

Miami-Dade County Public Schools

Coral Reef Senior High School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 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	2021-22: A (79%) 2018-19: A (77%) 2017-18: A (81%)
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	N/A
* 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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<http://coralreef.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 8-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">53%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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Purpose and Outline of the SIP

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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	Dr. 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. Dr. Atherley also supervises the Language Arts and Mathematics department as well the School Assessment Coordinator and the cafeteria staff.
Burns, Anthony	Assistant Principal	Mr. Burns assists the principal as needed. He is in charge of campus security, two academies, athletics, and the IPEGS process. He helps with the daily operations of the school. Also, Mr. Burns supervises the Science and Elective departments.
Jorva, Beatriz	Assistant Principal	Dr. Jorva assists the principal as needed. She supervises the counselors and clerical staff. She also manages three academies as well as the Social Studies department.
Mejia, Alvaro	Assistant Principal	Mr. Mejia assists the principal as needed. He is in charge of custodians, facilities and technology. He oversees two academies as well as student activities. Additionally, he supervises the ESE and World Languages departments.

Demographic Information

Principal start date

Monday 7/13/2020, Nicole Berge Macinnes

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

26

Total number of teacher positions allocated to the school

119

Total number of students enrolled at the school

3,258

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

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	922	752	775	828	3277
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	25	27	39	103
One or more suspensions	0	0	0	0	0	0	0	0	0	14	6	6	4	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	0	7	9
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	13	7	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	32	20	24	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	48	59	37	0	144
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	71	21	24	16	132

Using the table above, complete the table below with the number of students by current grade level who have 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	18	25	14	9	66

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	5	5

Date this data was collected or last updated

Wednesday 8/31/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	54%	51%				87%	59%	56%
ELA Learning Gains	73%						70%	54%	51%
ELA Lowest 25th Percentile	69%						65%	48%	42%
Math Achievement	71%	42%	38%				75%	54%	51%
Math Learning Gains	74%						56%	52%	48%
Math Lowest 25th Percentile	67%						55%	51%	45%
Science Achievement	78%	41%	40%				88%	68%	68%
Social Studies Achievement	90%	56%	48%				94%	76%	73%

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	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	68%	21%	67%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	71%	23%	70%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	63%	-6%	61%	-4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	54%	27%	57%	24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	55	60	59	50	60	41	47	68		100	44
ELL	64	70	68	68	72	86	69	59		100	76
ASN	86	64						93		100	87
BLK	79	70	60	62	74	69	64	84		98	67
HSP	85	73	70	71	72	66	78	91		99	83
MUL	95	82								100	90
WHT	90	77	70	83	88		91	94		100	89
FRL	81	70	67	66	70	62	72	87		99	80

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
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	789
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	92
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	87
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 Spring state test data showed the school outperforming the state and school district in all academic areas. School data from Spring 2021 and Spring 2022 show increases in ELA 9th grade from 82 percent to 86 percent; ELA 10th grade improved from 83 percent to 85 percent; Algebra 1 rose significantly from 40 percent to 63 percent. Prior to the pandemic it was 58 percent. Geometry increased from 59 percent to 74 percent (prior to the pandemic the proficiency percentage was 81). US History increased from 84 percent to 90 percent, just four percentage points below pre-pandemic performance.

A review of the results of FSA ELA Spring 2021 and Spring 2022 showed that all subgroups (SWD, ELL, BLK, HSP, MUL, WHT, and FRL) increased in ELA achievement and Learning Gains except for ASN (Asian students) in ELL Learning Gains. For Math Achievement and Learning Gains, all subgroups

showed an improvement in the Spring 2022 results as compared to the Spring 2021 data. The school's overall AP passing rate increased from 56 percent in 2021 to 70 percent in 2022; however, that result is below the pre-pandemic average by four percentage points. A comparison of the Biology results for 2021 and 2022 showed a decrease of one percentage point from 79 percent to 78 percent. This is 11 percent below the pre-pandemic performance. The IB Diploma passing rate declined from 97 percent in 2021 to 94 percent in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When comparing 2021 to 2022 data, our greatest need for improvement was shown to be Biology. There was a one percent decline in Biology EOC which brought the total decline over the past two years to 10 percent.

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

Absenteeism for students and staff in the 2021-2022 school year, due to the numerous quarantines that took place, may have led to learning loss for our students. Additionally, numerous students were challenged with adjusting to a face-to-face mode of instruction as evidenced by their apathy and lack of participation in interventions. As a result, specific attention needs to be paid, during the 2022-2023 school year, on closing learning gaps and promoting student achievement. Standards -aligned instruction will be utilized to ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of standards/learning targets.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

A comparison of the results from 2021 and 2022 results of the Spring administration of the Algebra 1 and Geometry EOC showed that the Learning Gains in the Overall Mathematics scores improved from 41 percent to 74 percent (a gain of 33 percent). Even more notable was the increase in the Lowest 25th percentile with an improvement from 15 percent to 67 percent, resulting in a 52 percent increase of students making Learning Gains. A comparison of the results from 2021 and 2022 results of the Spring administration of Algebra 1 EOC showed a 23 percentage point increase in performance on that examination.

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

The improvement in this area may be attributed to several factors including a return to face-to-face instruction, personnel changes as well as the creation of co-teaching modules and the hiring of an interventionist. Additionally, Differentiated Instruction professional development and observation classroom opportunities were made available to the teachers.

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 standards-aligned lesson plan development, 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.

Provide professional development focused on Standards-based lesson plan development, Standards-aligned instruction, Discovery Education Engaging Strategies, Differentiated Instruction, Promethean Classflow, and PLCs/Collaborative planning.

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 affording the teachers more planning time, targeted 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

A comparison of the results of the Spring administration of Biology 2021 and 2022 showed a one percentage point decline from 79 percent to 78 percent. The trend data for the past two years shows a decline of 10 percentage points in Biology. Although the results of the 2022 US History EOC showed an improvement of 6 percentage points as compared to the data from 2021, the performance is still shy of four more percentage points that the school held at 94 percentage points prior to the pandemic in the 2019 data. These 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of standards aligned instruction, a review of the results for the baseline assessments administered in August 2022 compared to the results from standards aligned classroom evaluations and Topic Tests will show at least 80 percent of the students in Biology classes scoring at or above mastery by October 20, 2022.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will keep a copy of their lesson plan documents in their respective classrooms. During weekly classroom walkthroughs between August 17 and October 20th, 2022, department chairs and administrators will be able to review the lesson plans to verify implementation by checking for standards aligned instruction and looking at student work for evidence of mastery of lesson objectives. At monthly subject area meetings, teachers will analyze student progress to ascertain improvement on standards. Tutoring will be provided for students in need of remediation effective Sept. 19th, 2022.

Person responsible for monitoring outcome:

Nicole Berge-MacInnes (pr7101@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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 ensure that the standards are being taught with fidelity. Students will show evidence of mastering the lesson objectives through their work samples/tasks.

Rationale for Evidence-based Strategy:

Research shows that Standards Aligned Instruction promotes the consistent application of learning objectives and standards to measure the attainment of goals. This ensures

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

consistency in evaluation and the selection of appropriate remediation as the work of closing achievement gaps is accomplished.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/16-10/14- Teachers will collaborate to create standards aligned lesson plans through online communication and during department meetings. As a result, teachers will analyze and utilize their data to realign lessons and assessments.

Person Responsible Tabatha Moscone (tmoscone@dadeschools.net)

8/15 - 9/30- The teachers will be provided professional development opportunities via PLCs. As a result, they will learn how to effectively implement Differentiated Instruction (DI) techniques which will address standards aligned instruction.

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

8/15- Teachers will participate in district provided professional development on creating and writing lesson plans which feature STEAM. As a result, standards aligned lessons with engaging strategies will be available for teacher utilization.

Person Responsible Jason Baker (jbaker1@dadeschools.net)

8/16- The Promethean representative will present professional development on Classflow. As a result, the teachers will have guidance on utilizing the Promethean board to enhance the implementation of standards aligned lessons.

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

10/24-11/1 Plan and coordinate Collaborative Planning Days for teachers of Algebra I, Geometry, ELA 9 & 10 , Biology and US History.

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

10/24-12/16 Provide class coverage to allow for peer walkthroughs and observations.

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

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Acceleration is one of the components utilized to calculate the school grade. The passing rate for Career & Technical Education (CTE), College Board Advanced Placement (AP) and International Baccalaureate (IB) courses contribute to this school grade category. Trend data shows that the school has remained at 83 percent for the past several years. A comparison of the 2021 and 2022 overall IB diploma passing rate declined from 97 percent to 94 percent. The AP overall score was 56 percent in 2021 and has increased to 70 percent in 2022; however, it is still 4 percent below the pre-pandemic passing rate. Although the CTE passing rate increased from 72 percent in 2021 to 89 percent in 2022, we still have 17 percent of our students not completing an acceleration course during their high school career. Therefore, we need to target student participation and successful completion of said courses.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through Instructional Coaching/ Professional Learning teachers will work together to increase student participation and instructional outcomes in CTE, AP, and IB courses. Data from the Spring of 2023 will show that the Acceleration percentage will improve by at least 2 percentage points from 83 percent to 85 percent.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will collaborate with the student services team and academy leaders to ensure that each student obtains at least one acceleration point. Monthly Progress Monitoring and the implementation of an awareness initiative will be utilized to address this area of focus.

Person responsible for monitoring outcome:

Nicole Berge-MacInnes (pr7101@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Instructional Support/Coaching takes place when teachers work together to set a measurable goal to improve instructional outcomes. Also, Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by helping the students to achieve their potential. This is strategically aligned under Pillar 1- Relevant, Rigorous, & Innovative Academics Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Coral Reef has been a mega magnet since its establishment in 1997. Each student is admitted into an academy; however, not all academies offer CTE examinations. Therefore, the avenue for students who are not in CTE or in the IB program to obtain an acceleration point would be through AP class offerings. Students must be advised of the importance of the completion of the acceleration course and the courses must be taught in an engaging and targeted manner. Hence, through the utilization of instructional support and coaching, both student-centered and teacher-centered methods will be incorporated.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31-10/14 Counselors will review the student schedules and determine whether each 12th grade student has completed an acceleration course. If they have not, the counselor will adjust the student's classes for the 2022-2023 school year to ensure that they complete an acceleration course or develop a plan for that target to be achieved by the end of their tenure at the school.

Person Responsible Shari Gayton (sgayton@dadeschools.net)

8/15-10/14- Counselors will meet with each 9th, 10th, and 11th grader in their respective academy to advise the students of the need to complete an acceleration course during their four years of high school. Subsequently the counselors will work with the parents and students to facilitate this initiative to ensure that they are enrolled.

Person Responsible Beatriz Jorva (bjorva@dadeschools.net)

8/31-10/14 -Instructional coaching will be provided for the teachers by Discovery Education Network experts in the department meetings. As a result, the teachers will be exposed to techniques that should lead to the acceleration courses being more attractive to the students.

Person Responsible Tabatha Moscone (tmoscone@dadeschools.net)

8/31-10/14, Professional Learning Communities will be organized and collaborative meetings will take place. As a result, the teachers will share best practices on providing courses that lead to improved passing rates for the students in acceleration courses.

Person Responsible Jason Baker (jbaker1@dadeschools.net)

11/16 Resident Assessment Expert will provide a workshop to Leadership Team in a "train the trainer" model.

Person Responsible Tabatha Moscone (tmoscone@dadeschools.net)

10/31-12/16 DLN (Discovery Learning Network) educators will provide coaching for departments on utilization of Discovery Network platform.

Person Responsible Marilia Martinez (308619@dadeschools.net)

#3. Positive Culture and Environment specifically relating to As result Collective Efficacy

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

When examining the data from the 2021-2022 school climate survey, it was evident that teacher absenteeism, in the range of 10.5+ days was 49%, was higher than the district average of 37%. In the previous school year, the percentage of teachers with 10.5+ days absent was 18% and the district's percentage was 19%. Research shows that there is a direct correlation between teacher absenteeism and teacher morale. A decrease in teacher morale usually results in an increase in teacher absences. This is of significance since teacher satisfaction has been shown to positively impact student performance and achievement levels.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The administrative team will collaborate with school leaders to develop opportunities for faculty to participate more frequently in the decision making process and activities on campus that are meaningful, inclusive, positive and that have the possibility of opening up leadership opportunities. An initial staff satisfaction survey will be collected on August 19, 2022. After incorporating Team Building Activities and Collective Efficacy, both evidenced based strategies, another staff satisfaction survey will be completed on October 14, 2022. The results will show 75% or more of the staff showing they strongly agree that their voices are collectively heard. There will also be at least 10 percent decrease in the percentage of staff absenteeism.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The PLST team will provide support to address teacher development and they will create school based climate surveys at least once each grading period in the school year. The feedback will be utilized to adjust the opportunities for faculty & staff engagement. The administration expects the majority of the faculty granting high ratings for their satisfaction with the school's climate and opportunities for growth. The APC will work with the PLST and other school leaders to create team building activities for the staff based on the results of the initial survey that will completed at the start of the school year (August 19).

Person responsible for monitoring outcome:

Nicole Berge-MacInnes (pr7101@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Research shows that inspiring a positive school culture springs forth from teachers and staff feeling that they matter and that they are a part of team. Therefore, collective efficacy lends itself to positively impacting teacher and staff engagement and participation in campus life.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/17- 10/14- Administrators and leadership teams will conduct weekly walkthroughs and engage in formal or informal professional dialogue with teachers regarding instructional practices and other matters that may be of importance to them. This will lead to teachers feeling that their work is valued and that they have access to the administrative team.

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

8/15- All faculty and staff will participate in a Team Building/ School Culture professional development session. This will set the tone of collegiality and belonging.

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

8/17-10/14-Monthly cross-curricular lunch time meetings will be held. As a result, the teachers will feel less isolated as they will be able to socialize and make connections outside of their respective departments.

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

9/19-10/14- Observation classrooms will be organized and substitute coverage will be provided for teachers; therefore, they may visit master teachers to view highly engaging lessons resulting in the establishment of social connections.

Person Responsible Tabatha Moscone (tmoscone@dadeschools.net)

10/24 to 12/16 Hold administrative data chats with faculty after each progress monitoring and ensure that the teachers also hold data chats with their students.

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

10/24 to 12/16 Post school data in hallways, on Schoology, and share at EESAC and PTSA meetings.

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

#4. Transformational Leadership specifically relating to Leadership Development**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Leadership development in the area of commitment to students was selected as the area of focus after a comparison of the school climate surveys from 2021 and 2022 showed the following: There was a 12 percent increase in the number of faculty that stated their students did not receive interventions when they exhibited early warning indicators of disruptive behaviors. Additionally, the data showed that in 2021, 68 percent of the faculty felt that collaboration took place among department/grade level members to improve student outcomes as compared to only 58 percent in 2022, which is a ten percent decrease. Based on these data points, the leadership team will focus on providing leadership opportunities for the faculty so that they can take the lead in the process of monitoring early warning indicators and provide input on student outcomes.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A school generated leadership survey will be completed by the faculty on three different occasions throughout the year to get data on the overall school climate. The surveys will show that at least 75 percent of the faculty feel that collaboration on student outcomes took place.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Results of survey will be reviewed after each collection date. Additionally, meeting logs from the academy teams and email communication to teachers after parent meetings or contact will be taken into account by the administrative team.

Person responsible for monitoring outcome:

Beatriz Jorva (bjorva@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Commitment to students by taking ownership for students learning is the evidenced based strategy being implemented.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Utilizing the strategy of taking ownership for student learning will enhance collaboration between leaders and aspiring leaders and provide more targeted support for students in all facets of their education.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/29-10/14- A school wide Attendance Plan was created and shared with the Faculty at the opening of school meeting on August 12, 2022. This plan includes support for the families, truancy intervention strategies and attendance incentives. Each academy counselor will monitor student attendance, academic progress as well as mental health. In order to involve the faculty with progress monitoring, Academy Team Parent Conferences will be held as deemed necessary. As a result, the entire faculty will be responsible for student attendance.

Person Responsible Beatriz Jorva (bjorva@dadeschools.net)

8/12-10/14- In the opening of school meetings with teachers and orientation sessions with students, Mr. Burns will discuss the Behavioral Plan for the school and he will submit an Alternative to Suspension Plan to the school district by August 22nd, 2022. In order to support the faculty in taking a leadership role in managing student behaviors, they will be permitted to attend PD on positive behavioral support system offered by the school district. As a result, the faculty will improve their ability to redirect inappropriate behaviors.

Person Responsible Anthony Burns (tburns@dadeschools.net)

8/19-10/14-Faculty & Staff school site generated surveys will be completed and the results will be shared with the faculty and staff. The administrative team will then utilize the results to steer leadership team conversations to target the areas in need of improvement for school culture and leadership roles.

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

8/5-10/14-The faculty and staff will be provided information on changes in leadership; subsequently, they will be able to apply for leadership roles and serve on committees. As a result, the faculty will have opportunities to have their voices heard.

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

10/24-12/16 Conduct weekly leadership team meetings to discuss daily operations, events, student progress and school culture.

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

10/24-12/16 Designate a Hospitality Director to coordinate celebrations and recognitions for faculty and staff.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. 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 encouraged to wear Spirit Shirts for their clubs, academies and school.

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

Administrators and the rest of the leadership team work with intentionality on being responsive to the parent concerns and being available to students and staff. They also focus on student safety and daily operations of the school. The Lead Teachers oversee the six academies for the school. They monitor student progress and make connections with the community via the academy boosters. The Athletic Director, manages a comprehensive athletic program with over 30 sports made available to the students. The Activities Director, is 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. The CAP Counselor, keeps the students and families current on obtaining scholarships and college application processes. The school's PTSA is very involved in the daily events and meetings around the campus that are either student or staff centered.