studies Subgroups achievement levels increased by at least 1 percentage point except for the Black subgroup that remained the same at 86 percent.

A comparison of school, school district, and state 2021 data showed the school outperforming the state and district in ELA.
In Algebra I, the school scored the same as the state at 40 percentage points, which was 6 percentage points higher than the school district.
ELA, ELA lowest 25th percentile, Math, and Math lowest 25th percentile's learning gains all decreased by at least 10 percentage points as compared to the data from the Spring 2019 FSA and EOC Algebra I assessments.
The Science and Social Science achievement scores decreased by at least 9 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When comparing 2019 to 2021 data, it was evident that there was a 14 percent decline in Algebra I and a 22 percent decline in Geometry. The focus for the 21-22 school year will be to target math achievement for all students, with specific focus on the learning gains for the lowest 25th percentile.

The data showed that in 2019 the Learning Gains in the Algebra I EOC Spring assessment were 55 percent, whilst in 2021 the Learning Gains were 15 percent. A comparison of the data from 2019 with the data from 2021, also showed that Learning Gains for the lowest 25th percentile in reading reflected a 10 percent decline.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The inconsistency of the 20-21 school year, coupled with the large number of students learning online and the numerous quarantines that took place, may have led to learning loss for our students. As a result, specific attention needs to be paid, during the 21-22 school year, on closing learning gaps and promoting student achievement. Professional Learning Communities (PLCs) are forming in order to increase collaboration between teachers and fidelity to the pacing guides in order to ensure consistency with the curriculum. The PLCs will utilize Instructional Focus Calendars in order to maintain cohesion amongst the instructional groups.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

A comparison of the data from 2019 and 2021 showed no notable improvement. The best data points of all tested groups were the results from the EOCs for Biology and US History since data showed the least amount of decrease in their proficiency, with both declining by 9 and 10 percentage points respectively.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The Science and Social Science teachers were more consistent in following the guidance provided by the school district to adjust the instruction in their courses. They collaborated and engaged in subject specific planning while using the pacing guide with more fidelity.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning include the utilization of Instructional Focus Calendars in Mathematics and ELA with fidelity, data driven decision making based on Topic Tests (Performance Matters), and Collaborative Team Planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Focus on creating and sustaining PLCs as well as collaborative work. The PLCs will be organized by specific courses (Algebra, Geometry, Vertical Calculus Teams, Vertical Statistics Teams, IB Teams, and Reading Grade Level PLCs). PD focusing on specific technologies, techniques, and Best Practices will be available to the PLCs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include Tutoring, ACT & SAT Boot Camp offered via Advanced Academics, and an expansion of professional development opportunities through Teachers Choice for our faculty since we are a Teachers Choice School.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	A comparison of the results of the Spring administration of the FSA ELA for 2019 and 2021 showed a four percentage point decline from 87 percent to 83 percent. Additionally, a comparison of the results of the Spring administration of the EOC for Algebra I for 2019 and 2021 showed a decline by 18 percentage points from 58 percent to 40 percent. Similarly, there was also a dramatic decline of 22 percentage point in Geometry EOC from 81 percent in the Spring 2019 to 59 percent in 2021. These marked declines call for the teachers and support staff to focus on improving overall academic performance by utilizing standards aligned instruction and committing to implementing district suggested instructional strategies and practices.
Measurable Outcome:	A review of the results for the baseline assessments administered at the start of the school year compared to the results from standards aligned classroom evaluations and Topic Tests will show at least 70 percent of the classes showing mastery of the tested objectives.
Monitoring:	To facilitate standards aligned instruction, quarterly Instructional Focus Calendars (IFC) for each discipline will be created during department meetings and shared schoolwide. Teachers will keep a copy of their respective IFC with their lesson plan documents in their respective classrooms. During classroom walkthroughs, department chairs and administrators will be able to review the IFCs to verify implementation by checking for standards aligned instruction and looking at student work for evidence of mastery of lesson objectives.
Person responsible for monitoring outcome:	Nicole Berge-MacInnes (pr7101@dadeschools.net)
Evidence-based Strategy:	Standards aligned instruction will be provided by the teachers to deliver planned lessons to facilitate student learning in order to successfully accomplish learning goals. Teachers will utilize district created pacing guides and topic tests to make sure that the standards are being taught with fidelity.
Rationale for Evidence-based Strategy:	Standards aligned instruction has been shown to promote the consistent application of learning objectives and standards to measure the attainment of goals. This ensures consistency in evaluation and the selection of appropriate remediation, if necessary.

Action Steps to Implement

Teachers will collaborate to create their own instructional focus calendars through online communication and during department meetings in September and October of 2021. August 23 through October 11, 2021, teachers will analyze and utilize their data to select their focus for the quarter.

Person Responsible	Stephanie Woolley-Larrea (slwl@dadeschools.net)

The teachers will be provided professional development opportunities to learn how to effectively implement the Gradual Release Model, an evidenced based instructional strategy in their department meetings on September 13, 2021.

Person Responsible	Carmen Marroquin (cmarroquin@dadeschools.net)

By October 24th, 2021, the teachers will have the opportunity to visit observation classrooms to view the utilization of the Gradual Release Model.

Person Responsible Carmen Marroquin (cmarroquin@dadeschools.net)

By October 24th, 2021, teachers will incorporate checks for understanding as one of their instructional strategies by highlighting the learning goals for the day, providing students with feedback, and then planning instruction to address necessary remediation.

Person Responsible Tabatha Moscone (tmoscone@dadeschools.net)

Develop and offer a STEAM professional development on creating and writing lesson plans which feature engaging lessons that contain the elements of STEAM October 29 and November 1, 2021.

Person Responsible Mary Atherley (matherley@dadeschools.net)

Facilitate teacher participation in STEAM focused district professional development sessions, November 1 through December 10, 2021, which incorporate standards aligned instruction.

Person Responsible Mary Atherley (matherley@dadeschools.net)

Effective January 24th to May 2nd, 2022, Targeted Tutoring is available for the lowest 25th percentile in Algebra I, Geometry, ELA 9th and 10th grade. The tutors have been hired and the parents are notified on an ongoing basis of the dates and times for the sessions.

Person Responsible Alvaro Mejia (amejia@dadeschools.net)

As of January 31st, Interventionists will be hired and will work in tandem with the respective teachers for Algebra I, Geometry, and tenth Grade Intensive Reading to provide pull-out or push-in sessions for the lowest 25th percentile.

Person Responsible Mary Atherley (matherley@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking). We selected the overarching area of 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) based on our findings that demonstrated Learning Gains for the L25 subgroup in English Language Arts were decreasing and the overall achievement in Mathematics learning gains were decreasing. Additionally, the 2021 School Culture Survey showed a decline in student self-reported engagement. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to embed 21st Century Learning instruction based on the data provided. We will provide the strategies necessary to increase student engagement and increase learning gains.
Measurable Outcome:	If we successfully implement 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking), we will observe 70 percent of the students actively engaged in classroom activities which will help students to understand assessment criteria and will foster self-reflection.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust learning strategies, and follow-up with regular walkthroughs to ensure 21st century learning is taking place. Student attendance will be monitored to provide a data point for student engagement by administration and other measures such as students actively participating in the lessons, i.e. asking thoughtful questions.
Person responsible for monitoring outcome:	Nicole Berge-MacInnes (pr7101@dadeschools.net)
Evidence-based Strategy:	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) refers to certain core competencies such as collaboration, digital literacy, critical thinking and problem solving.
Rationale for Evidence-based Strategy:	Our school will focus on the evidence-based strategy of: 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking). The demands of the 21st century are solving problems flexibly, thinking critically and creatively, using knowledge and skills in new situations, collaboration and communication skills and technology literacy. 21st Century Learning will be monitored through data chats and administrator walk-throughs to drive instructional planning and conversations geared toward increasing engagement and learning gains.

Action Steps to Implement

During the first quarter of the school year, teachers will collaborate during department meetings and through Professional Learning Communities to share best practices using 21st Century Learning practices.

Person Responsible	Carmen Marroquin (cmarroquin@dadeschools.net)

During department meetings in the months of September and October, department chairs will review pacing guides and allow for course specific groups to collaborate and share strategies on providing corrective feedback for students.

Person Responsible	Tabatha Moscone (tmoscone@dadeschools.net)

The Discovery Learning Network (DLN) and Microsoft Innovative Educator (MIE) teams will provide professional development offerings for the teachers on the Discovery Learning platform and Microsoft tools during the department meetings between September 13 to October 11, 2021.

Person Responsible   Marilia Martinez (308619@dadeschools.net)

Improve student engagement by applying to become STEM/ STEAM SCHOOL in August 2021; thereby providing the teachers with access to training on designing and implementing lessons that are structured based on hands-on activities.

Person Responsible   Stacey Phelan (sphelan@dadeschools.net)

Provide time for teachers to meet by course in order to share best practices and engaging lessons between November 1 to December 10, 2021.

Person Responsible   Mary Atherley (matherley@dadeschools.net)

Between November 1 and December 10, 2021, support teachers as they complete Schoology training sessions and utilize the learning management system to access resources which enhance student engagement.

Person Responsible   Mary Atherley (matherley@dadeschools.net)

On January 24th, 2022, during a Faculty Meeting, the Reading Department Chair provided session one of a three part professional development on Differentiated Instruction to the faculty. One Faculty Meeting per month for February and March will be dedicated to this endeavor.

Person Responsible   Stephanie Woolley-Larrea (slwl@dadeschools.net)

Starting the week of January 24th, 2022 and running through to the end of April, the teachers will have the opportunity to share lessons designed to incorporate magnet themes. The Reading Department chair will facilitate the sharing of lessons.

Person Responsible   Stephanie Woolley-Larrea (slwl@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	When examining the data from the 2020-2021 school climate survey, it was evident that only 60% of teachers believed staff morale was high. Teachers self-reported that they did not feel that teacher evaluations were used to improve teacher performance. Consequently, we will focus on team building activities that engage faculty and staff in ways that are meaningful, inclusive, and positive. We will also expand leadership opportunities.
Measurable Outcome:	After incorporating Team Building Activities, an evidenced based strategy, faculty satisfaction surveys will be collected by October 11th, 2021 and will show 75% or more of the staff sharing that they feel that they are a part of a team and that leadership opportunities are available to them.
Monitoring:	The administration will increase and enhance formal and informal dialoguing with the faculty regarding instructional practices. The PLST team will provide support to address teacher development and they will create school based climate surveys that will be completed by the faculty. The administration expects the majority of the faculty granting high ratings for their satisfaction with the school's climate and opportunities for growth.
Person responsible for monitoring outcome:	Nicole Berge-MacInnes (pr7101@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Equity and Diversity, we will employ team building activities as part of our opening of schools activities, through departmental meetings and Professional Development days. These activities will promote collaboration towards common goals (student achievement) so that all faculty and staff understand his/her role in student success and in the school community as a whole.
Rationale for Evidence-based Strategy:	Team Building Activities as an important strategy because high morale will increase teacher attendance and increase teacher buy-in and ownership of initiatives generated by the leadership team. This will lead to more teachers seeking leadership roles.

Action Steps to Implement

The Professional Learning Support Team and administration will plan professional learning centered around team building activities within and across departments throughout the year. The first team building activity took place on August 19th, 2021.

Person Responsible	Carmen Marroquin (cmarroquin@dadeschools.net)

Focus on shared leadership by increasing the number of leadership roles in the school, advertising the leadership opportunities, and providing training and support for upcoming leaders between August to October 22, 2021.

Person Responsible	Nicole Berge-MacInnes (pr7101@dadeschools.net)

Ensure that PTSA and EESAC members are aware of their importance to the success of the school and that they are engaged with the duties that befall the committee as evidenced in the meeting agendas and minutes.

Person Responsible	Nicole Berge-MacInnes (pr7101@dadeschools.net)

Between August to October 11, 2021, the leadership team will increase Leadership Visibility and Accessibility by conducting walk-throughs, being visible during the switching of classes, maintaining an open door policy, and being accessible to all stakeholders.

Person Responsible   Nicole Berge-MacInnes (pr7101@dadeschools.net)

Plan recruitment visits to middle schools once per week between November 1 and December 17, 2021, with higher numbers of Black minority students, to increase the diversity level in our magnet programs.

Person Responsible   Martha Cabrera (marthacabrera@dadeschools.net)

Present monthly Top Banana awards to the faculty and staff at faculty meetings on November 22 and December 6, 2021. This award is a recognition of the personnel's commitment to the vision and mission of the school.

Person Responsible   Nicole Berge-MacInnes (pr7101@dadeschools.net)

From January 24, 2022 to April 29th, 2022, continue to provide the Teachers Choice representative access to the faculty on a monthly basis so that the teachers can efficiently utilize the grant money for professional development and conferences thereby enhancing their leadership qualities.

Person Responsible   Mary Atherley (matherley@dadeschools.net)

Between January 31st to April 29th, 2022, encourage the formation of PLCs for teachers to collaborate and share best practices so that each teacher can understand their role and develop connections in the school community.

Person Responsible   Carmen Marroquin (cmarroquin@dadeschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on qualitative data from the 2021 School Climate survey, the targeted element we will focus on is Social Emotional Learning for teachers and for students as this has been shown to lead to responsible decision making.
Measurable Outcome:	The measurable outcome will be the sustained or increased rate of teacher attendance as compared to the Fall of 2020 as well as the results of faculty satisfaction surveys. The surveys will be collected by October 11th, 2021 and will show 75% or more of the staff having high morale.
Monitoring:	The administration will monitor the participation level of the faculty in school related activities and teacher attendance. They will also gather informal data from teachers regarding activities on campus.
Person responsible for monitoring outcome:	Nicole Berge-MacInnes (pr7101@dadeschools.net)
Evidence-based Strategy:	Social Emotional Learning (SEL) fosters the formation of positive relationships for children and adults in which the appropriate skills and attitudes are utilized to understand and manage emotions.
Rationale for Evidence-based Strategy:	By examining the social and emotional health of our students, we found that we also need to address the social and emotional health of our teachers. Happy and satisfied teachers will lead to more positive outcomes for our students.

Action Steps to Implement

The Professional Learning Support Team and administration will plan professional learning centered around social and emotional learning within and across departments throughout the year. The first social emotional professional learning opportunity took place on August 19th, 2021.

Person Responsible	Carmen Marroquin (cmarroquin@dadeschools.net)

Finalize the creation of Welcoming Spaces for the faculty and staff by making a Mindfulness Room and a Faculty lounge by August 23, 2021.

Person Responsible	Nicole Berge-MacInnes (pr7101@dadeschools.net)

By September 8th, 2021, initiate the implementation of the year long Values Matter Character Education program for our student body. Character Education/ Values Matter teaches students how to be their best selves and how to fulfill their maximum potential.

Person Responsible	Shari Gayton (sgayton@dadeschools.net)

Clubs and extracurricular planning is an evidence based strategy that is being utilized as we host a club day to advertise and recruit members for 88 student clubs at the school on September 10, 2021.

Person Responsible	Rebecca Santalo (bsantalodance@dadeschools.net)

Notify and follow up with faculty and staff regarding the completion of the mandatory Youth Mental Health First Aid course November 1 through December 17, 2021.

Person Responsible	Nicole Berge-MacInnes (pr7101@dadeschools.net)

Remind and support the Language Arts teachers with student completion of the state mandated Social Emotional Learning course in one-hour sessions each month November 1 through December 17, 2021.

Person Responsible	Mary Atherley (matherley@dadeschools.net)

Between January 31st and April 29th, 2022, advertise and encourage the utilization of the Mindfulness Suite for the faculty. Mental Health audio programs are available to encourage relaxation.

Person Responsible	Shari Gayton (sgayton@dadeschools.net)

Between January 31st and April 29th, 2022, establish a mentorship program for the seniors in jeopardy of not graduating. The faculty will agree to mentor the students with regards to the completion of graduation requirements as well as their social emotional state.

Person Responsible	Anthony Burns (tburns@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A comparison of Early Warning System Indicators for the school and district showed that in the 2020-2021 school year, the school had 0 percent of its students with one or two referrals whilst the school district had 3 percent of its students with 1 referral and 1 percent with 2 referrals. We will also work with intentionality to address matters such as compliance with school rules per the code of student conduct by taking pre-emptive action inclusive of increasing student awareness of expectations via social media and heightening visibility of the leadership team and security monitors. Although the school continues to show a higher rate of attendance than the school district, attendance will be a primary area of focus for this school year as we work to mitigate the significant loss of learning that occurred during the prior school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We encourage school pride via a variety of methods which includes celebrating success of students through social media, school announcements and closed-circuit spotlight board. In addition, we promote a positive school culture by maintaining a clean and orderly school environment in which students feel pride. All of our stakeholders are focused on student success and connecting that success to the students' future goals, which is primarily college-bound but also career focused. Each student has both a magnet lead teacher and guidance counselor to provide support and guidance throughout the student's four years at Reef. We like to think of Coral Reef as seven schools within a school and students feel both academy and school pride and display it always, and especially on Fridays when they are encourage to wear Spirit Shirts for their clubs, academies and school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrators and the rest of the leadership team worked with intentionality on being responsive to the parent concerns and being available to students and staff. Nicole Berge-MacInnes, Principal, Mary Atherley, Assistant Principal of Curriculum, Alvaro Mejia, Assistant Principal , Martha Cabrera, Visual Performing Arts Lead Teacher
Kelli Wise, International Baccalaureate Lead Teacher, Anna Mirabal, Business and Finance Lead Teachers
Jena Snow, Legal and Public Affairs Lead Teacher, Stacey Phelan, Health Sciences Lead Teacher,
Cesar Martinez, Agriscience & Engineering Lead Teacher, and Yliuska Mayor, ACCESS Academy Lead Teacher.
Rebecca Santalo, the Activities Director, was instrumental in promoting the successes and achievements of the school on the school's website and on social media platforms such as Twitter, Instagram, and Facebook.
Dr. Yvette Perez, CAP Counselor, kept the students and families current on obtaining scholarships and college application processes.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00