

Coral Reef Senior High School



2014-15 School Improvement Plan

Coral Reef Senior High School

10101 SW 152ND ST, Miami, FL 33157

<http://coralreef.dadeschools.net>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

81%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

There is a constant flow of communication between students and teachers. All students have a school email address, and they are encouraged to use it. Teachers send documents, assignments, reminders, and a myriad of information to students through email, and the information flows just as readily back in the other direction. Often, students will submit assignments to their teachers, ask questions about assignments, request makeup work, etc., through email, and they know they will get a timely response. This free flow of information generates a bond between student and teacher, since the student knows that the teacher cares about his/her success and well-being. Counselors and Lead Teachers use email distribution lists specifically for each graduating class by academy to create a school-within-a-school environment. Many teachers are also available before school, after school and at lunch for tutoring or homework assistance. It is also not unusual for students to eat lunch, then gather informally in a teacher's classroom for the remainder of the lunch period. Conversations occur, help is given or received, and bonds are forged.

Even though all students in our school are in one of our academies, they share core classes and have a common lunch period where they get to know one another and mingle together as friends. Though our students have a variety of interests and educational goals, the school has worked very hard to promote the idea of "family." If one has success, we all celebrate that success and benefit as a group.

We are a microcosm of Miami with many ethnic groups and cultures, and because we have built positive, caring relationships with one another, we respect each other and celebrate our similarities AND our differences. Through the year, we have a variety of activities in which we share our various cultures, languages, and beliefs. At our Open House, students welcome parents in a minimum of 15 different languages during an opening video. Throughout the month of October, we celebrate Hispanic heritage and culture with a variety of activities, performances, food festivals, songs, and dances. A similar celebration occurs throughout the month of February, when we honor African-American heritage and culture. In April of last year, our Equal Access club assisted JAM (Jewish Student Union and the Muslim Student Union) in sponsoring a school-wide event whose purpose was "to combat cultural hatred and intolerance by bridging cultures and showing students the beauty of different cultures." The event featured representative clothing, food, music, dances, and games, from many countries and ethnic groups, and a good time was had by all. There are plans to make this an annual event.

In all, we consistently encourage respect, tolerance, compassion, and acceptance for all groups, and failure to do so is not an option.

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

Coral Reef Senior High School has high expectations for all students, faculty and support personnel. There is a culture of learning here, where the norm is for students to be consistently present in school, to work hard and do their absolute best at everything they do, whether it is in the classroom, in the band room, on stage, or on the athletic field. They are expected to be respectful to all students and adults, as well as to their belongings, their attitudes and their beliefs. This attitude of achievement and respect carries over into the home as well, where students do their homework, take part in community activities, and enjoy a large measure of parental/family support. The school also provides a four-tiered level of support for students who struggle, whether it is academically, socially, or behaviorally. Classroom teachers, counselors, academy lead teachers, and administrators monitor the students' successes and struggles, providing assistance and support along the way. Parents are involved at every step, and consistent oversight and assistance helps the students to feel secure. Students and adults alike feel that our school is very safe as evidenced by the school's Climate Surveys, administered every spring. We have been called "the school that never sleeps." It is an odd day when there are not multiple cars in the parking lots well into the evening, and students in the classrooms for tutoring, or in the auditorium, band room, central courtyard, gym, or on the football field for practice or events. With so many people always around, students and parents feel safe as they participate in their various activities. We have one lunch period where approximately 3300 students eat lunch together, and student altercations are almost non-existent. Respect for the belongings of others is also apparent. It is not unusual for a student to turn in a wallet, a phone or some other item that has been left in the courtyard or a classroom. This speaks to the culture of the school, where we are a family, the "cuda nation," and as a family, we do the right thing - what is good for one member of the family is good for the family as a whole.

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

Coral Reef High School prides itself on not incorporating rules or regulations into their school wide behavioral plan. Instead, Coral Reef High School has expectations for all students, and for the most part, with these expectations students are able to rise to the occasion and make wise choices in their personal, academic, civic and occupational responsibilities while making all students productive citizens. Because students take ownership of his/her education, Coral Reef is able to provide a rigorous educational experience from bell to bell.

When students do not follow the expectations, a plan has been adopted for a number of years that provides escalating services for behavioral infractions. The plan was devised to reduce the suspension rate and provide more counseling, parent involvement and consequences for actions taken. The Suspension Reduction Plan follows the District's plan but provides more services to students who do not meet our expectations.

For example, the corrective strategy recommended by the District for all Level 2 behaviors is a five day outdoor suspension. For Coral Reef High School, a Level 2 infraction will have the following consequences:

1st offense: Three detentions, parent contact, counseling.

2nd offense: four detentions, parent contact, counseling.

3rd offense: three days indoor suspension, parent contact and counseling.

The corrective strategies used in our Suspension Reduction Plan has reduced the number of suspensions while continuing to correct the negative behaviors and incorporate more services in the form of counseling and parent involvement.

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

The structure of our academies ensures that the social-emotional needs of all students are met. By having counselors assigned by academy, our counselors are better able to know their assigned students on a more personal level. All students at the school know who their counselors are and have a relationship with their counselors. Our students are provided services on multiple issues including academic advisement, college advisement, study skills, interpersonal relationships, mentoring, and any other relevant counseling issues. Students are referred through multiple avenues including self-report, parent report, teacher report, administrative referral, or referral by any other concerned individuals. The counseling team works diligently to have an open door policy and always maintains confidentiality, providing a safe environment for all students to get assistance with any and all of their emotional needs so that they can focus on their school work.

Early Warning Systems

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

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

At the start of the school year, attendance personnel hold meetings with incoming 9th graders and the current 12th graders who have a history of poor attendance. Parents of those students are reminded of the attendance expectations.

The attendance bulletin is monitored daily. When students get to their fifth absence, they are referred to their academy counselor whereupon they are issued warning letters regarding the possibility of the student being blocked from competitions and performances if the student reaches his/her tenth absence.

If a student has 15 or more unexcused absences, a Truancy CST is convened. Paperwork is then submitted to the district for Truancy.

In an effort to reduce the number of suspensions, a plan to utilize alternatives to suspension has been in place for several years now. Additionally, early intervention is key in addressing disciplinary actions in the school. Each student has an academy counselor and academy leader with whom they receive services from prior to an incident being taken to an assistant principal.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	7	9	7	33	56
One or more suspensions	0	0	0	199	199
Course failure in ELA or Math	64	26	28	8	126
Level 1 on statewide assessment	26	16	2	0	44
Grd 9 Students, 1 or more absences in first 20 days	25	0	0	0	25
Failure to progress to Gr.10 on time	5	0	0	0	5
Grade point average less than 2.0	12	1	0	3	16

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

Indicator	Grade Level		Total
	9	11	
Students exhibiting two or more indicators	8	6	14

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

All students are referred to a counselor when they have 5 absences regardless of whether the absence is excuse or unexcused. Counselors communicate with students and parents regarding attendance and address issues that are involved in keeping each individual student out of school. In the event that interventions are needed this happens right away with the counseling team who can work with parents, students and anyone else necessary in keeping each child in school.

All students who are suspended are referred to counselors by administration so that conversations can occur and necessary interventions can be implemented to resolve behavioral issues that would result in further suspensions and problems

Grades are monitored by academy counselors at the midpoint and end of each 9 weeks. Students and parents are advised regularly as to issues regarding the potential failure of any course and advised of options to repeat courses either through adult education or online courses. Counselors and lead teachers monitor student progress regularly, and offer study skill strategies, tutoring and help options in an attempt to assist students' academic success.

Students who score a level 1 on statewide standardized assessments in English Language Arts are placed in Intensive Reading courses and monitored closely by both counselors and lead teachers. For the mathematics assessments students are encouraged to enroll in after school courses through adult education to increase their skills and help prepare them for success on subsequent administrations of the exams. Additional afterschool or weekend tutoring options are encouraged by contacting both parents and students. Emotional support and encouragement are offered to students regularly to help them maintain a positive outlook and motivation to succeed. Options for earning concordant scores on alternate assessments is also discussed and encouraged with these students and parents.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Once the members of the new incoming 9th grade class are determined in late March, students and parents are invited to Coral Reef to meet with the administrators and counselors to make their subject selections for the following fall and to sign up for our 'Ready for the Reef' summer program to assist the students with their transition from middle school to high school. The Saturday before the opening of school in August, incoming 9th grade students and parents are once again invited to Coral Reef for the Student Orientation Program, providing important information and encouraging family participation in their students' educational program. The parental involvement efforts do not end there. There are currently over 1500 members in our Parent/Teacher/Student Association (PTSA). The PTSA holds a

general meeting monthly and always provides a timely program to educate attendees about current events and issues. An example is the annual program from our College Assistance Program Adviser on choosing the right college and financing the education through FAFSA, scholarships, etc. In addition, all schools host the parents on Open House evening, but Coral Reef also provides programs for parents on AP Parent Night, IB Parent Night and State Accountability Testing Parent Night. We also have 18 Parent Booster Clubs which meet monthly. We host a College Fair for Coral Reef students and families in October, with approximately 150 colleges and universities in attendance. Our Visual and Performing Arts Academy performs operas, musicals, ballets, as well as choral, band and orchestra concerts open to students, family members, faculty, staff, and the community at large. We have active sports programs fielding 22 teams, and all students, families, and friends are encouraged to attend. We provide ample opportunities for volunteers and welcome their assistance in a variety of ways. We have won the Florida Five Star Award for Parental Involvement for the last five years. We have a comprehensive and frequently updated website containing a master calendar of events and much more information, a marquee with current information, and we use email, telephone calls, and text messages to keep our students, parents, and the community well-informed and involved. Our District uses an electronic grade book, allowing students and parents to check real-time grades and attendance from any device connected to the internet. They may also choose to receive messages or alerts for predetermined occurrences. Progress reports are issued to all students midway through each quarter, and at the end of each quarter, a report card is also issued to each student. Every effort is made to encourage parent and community involvement in the education of tomorrow's leaders.

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

Each of the six academies have strong booster clubs within which very active parents and business partners coordinate school wide events for the betterment of the students and their endeavors. As new students are admitted to Coral Reef Senior High in the Spring, the incoming families are invited to attend the booster club meetings in May. At that meeting the parents are encouraged to become active members in the booster club and to take leadership roles. A faculty member serves as the school liaison on the booster club, communicating the needs of the students to the members. Additionally, the school has been a leader in athletics as well. Parental and community involvement through the booster has been an important part in keeping the teams competitive. Local businesses have been recruited to provide summer compensated internships for our students. (Compensation includes pay or acquisition of community service hours.) Students also may participate in the executive internship program, where students leave school the last period of the day and work in a business or laboratory, receiving a class grade and credit. This program provides real-life experience, using skills learned at school and adding new skills learned in the workplace. This fall, Coral Reef will open a branch of the South Florida Educational Federal Credit Union on campus, with students learning the banking business through valuable on-the-job training within the school.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Ennis, Thomas	Principal
Atherley, Mary	Assistant Principal
Berge-MacInnes, Nicole	Assistant Principal
Burns, Anthony	Assistant Principal
Mejia, Alvaro	Assistant Principal
Bolt, Michelle	Teacher, Career/Technical
Cabrera, Martha	Teacher, K-12
Clark, Terri	Psychologist
Flack, Jane	Attendance/Social Work
Gayton, Shari	Guidance Counselor
Gonzalez, Lissette	Teacher, K-12
Lawrence, Yakeitha	Teacher, K-12
O'Hair, Cynthia	Teacher, K-12
Phelan, Stacey	Instructional Media
Silio, Monica	Teacher, ESE
Verga, Michelle	Teacher, K-12
Villegas, Nelson	Teacher, ESE

Duties

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

Principal: Adrienne Leal

provides a common vision for all activities of the school, including curriculum offerings, expectations for all students, faculty members, and support personnel, the use of data-based decision-making, guidance for the school's budget, and ensures that the school-based team is implementing MTSS/Rtl; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Mrs. Leal provides the leadership and oversight for all aspects of school operations.

Assistant Principals: Nicole Berge-MacInnes, Alvaro Mejia, Tony Burns, and Michelle Atherley assist in the implementation of the Principal's vision to use data-based decision-making; ensure that the school-based team is implementing MTSS; conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation; provide adequate professional development to support MTSS implementation; and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Chairs(Teachers, K-12) for Language Arts, Science, Mathematics, Social Studies, Student Services, ELL, and Vocational Departments, SPED/Behavior Specialist, Project Leader: Michelle Verga, Cynthia O'Hair, Jessica Cabrera-Sarduy, Shari Gayton, Nelson Villegas, Michelle Bolt, Monica Silio, and Martha Cabrera respectively, provide information about core instruction; serve as instructional leaders in their respective departments, participate in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Reading Chair: Yakeitha Lawrence

provides guidance on K-12 reading plan; develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/

behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist, Terri Clark, and School Social Worker, Jane Flack:

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

Professional Development Liaison: Stacey Phelan

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

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

Coral Reef's administrative team is aware of what is occurring in the classrooms throughout the building, through conversations with teachers, parents, and students as well as through their own observations. Toward the end of each school year, teachers are asked to submit a their assignment preferences for the coming year. The administrative team takes these preferences into account when building the master schedule, but they also look at other parameters such as areas of certification, number of requests for subjects, and especially at student achievement. The ultimate defining factor is what is best meeting students' needs and maximizing their achievement. Building a tight master schedule allows the principal some leeway with funding allocations, freeing some money for the provision other items necessary for classroom needs.

In order to maximize funding and increase student achievement, the administrative team utilizes the leadership capacity within the school site to coordinate and deliver in-house professional development for staff. Research-based supplemental instructional materials, best practices and Coral Reef does not receive any Title I, Title III, or Supplemental Academic Instruction (SAI) funding, nor does it have the “Health Connect in Our Schools” Program.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school.

Coral Reef has teachers participating in the MINT training and studying for add-on endorsements to their certificates, There is also a trained Professional Development Liaison on staff.

Title X – Homeless

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

Violence Prevention Programs

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

Coral Reef also strictly adheres to the District's policy against Bullying and Harassment.

Administrators initiate an investigation of bullying or harassment allegations immediately upon initial report. Curriculum lessons on Bullying and Violence Prevention have been implemented and staff, students, and parents/volunteers receive training annually.

Nutrition Programs

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

Adult Education

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

HIV/AIDS Curriculum: AIDS Get the FACTS!

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

Miami Lighthouse/Heiken Children's Vision Program

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

Career and Technical Education

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Adrienne Leal	Principal
Chris Kirchner - Union Steward	Teacher
Kelli Wise	Teacher
Astra Burrows	Teacher
Cynthia O'Hair	Teacher
Marinka Bisceglia	Teacher
Charles Mahoney	Teacher
Kantrecia Bowles	Education Support Employee
Diona Williams	Parent
Mario Thomas	Parent
Emely Rivero	Parent
Carlos Tellez	Parent
Gayle Sheeder	Parent
Julian LaFaurie	Student
Jake Sirota	Student
Sylvia Romero	Business/Community
Steven Sirota	Business/Community
Albert Santalo	Business/Community

Duties

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

Evaluation of last year's school improvement plan

All EESAC members are provided with a copy of the current SIP after it has been approved. At each meeting, updates on testing and the SIP are provided with opportunities for questions, comments, suggestions, etc., with actions taken as appropriate. In late April-early May, all instructional departments meet and review the current SIP, discussing which strategies should be retained, modified, or discarded, with evidence supporting their decisions. This information is compiled and presented to EESAC early in May. At the next meeting, members of the Committee discuss the findings from the departments, providing their input also. All of these suggestions are written into the minutes and become part of the public record. These suggestions along with the spring test results, become the basis for the next year's SIP.

Development of this school improvement plan

At each meeting, EESAC has been provided with feedback as described below, and their input has been sought and discussed, with appropriate actions taken. At the end of the year and prior to the final meeting, the members were provided with the end-of-the-year review documents along with input from the administrators, curriculum departments, academies, etc. The members were asked to review the 13-14 SIP and the input from the various sources, formulating questions or suggestions to bring to the meeting. Questions and suggestions were discussed and duly noted at the meeting with the proviso that should the members have any other questions or suggestions, they could be submitted until the end of May. They also understood that the material in the new SIP would be reviewed at meetings in September and October, with appropriate opportunities for revision prior to submission to the District. All department chairs, with input from their respective departments and

using the information from the May EESAC meeting, formulated their strategies, etc. for inclusion in the 14-15 SIP.

Preparation of the school's annual budget and plan

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

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ennis, Thomas	Principal
Berge-MacInnes, Nicole	Assistant Principal
Verga, Michelle	Teacher, K-12
Lawrence, Yakeitha	Teacher, K-12
Atherley, Mary	Assistant Principal
Burns, Anthony	Assistant Principal
Mejia, Alvaro	Assistant Principal
Cabrera-Sarduy, Jessica	Teacher, K-12
Gayton, Shari	Guidance Counselor
Gonzalez, Lissette	Teacher, K-12
O'Hair, Cynthia	Teacher, K-12
Silio, Monica	Teacher, ESE
Villegas, Nelson	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Council meets monthly to analyze student academic and behavioral data and develop strategies for improvement. Our school has six academies, and each academy is assigned one counselor and one lead teacher whose responsibilities are to assist students with academic concerns. The counselors meet on a bi-weekly basis to discuss student needs/concerns and develop strategies to address those needs. Additionally, counselors and lead teachers regularly meet with students, parents, and teachers to address individual student concerns. Teachers meet on a bi-weekly basis, by department, to address academic concerns and develop strategies to improve student success and achievement. Department Chairpersons address teacher concerns during Literacy Council Meetings.

The Literacy Team and the RtI Team work hand in hand. The RtI Team meets biweekly with the School Psychologist, the Social Worker and appropriate counselors, lead teachers, and parents to assist students with academic and behavioral issues, and any other pertinent problems to ensure that necessary interventions are implemented and that the students' needs are addressed.

The overall goals for 2014-15 are to:

- promote school-wide focus on the analysis of informational text
- continue to build communication between the LL and the MTSS Teams.
- decrease the number of Tier 3 students for the 2014-2015 school year.
- monitor progress of students in Tier 2 and 3.

Public and Collaborative Teaching

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

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

Faculty meetings are held at least once a month, providing important information and updates to the faculty at large. Curriculum Council meetings are held twice monthly, involving all members of the school's leadership team, the Test Chair, and the Athletics and Activities Directors. At this time, information is disseminated to the members of the council, testing results are discussed, strategies are planned, and ideas are shared. At least once a month, Department meetings are held where information from the Curriculum Council meeting is shared with the members of the each Department. Teachers have a chance to ask questions, discuss, strategize, and provide input on various topics from Curriculum Council, especially SIP-based items. They also have an opportunity to share best practices, meet in vertical and or horizontal teams, problem-solve and provide collegial support. Ideas generated at these meetings are taken back to Curriculum Council and shared, all following the Florida Continuous Improvement Model.

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

Available positions are advertised by the District. Applicants who are appropriately certified and are vetted by the District are interviewed by appropriate personnel at the school level, and the open positions are offered to applicants who will be the best qualified to meet the needs of our students. To retain highly effective teachers, Coral Reef has an active Beginning Teacher Program in place to provide new teachers and teachers new to the building with the assistance and support necessary for their success. This includes monthly meetings with the Asst. Principal for Curriculum, a counselor, and two veteran teachers in leadership positions. Additionally, beginning teachers and teachers new-to-the-building are provided with a new to Coral Reef Survival Guide that delineates all the pertinent information about the inner workings of the school. All of the support personnel are available for assistance at any time.

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

All new teachers are part of the Beginning Teacher Program in the previous section. MINT mentors provide support to new teachers through deliberate mentor/mentee practices. In addition, all new teachers are provided with buddy teachers or mentors in their subject areas to assist them as they begin their career. Vertical and horizontal teams, overseen by the Department Chairs and the Assistant Principal for Curriculum, are functional in all core areas to provide information and curricular support for all new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Principal and Assistant Principals provide the first levels of oversight to ensure that the Florida Standards are being addressed appropriately in all classrooms. They ensure that state-adopted textbooks are used in all courses for which they are available, and that all materials necessary for instruction are available to teachers. The District provides a multitude of resources and programs, all aligned to Florida Standards. Decisions to use these resources are sometimes left to the classroom teacher, and in some cases, these decisions are made by the instructional leaders after much research and consideration. Focus calendars are developed and used in all courses for which there is an End-of-Course test (EOC), and tested areas are supported by the infusion of Florida Standards into instruction in all core areas wherever they are appropriate. Department chairs assist by supporting their teachers, ensuring that they have the materials necessary for classroom success, by assisting new teachers, and providing leadership. Best practices based on lessons created around Florida Standards are shared in department meetings, and teachers meet and collaborate during course-learning group meetings as well as vertical and horizontal team meetings. Fidelity of implementation can be measured by formative tests and interim assessments, after which instruction can be modified to meet students' needs. Administrators also oversee implementation of instruction based on Florida Standards by monitoring lesson plans, test results, and samples of student work, as well as by making classroom visits.

Instructional Strategies

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

The school disaggregates and interprets interim and annual standardized assessment data consistently throughout the year to drive instruction to meet the diverse needs of the individual student. At the commencement of the school year, prior year data is disaggregated and populated into an interactive student performance database termed the "Master of the Universe." Individual student and school-wide data trends are reviewed with the faculty and overall goals are established. All faculty members have access to the database on the school's collaboration site and utilize it to make data informed instructional decisions. Throughout the school year, interim assessment, FAIR and other school-based assessments data are analyzed and populated into the "Master of the Universe," in order to monitor the fidelity of instruction and provided differentiation of instruction as needed.

With regards to reading, teachers selected a baseline reading test to assess students' familiarity with the new standards. Teachers analyzed their own individual data and planned instruction accordingly within their own classrooms. In addition, computer programs such as Reading Plus and Membean assess students' comprehension level, allowing teachers to assign individualized tasks in order to help bring students up to grade level, or help them accelerate at a faster pace if they are already at or

above grade level. Teachers also create assessments differentiated in topics, formats, and/or difficulty, providing students at all levels the opportunity to demonstrate comprehension in a manner which challenges the students, while providing opportunities for success. In the case of students who did not perform on grade level on the 2014 FCAT 2.0, they are currently enrolled in an Intensive Reading program. Students in the Intensive Reading course participate in the FAIR assessment and Reading Plus Insight diagnostic assessment. The Reading Plus Class Skill Report then assembles students into groups based on identified Florida Standards strengths and weaknesses. Within the teacher-led groups, the teachers reinforce the standards by utilizing Reading Plus Offline Comprehension Skills activities and other supplemental materials which targets weak areas. In addition, the EDGE textbook's differentiation of instruction guidelines are incorporated within lessons conducted in class in order to meet all students' needs.

In the area of mathematics, teachers use data obtained from Thinkgate District Assessments, interim assessments, Edmodo Snapshot quizzes and Gizmo reports, as well as teacher created assessments. Students who require remediation are given one-on-one tutoring, peer support in class; meanwhile, teachers are in contact with counselors and parents to ensure students are progressing. In addition, Algebra 1 students are given the opportunity to use the self-paced Algebra Nation program which differentiates their instruction.

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

Strategy: Weekend Program

Minutes added to school year: 2,160

For three months in the spring, prior to the administration of Florida Standards Assessments, End-of-Course (EOC) Tests in biology, algebra, geometry, U.S. history, and various Advanced Placement (AP) and International Baccalaureate (IB) tests, students are strongly encouraged to attend tutoring/review sessions on Saturday mornings from 9 a.m. until noon. These sessions are intensive review and reinforcement sessions to supplement the knowledge and skills that the students have been taught in class. In addition, test-taking skills and essay-extended response questions are used to hone the students' ability to craft well-written responses necessary for success on the various college-level exams.

Strategy Rationale

The additional time spent in review through the extended learning program has been successful with approximately 93 percent of our IB seniors receiving the prestigious IB Diploma in 2014. We continue to increase the number of AP tests given, from 3784 tests in 2013 to 4208 in 2014, while the number of students taking the AP tests has also increased from 1899 in 2013 to 1992 in 2014. On state tests, our reading scores maintained at 88 percent proficient in 2013 and 2014. During the same time frame, the scores from the mathematics End-of-Course tests (EOC's in Algebra and Geometry combined) increased from 91 percent proficient in 2013 to 92 percent proficient in 2014, and the Biology EOC scores maintained at 91 percent proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Berge-MacInnes, Nicole, nbergemacinnnes@dadeschools.net

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

All data was collected either from the College Board, the International Baccalaureate Organization (IBO) or the Florida accountability testing program at the end of 2013, and 2014, as applicable. These data were analyzed by the Principal, Assistant Principal for Curriculum, and the appropriate department chairs, and shared school-wide with teachers, parents, students, and community members. This data is also part of public record.

Student Transition and Readiness

PreK-12 Transition

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

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

Any eighth grade student in Miami-Dade County can apply to Coral Reef Senior High School, and as a result, our incoming ninth grade students come from all over the District, from many charter schools, middle schools or K-8 centers. In many cases, they are leaving behind friends that they have had throughout elementary and middle school to come to a school far from home. If that isn't difficult enough, they are making the transition into a high school with high expectations and a rigorous curriculum for all students.

To meet these needs and assist in the transition, Coral Reef has developed a program called "Ready for the Reef," a week-long program beginning soon after school is out in June. In this program,

students are grouped by academy so that they can begin to form friendships, and during the week, students meet with academy counselors and lead teachers for introductions to various aspects of Coral Reef, have introductory classes with various faculty members and a session in a computer lab to begin using their Coral Reef email accounts and file storage space on our servers. Afternoons feature team building activities in the gym. When these incoming ninth-graders return to Coral Reef in late August, they already have new friends, know their counselors and lead teachers, are familiar with the school's programs and expectations, and are truly "Ready for the Reef."

We begin to prepare our seniors for graduation the minute they cross our door as ninth graders. With their counselors and parents, students prepare a preliminary plan that will have the courses they need to prepare them for chosen career. If a student changes career direction, the preliminary plan can be changed but the student will still be on track for graduation and post-secondary success. Counselors really get to know their students and are always accessible for support and advice. Every year, students in 10th and 11th grade may take a tour of Florida colleges and universities sponsored by Coral Reef Senior High School. Our College Assistance Program (CAP) Adviser is also available to provide information and advice on colleges, their programs and strengths, while also sending out a myriad of opportunities for financial assistance. She also does several workshops for parents in the early part of the school year in order to discuss the financial aspects of a college education. Our counselors and teachers write literally hundreds of letters of recommendation for our seniors as they send off their college applications. Evidence supports the success of our transition programs as 92 percent of our Class of 2014 have enrolled in a four-year college/university, seven percent have enrolled in a two-year college/vocational program, and one percent have entered the military or the workplace. Three hundred twenty-five members of the Class of 2014 received Florida Bright Futures Scholarship money. In all, members of the Class of 2014 were offered \$41,264,894.00 in scholarships, and accepted \$17,300,410.00 in scholarship money excluding Florida Bright Futures or any federal aid for which the seniors were eligible.

College and Career Readiness

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

Each year, Coral Reef sponsors a college fair which is attended by representatives from approximately 150 colleges and universities from around the country. Coral Reef students of all ages are strongly encouraged to attend and begin planning their high school courses necessary to meet their post secondary goals. Articulation occurs in the spring and is conducted through the magnet classes, where magnet counselors discuss course offerings and answer questions regarding choices for the coming year. Students are also individually counseled by academy lead teachers and counselors to ensure that students make course choices which will support their career goals. After the random selection process is complete, a required Saturday registration is held for parents and their incoming ninth-grade students. At that time, in a large group setting, parents and students are given general information about the school's curricula after which parents and students meet one-on-one with the lead teacher and the counselor of the student's chosen academy. During their conversations, initial plans are developed for the students' next four years, and course selections are made for the ninth grade year. This initial plan may be modified as needed over the next four years, but all decisions are designed to ensure that each student's plan of study is well thought-out and will support his/her career and post-secondary goals.

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

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

take a certification exam based on his/her academy and field of study.

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

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

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

Coral Reef Senior High offers the following career academies:

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

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

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

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

According to Coral Reef's Registrar, in the Class of 2014 there were 772 students in the standard curriculum group, all of whom received a diploma. 84.5 percent were classified as graduating cum laude, magna cum laude, or summa cum laude, 5 students received a special diploma, 30.6 percent received a standard diploma and 69.4 percent received a diploma of distinction.

To date, 64.2 percent of the class of 2014 qualified for some level of assistance through the Florida Bright Futures program. This represents 29.1 percent of the seniors being designated Florida Academic Scholars (the top award) and 31.8 percent earning the Florida Medallion Award. The state average for seniors receiving awards is 33 percent.

Members of the class of 2014 have been offered \$41,264,410 in scholarships, excluding Florida Bright Future Awards and any federal aid that were eligible for.

According to the 2012 High School Feedback Report, 88.4 percent of the class of 2012 completed a college prep curriculum, 78.3 percent completed at least one level 3 high school mathematics course, and 90.6 percent completed at least one level 3 high school science course. At least one AP, IB, or Dual Enrollment course was taken by 85.6 percent of the graduates of 2012. No information for the class of 2013 or 2014 is available from the High School Feedback Report.

Of the 2012 graduates taking the SAT, 85.4 percent scored at or above college-level cut scores in mathematics, 96.7 percent scored at or above the college-level cut score on the verbal section, and 96.4 percent scored at or above the cut scores for writing. Scores followed the same pattern for the ACT, and all percentages were consistently above the percentages for the District or the State. In addition, 93.4 percent of students in the class of 2011 took the PSAT two years prior to graduation. Of the 2012 graduates, 73.0 percent enrolled in a Florida public post secondary institution in the Fall 2012, 3.88 percent enrolled in Independent Colleges and Universities of Florida in the Fall 2012, and numbers are unavailable for students attending an out-of-state public or private institution in the Fall 2012.

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To Increase student achievement by improving core instruction in all content areas.
- G2.** To identify at-risk students to provide support and intervention to increase achievement.
- G3.** To prepare students to be college and career ready through STEM and/or CTE initiative and programs.
- G4.** To increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of of measurable improvement in student achievement

Strategic Goals Detail

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

G1. To Increase student achievement by improving core instruction in all content areas. 1a

G049916

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
FSA - English Language Arts - Proficiency Rate	95.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	78.0
AMO Reading - ELL	69.0
AMO Reading - SWD	65.0
FAA Reading Proficiency	61.0
CELLA Listening/Speaking Proficiency	78.0
AMO Math - All Students	70.0
FSA - Mathematics - Proficiency Rate	93.0
Math Gains	86.0
Math Lowest 25% Gains	80.0
FAA Mathematics Proficiency	61.0
Algebra I EOC Pass Rate	87.0
Geometry EOC Pass Rate	90.0
Bio I EOC Pass	61.0
CELLA Writing Proficiency	63.0

Resources Available to Support the Goal 2

- the Internet to find supplemental material to expose students to informational/research-based text and primary sources
- Reading Plus
- computer labs
- fully-equipped media center
- technology for students to complete research and for teachers to use in instruction
- vertical and horizontal teams
- Interim Assessments (Fall) to provide exposure to test items
- Promethean Boards for Interactive Interactive text analysis
- Social Studies Task Cards
- horizontal and vertical teams
- teacher-created assessments
- tablets for ninth graders
- Next Generation Sunshine State Standards for Science (NGSS)
- textbooks and supplemental textbook materials across disciplines
- pacing guides
- GIZMOS

- scholarly articles found in print or electronically, and written by reliable sources
- CPALMS Math Formative Assessments
- item specifications for the new Florida Standards Assessments
- Thinkgate Topic Tests
- lab facilities, equipment, and materials

Targeted Barriers to Achieving the Goal 3

- Effective strategies are needed to read informational text, analyze it, and communicate the analysis using evidence-based citations. Analyses may include, but are not limited to, written arguments, procedures, and mathematical relationships.

Plan to Monitor Progress Toward G1. 8

Data will be collected from the various Fall interim assessments.

Person Responsible

Nicole Berge-MacInnes

Schedule

On 11/26/2014

Evidence of Completion

Scores on the Interim Assessments

G2. To identify at-risk students to provide support and intervention to increase achievement. 1a

G050333

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.4
Attendance Below 90%	1.0
1+ Absences First 20 Days - Grade 09	1.5
One or More Suspensions	3.0
Level 1 - All Grades	2.0

Resources Available to Support the Goal 2

- Daily attendance reports, weekly spreadsheet tracking 1)students with five or more absences or ten or more tardies, and 2) ten or more absences or more or twenty or more tardies, email reports from the grade book in matters of academics or attendance, live viewing of the grade book by parents and students via their District portals, attendance monitoring by counselors, lead teachers, and assistant principal for attendance, Florida Standards (LAFS), Reading Plus, computer labs, the Internet to find supplemental material, Interim Assessments (Fall)

Targeted Barriers to Achieving the Goal 3

- Most of the students with excessive attendance problems have medical reasons for missing school. A significant number of students with attendance problems are special education students, and some of our students travel long distances from home to school, often taking District-provided buses or public transportation, making it difficult to be in school and on time every day.
- Strategies are needed to assist Level 1 students in reading to transition to Level 2 or to proficiency at Level 3.
- An orientation program is needed so that all students and parents are made aware of the requirements based on the Code of Student Conduct, Coral Reef's expectations for its students, and the consequences of non-compliance.

Plan to Monitor Progress Toward G2. 8

Student absences, behavioral referrals and suspensions, and Interim Assessment (Fall) test cores will be monitored.

Person Responsible

Thomas Ennis

Schedule

On 11/26/2014

Evidence of Completion

Decreasing student absences, decreasing behavioral referrals and suspensions, and increasing Interim Assessment test cores

G3. To prepare students to be college and career ready through STEM and/or CTE initiative and programs.

1a

G050528

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- CPALMS, extended learning modules, vernier,PASPORT and Vernier probeware and sensors, graphing calculators, graphing software, chemistry, biology, and physics lab equipment, computers, science and mathematics websites on dadeschoolsnet, Microsoft Office, QuickBooks, AutoCad, AutoDesk, and Revit software, Mathematics Florida Standards, Next Generation Sunshine Standards in Science,

Targeted Barriers to Achieving the Goal 3

- Strategies are needed to better prepare our CTE students to pass the various certification exams.
- More opportunities for STEM competitions should be utilized to provide valuable experience and motivation for our students.

Plan to Monitor Progress Toward G3. 8

The number of students requesting accelerated courses will be monitored by an administrator. Scores on Quizzes/Tests, and attendance at tutoring sessions will also be used to assess progress toward meeting the goal.

Person Responsible

Nicole Berge-MacInnes

Schedule

On 11/26/2014

Evidence of Completion

Increased number of students choosing an accelerated course, test scores, and attendance rosters.

G4. To increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement

1a

G050622

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Remind101, Blackboard Connect, Coral Reef website, Parent Portal, Marquee, Email

Targeted Barriers to Achieving the Goal 3

- Strategies are needed to improve communication with parents.

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule


Evidence of Completion

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. To Increase student achievement by improving core instruction in all content areas. **1**

 G049916

G1.B1 Effective strategies are needed to read informational text, analyze it, and communicate the analysis using evidence-based citations. Analyses may include, but are not limited to, written arguments, procedures, and mathematical relationships. **2**

 B124976

G1.B1.S1 Implementation of close reading strategies **4**

 S136895

Strategy Rationale

Students have scored lower on questions where analysis of informational text was required. Students will be expected to read and analyze informational text, focusing on significant details and patterns to determine what the text means. These skills will be critical in students' performance on standardized tests and in their educational and professional future.

Action Step 1 **5**

Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies and oral and written communication skills, as well as creating text-dependent questions.

Person Responsible

Nicole Berge-MacInnes

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Meeting Agendas, Deliverables, and Sign-In Sheets

Action Step 2 5

The development of focus calendars will assist instructional staff in planning lessons and pacing instruction including critical analysis of diverse literary sources. The development and sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.

Person Responsible

Nicole Berge-MacInnes

Schedule

On 11/26/2014

Evidence of Completion

Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets,

Action Step 3 5

A cadre of instructional staff will meet to share implementation strategies and best practices aligned to the use of close reading strategies. Collegial support will be provided to assist in delivering the strategies as needed.

Person Responsible

Nicole Berge-MacInnes

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Focus Calendars, Meeting Agendas, Sign-in Sheets

Action Step 4 5

Tutoring opportunities will be offered to students after school and on Saturday, beginning in late January, to provide supplemental assistance in order to improve student achievement.

Person Responsible

Michelle Verga

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-In Sheets, Improved scores on Interim Assessments

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

The Administrative Team will monitor and observe evidence of implementation of the close reading strategies as well as provide support as needed.

Person Responsible

Nicole Berge-MacInnes

Schedule

On 11/26/2014

Evidence of Completion

Samples of student work, scores from the Interim Assessments

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

Review of samples of student work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.

Person Responsible

Nicole Berge-MacInnes

Schedule

On 11/26/2014

Evidence of Completion

Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.

G1.B1.S2 Analysis of Text Evidence - Encourage the critical analysis of a diverse range of literary sources by using claim, evidence, and reasoning to draw conclusions about real life problems, research, questions and historical occurrences **4**

 S137992

Strategy Rationale

Students have scored lower on questions where analysis of informational text was required. These skills will be critical in students' performance on standardized tests and in their educational and professional future.

Action Step 1 **5**

Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies and oral and written communication skills, as well as creating text-dependent questions.

Person Responsible

Alvaro Mejia

Schedule

On 11/26/2014

Evidence of Completion

Meeting Agendas, Deliverables, and Sign-in Sheets

Action Step 2 **5**

Focus calendars and Pacing Guides will be developed to assist instructional staff in planning lessons and pacing instruction including critical analysis of diverse literary sources. Supplemental materials will be developed and shared in order to assist teachers with textbooks that are not aligned to the Florida Standards.

Person Responsible

Jessica Cabrera-Sarduy

Schedule

On 11/26/2014

Evidence of Completion

Focus Calendars, Pacing Guides, Meeting Agendas, Sign-in Sheets, and created Supplemental Materials

Action Step 3 5

Teachers will model "reading like a historian" or similar reading skills in the classroom.

Person Responsible

Jessica Cabrera-Sarduy

Schedule

Biweekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Teachers will share best practices of "reading like a historian" or similar reading skills.

Action Step 4 5

A cadre of instructional staff will meet to share implementation strategies and best practices aligned to the use of close reading strategies. Collegial support will be provided to assist in delivering the strategies as needed.

Person Responsible

Jessica Cabrera-Sarduy

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Focus Calendars, Pacing Guides, Meeting Agendas, and Sign-in Sheets,

Action Step 5 5

Tutoring opportunities will be offered to students after school and on Saturday, beginning in late January, to provide supplemental assistance in order to improve student achievement.

Person Responsible

Jessica Cabrera-Sarduy

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-In Sheets, Improved scores on Interim Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Administrative Team will monitor and observe evidence of implementation of the close reading strategies as well as provide support as needed.

Person Responsible

Alvaro Mejia

Schedule

On 11/26/2014

Evidence of Completion

Samples of Student Work, Scores from Interim Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review of samples of student work and scores on the Fall Interim Assessment will be used to determine the effective of the strategy and action steps.

Person Responsible

Alvaro Mejia

Schedule

On 11/26/2014

Evidence of Completion

Samples of students work and scores on the Fall Interim Assessment will be used to determine the effective of the strategy and action steps.

G1.B1.S3 Analysis of Text Evidence - Encourage the critical analysis of a diverse range of literary sources by using claim, evidence, and reasoning to draw conclusions about real life problems, research, questions and scientific phenomena. 4

 S137998

Strategy Rationale

Students have scored lower on questions where analysis of informational text was required. These skills will be critical in students' performance on standardized tests and in their educational and professional future.

Action Step 1 5

Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of analytical skills, particularly the use of claim, evidence, and reasoning, to draw sound conclusions, to create text-dependent questions, and to use effective oral and written communication skills.

Person Responsible

Mary Atherley

Schedule

On 11/26/2014

Evidence of Completion

Meeting Agendas, Deliverables, and Sign-In Sheets

Action Step 2 5

The development of focus calendars will assist instructional staff in planning lessons and pacing instruction including critical analyses of diverse sources. The development and sharing of supplemental materials will assist science teachers with the implementation of the ELA and Mathematics Florida Standards pertaining to their subject areas.

Person Responsible

Cynthia O'Hair

Schedule

On 11/26/2014

Evidence of Completion

Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets,

Action Step 3 5

Articles on various topics of scientific interest will be shared at department meetings, and ideas and plans for their use will also be discussed and shared. Collegial support will be provided to assist in delivering the strategies as needed.

Person Responsible

Cynthia O'Hair

Schedule

On 11/26/2014

Evidence of Completion

Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets,

Action Step 4 5

Tutoring opportunities will be offered to students after school and on Saturday, beginning in late January, to provide supplemental assistance in order to improve student achievement.

Person Responsible

Cynthia O'Hair

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-In Sheets, Improved scores on Interim Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The Administrative Team will monitor and observe evidence of implementation of the strategies for analysis of text evidence as well as provide support as needed.

Person Responsible

Mary Atherley

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Samples of student work, scores from the Interim Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The Administrative Team will monitor and observe evidence of implementation of the strategies for analysis of text evidence as well as provide support as needed

Person Responsible

Mary Atherley

Schedule

On 11/26/2014

Evidence of Completion

Samples of student work, scores from the Interim Assessments

G1.B1.S4 Implementation of Problem Solving Skills - Engage students in effective problem-solving practice incorporating mathematical tasks and real world applications, and provide explicit instruction on a problem-solving protocol. 4

 S138002

Strategy Rationale

Mathematical problem-solving involves the analysis of information text, otherwise known as real world applications. These skills will improve mathematics and reading test scores .

Action Step 1 5

Professional development will focus on inclusion of more open-ended real-life application word problems and projects. These problems and projects will assist students in the development of reasoning, writing, and analysis skills while encouraging them to speak mathematically and with precision.

Person Responsible

Anthony Burns

Schedule

On 11/26/2014

Evidence of Completion

Meeting Agendas, Deliverables, and Sign-In Sheets

Action Step 2 5

The development of focus calendars will assist instructional staff in planning lessons and pacing instruction to include the inclusion of more open-ended real-life application word problems and projects. The development and sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.

Person Responsible

Lissette Gonzalez

Schedule

On 11/26/2014

Evidence of Completion

Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets

Action Step 3 5

A cadre of instructional staff will meet to share implementation strategies and best practices aligned to problem solving protocols. Collegial support will be provided to assist in delivering the strategies as needed.

Person Responsible

Lissette Gonzalez

Schedule

On 11/26/2014

Evidence of Completion

Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The Administrative Team will monitor and observe evidence of implementation of these action steps as well as provide support as needed.

Person Responsible

Anthony Burns

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Samples of student work, scores from the Interim Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

The Administrative Team will monitor and observe evidence of implementation of these action steps as well as provide support as needed.

Person Responsible

Anthony Burns

Schedule

On 11/26/2014

Evidence of Completion

Samples of student work, scores from the Interim Assessments

G2. To identify at-risk students to provide support and intervention to increase achievement. 1

G050333

G2.B1 Most of the students with excessive attendance problems have medical reasons for missing school. A significant number of students with attendance problems are special education students, and some of our students travel long distances from home to school, often taking District-provided buses or public transportation, making it difficult to be in school and on time every day. 2

B126378

G2.B1.S1 Students' absences will be monitored and counseling will be provided to assist students and improve attendance. 4

S138344

Strategy Rationale

Students should be made aware of the importance of attendance and its impact on achievement. Counseling may detect a problem that can be minimized by alternatives about which the student and family may be unaware.

Action Step 1 5

Students' attendance will be monitored and an attendance referral will be written after 2, 4, 7, and 10 absences.

Person Responsible

Mary Atherley

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Referrals written by Lead Teachers, Records entered into ISIS, daily attendance reports

Action Step 2 5

Conferences will be held with the student, and depending on the number of absences, with a parent at each of the above referral targets.

Person Responsible

Shari Gayton

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Referrals, logs of student and parent conferences, conference records placed in ISIS

Action Step 3 5

After conferences, appropriate services will be provided and/or an attendance contract may be required.

Person Responsible

Shari Gayton

Schedule

On 11/26/2014

Evidence of Completion

Documentation of provision of appropriate services, logs of conferences, attendance contracts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Students' attendance will be monitored, as will the documentation of the counseling and services provided.

Person Responsible

Shari Gayton

Schedule

On 11/26/2014

Evidence of Completion

Student and Parent Contact Logs, Weekly Spreadsheets, Decreasing Absences

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students' attendance will be monitored, as will the documentation of the counseling and services provided.

Person Responsible

Mary Atherley

Schedule

On 11/26/2014


Evidence of Completion

Student and Parent Contact Logs, Weekly Spreadsheets, Decreasing Absences

G2.B2 Strategies are needed to assist Level 1 students in reading to transition to Level 2 or to proficiency at Level 3. **2**

 B126379

G2.B2.S1 Close reading strategies will implemented to support students in their analysis of informational text. **4**

 S138362

Strategy Rationale

Analysis of informational text will play a large part in the next generation of ELA tests. Students will be better able to improve their achievement level if they have better skills and strategies with which to analyze informational text.

Action Step 1 **5**

All students at Level 1 in ELA will be placed in an Intensive Reading Class.

Person Responsible

Shari Gayton

Schedule

Semiannually, from 9/9/2014 to 11/26/2014

Evidence of Completion

Reading Class Rosters, Master Schedule, 2014 FCAT Reading results

Action Step 2 **5**

Focus calendars for the reading classes will assist instructional staff in planning the infusion of other reading strategies into the analysis of informational text.

Person Responsible

Yakeitha Lawrence

Schedule

On 11/26/2014

Evidence of Completion

Focus calendars, Deliverables, Meeting Agendas, Sign -In Sheets

Action Step 3 5

Reading teachers will meet to share implementation strategies and best practices aligned to the use of close reading strategies and other evidence-based reading practices. Collegial support will be provided to assist in delivering the strategies as needed.

Person Responsible

Yakeitha Lawrence

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Meeting Agendas, Sign-in Sheets, Deliverables

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The Administrative Team will monitor and observe evidence of implementation of the close reading strategies and other research-based reading strategies as well as provide support as needed.

Person Responsible

Nicole Berge-MacInnes

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Focus Calendars, Meeting Agendas, Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.

Person Responsible

Nicole Berge-MacInnes


Schedule

On 11/26/2014


Evidence of Completion

Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.

G2.B3 An orientation program is needed so that all students and parents are made aware of the requirements based on the Code of Student Conduct, Coral Reef's expectations for its students, and the consequences of non-compliance. **2**

 B126381

G2.B3.S1 Administration will provide an orientation program with an emphasis on the school's expectations for its students, and the Code of Student Conduct for all students. **4**

 S138479

Strategy Rationale

One must know the expectations before one can meet them. Students and parents must know what the school's behavioral expectations are and what the consequences are for non-compliance.

Action Step 1 **5**

An orientation will be provided for the incoming ninth grade students and their parents on the Saturday prior to the opening of school at which time all students will be supplied with an Agenda containing the Code of Student Conduct.

Person Responsible

Alvaro Mejia

Schedule

On 8/16/2014

Evidence of Completion

Sign-In Sheets, Signature acknowledging the receipt of the Code of Student Conduct

Action Step 2 **5**

An orientation will be provided for the tenth, eleventh, and twelfth graders during the first week of school, at which time all students will be supplied with an Agenda containing the Code of Student Conduct.

Person Responsible

Alvaro Mejia

Schedule

On 8/22/2014

Evidence of Completion

ID's scanned, Signature acknowledging the receipt of the Code of Student Conduct

Action Step 3 5

Behavioral referrals will be monitored, and students will be provided with counseling and services if they continue to have problems with non-compliance.

Person Responsible

Alvaro Mejia

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

A Decrease in Behavioral Referrals and Suspensions

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Behavioral referrals will be monitored and students will be provided with counseling and services if they continue to have problems with non-compliance.

Person Responsible

Alvaro Mejia

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

A decrease in the Behavioral Referrals and Suspensions

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Behavioral referrals will be monitored.

Person Responsible

Alvaro Mejia

Schedule

On 11/26/2014

Evidence of Completion

A decrease in the Behavioral Referrals and Suspensions

G3. To prepare students to be college and career ready through STEM and/or CTE initiative and programs. 1

G050528

G3.B1 Strategies are needed to better prepare our CTE students to pass the various certification exams.

2

B126561

G3.B1.S1 Locate additional review sources and use them to better prepare students for the Industry Certification Exams (ICE). 4

S138511

Strategy Rationale

There is a disconnect between the FLDOE curricula and the curricula tested on the various (ICE) exams. Additional resources will help mitigate the effects of the disconnect.

Action Step 1 5

The use of new review materials will be implemented in the CTE classrooms in which the FLDOE curricula doesn't support (ICE) preparation.

Person Responsible

Michelle Bolt

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Samples of student work reflecting material from the review books will be share at department meetings, Quizzes/Tests, attendance at tutoring sessions .

Action Step 2 5

CTE students should be encouraged to choose accelerated courses which will enhance their knowledge and improve their scores on the ICE.

Person Responsible

Shari Gayton

Schedule

On 11/26/2014

Evidence of Completion

Increased numbers of students choosing to take accelerated courses.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The number of students requesting accelerated courses will be monitored and efforts to recruit students for these courses will be increased as needed. Scores on Quizzes/Tests, and attendance at tutoring sessions will also be monitored.

Person Responsible

Michelle Bolt

Schedule

On 11/26/2014

Evidence of Completion

Increased number of students choosing accelerated courses, test scores, attendance rosters

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The number of students requesting accelerated courses will be monitored and efforts to recruit students for these courses will be increased as needed. Scores on Quizzes/Tests, and attendance at tutoring sessions will also be monitored.

Person Responsible

Michelle Bolt

Schedule

On 11/26/2014


Evidence of Completion

Increased number of students choosing an accelerated course, test scores, and attendance rosters

G3.B2 More opportunities for STEM competitions should be utilized to provide valuable experience and motivation for our students. **2**

 B126567

G3.B2.S1 Provide more opportunities for competitions involving high-interest STEM fields such as robotics. **4**

 S138531

Strategy Rationale

Students are fascinated with technology, particularly robotics, which involves coding and extensive problem-solving. These are effective tools to increase student interest in STEM fields of study.

Action Step 1 **5**

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

Person Responsible

Cynthia O'Hair

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

The number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.

Person Responsible

Cynthia O'Hair

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Competition models, final scores and awards from competitions, and numbers of students participating.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

The number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.

Person Responsible

Cynthia O'Hair

Schedule

On 11/26/2014

Evidence of Completion

Competition models, final scores and awards from competitions, and numbers of students participating.

G4. To increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement 1

 G050622

G4.B1 Strategies are needed to improve communication with parents. 2

 B126879

G4.B1.S1 Coral Reef will provide parents and the community with more access to important information, improving communication between all stakeholders. 4

 S138852

Strategy Rationale

Good communication is the key to building strong relationships between the school and the stakeholders they serve. Better communication equates to greater student achievement.

Action Step 1 5

A copy of the District's School Board Policy 2111 PARENT INVOLVEMENT– A HOME-SCHOOL-DISTRICT PARTNERSHIP will be distributed to all parents (e.g., by providing paper copies at Open House, electronic copies, or other appropriate means of distribution). and on website.

Person Responsible

Mary Atherley

Schedule

On 11/26/2014

Evidence of Completion

Open House Sign-In Sheet, Instructions for distribution of the policy, Link to the document on the website,

Action Step 2 5

A volunteer liaison will be appointed to serve as an conduit through which information flows freely between the school, parents, and other stakeholders. This person will "actively recruit, train, appropriately place, support, and monitor parents in instructional and extra-curricular programs."

Person Responsible

Mary Atherley

Schedule

On 11/26/2014

Evidence of Completion

Liaison's name will appear on the website, Availability of Liaison in the main office

Action Step 3 5

Parents and stakeholders will be provided with access to the District's text-messaging service to receive important information released by the District. Parents and stakeholders will also be provided with access codes for Coral Reef's' emergency text-messaging service, Remind101, which will inform parents of any emergency or important information from the school site.

Person Responsible

Mary Atherley

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Information for signing up to these services available on the website and in the main office.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The website and information sites in the Attendance Office and the Main Office will be monitored for the presence of the sign-up information.

Person Responsible

Mary Atherley

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Screen shots of website showing availability of sign-up information; sign-off sheets for checks of information availability in the school offices.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The website and information sites in the Attendance Office and the Main Office will be monitored for the presence of the sign-up information.

Person Responsible

Mary Atherley

Schedule

On 11/26/2014

Evidence of Completion

Screen shots of website showing availability of sign-up information; sign-off sheets for checks of information availability in the school offices.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies and oral and written communication skills, as well as creating text-dependent questions.	Berge-MacInnes, Nicole	9/9/2014	Meeting Agendas, Deliverables, and Sign-In Sheets	11/26/2014 monthly
G1.B1.S2.A1	Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies and oral and written communication skills, as well as creating text-dependent questions.	Mejia, Alvaro	9/9/2014	Meeting Agendas, Deliverables, and Sign-in Sheets	11/26/2014 one-time
G1.B1.S3.A1	Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of analytical skills, particularly the use of claim, evidence, and reasoning, to draw sound conclusions, to create text-dependent questions, and to use effective oral and written communication skills.	Atherley, Mary	9/9/2014	Meeting Agendas, Deliverables, and Sign-In Sheets	11/26/2014 one-time
G1.B1.S4.A1	Professional development will focus on inclusion of more open-ended real-life application word problems and projects. These problems and projects will assist students in the development of reasoning, writing, and analysis skills while encouraging them to speak mathematically and with precision.	Burns, Anthony	9/9/2014	Meeting Agendas, Deliverables, and Sign-In Sheets	11/26/2014 one-time
G2.B1.S1.A1	Students' attendance will be monitored and an attendance referral will be written after 2, 4, 7, and 10 absences.	Atherley, Mary	9/9/2014	Referrals written by Lead Teachers, Records entered into ISIS, daily attendance reports	11/26/2014 weekly
G2.B2.S1.A1	All students at Level 1 in ELA will be placed in an Intensive Reading Class.	Gayton, Shari	9/9/2014	Reading Class Rosters, Master Schedule, 2014 FCAT Reading results	11/26/2014 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	An orientation will be provided for the incoming ninth grade students and their parents on the Saturday prior to the opening of school at which time all students will be supplied with an Agenda containing the Code of Student Conduct.	Mejia, Alvaro	8/16/2014	Sign-In Sheets, Signature acknowledging the receipt of the Code of Student Conduct	8/16/2014 one-time
G3.B1.S1.A1	The use of new review materials will be implemented in the CTE classrooms in which the FLDOE curricula doesn't support (ICE) preparation.	Bolt, Michelle	9/9/2014	Samples of student work reflecting material from the review books will be share at department meetings, Quizzes/ Tests, attendance at tutoring sessions .	11/26/2014 weekly
G3.B2.S1.A1	Increase opportunities for both in-class and after-school high-interest, science related studies, activities and competitions.	O'Hair, Cynthia	9/9/2014	Competition models, final scores and awards from competitions, the number of students participation	11/26/2014 weekly
G4.B1.S1.A1	A copy of the District's School Board Policy 2111 PARENT INVOLVEMENT– A HOME-SCHOOL-DISTRICT PARTNERSHIP will be distributed to all parents (e.g., by providing paper copies at Open House, electronic copies, or other appropriate means of distribution). and on website.	Atherley, Mary	9/9/2014	Open House Sign-In Sheet, Instructions for distribution of the policy, Link to the document on the website,	11/26/2014 one-time
G1.B1.S1.A2	The development of focus calendars will assist instructional staff in planning lessons and pacing instruction including critical analysis of diverse literary sources. The development and sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.	Berge-MacInnes, Nicole	9/9/2014	Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets,	11/26/2014 one-time
G1.B1.S2.A2	Focus calendars and Pacing Guides will be developed to assist instructional staff in planning lessons and pacing instruction including critical analysis of diverse literary sources. Supplemental materials will be developed and shared in order to assist teachers with textbooks that are not aligned to the Florida Standards.	Cabrera-Sarduy, Jessica	9/9/2014	Focus Calendars, Pacing Guides, Meeting Agendas, Sign-in Sheets, and created Supplemental Materials	11/26/2014 one-time
G1.B1.S3.A2	The development of focus calendars will assist instructional staff in planning lessons and pacing instruction including critical analyses of diverse sources. The development and sharing of supplemental materials will assist science teachers with the implementation of the ELA and Mathematics Florida Standards pertaining to their subject areas.	O'Hair, Cynthia	9/9/2014	Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets,	11/26/2014 one-time
G1.B1.S4.A2	The development of focus calendars will assist instructional staff in planning lessons and pacing instruction to include the inclusion of more open-ended real-life application word problems and projects. The development and sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.	Gonzalez, Lissette	9/9/2014	Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets	11/26/2014 one-time
G2.B1.S1.A2	Conferences will be held with the student, and depending on the number of absences, with a parent at each of the above referral targets.	Gayton, Shari	9/9/2014	Referrals, logs of student and parent conferences, conference records placed in ISIS	11/26/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2	Focus calendars for the reading classes will assist instructional staff in planning the infusion of other reading strategies into the analysis of informational text.	Lawrence, Yakeitha	9/9/2014	Focus calendars, Deliverables, Meeting Agendas, Sign -In Sheets	11/26/2014 one-time
G2.B3.S1.A2	An orientation will be provided for the tenth, eleventh, and twelfth graders during the first week of school, at which time all students will be supplied with an Agenda containing the Code of Student Conduct.	Mejia, Alvaro	8/18/2014	ID's scanned, Signature acknowledging the receipt of the Code of Student Conduct	8/22/2014 one-time
G3.B1.S1.A2	CTE students should be encouraged to choose accelerated courses which will enhance their knowledge and improve their scores on the ICE.	Gayton, Shari	9/9/2014	Increased numbers of students choosing to take accelerated courses.	11/26/2014 one-time
G4.B1.S1.A2	A volunteer liaison will be appointed to serve as an conduit through which information flows freely between the school, parents, and other stakeholders. This person will "actively recruit, train, appropriately place, support, and monitor parents in instructional and extra-curricular programs."	Atherley, Mary	9/9/2014	Liaison's name will appear on the website, Availability of Liaison in the main office	11/26/2014 one-time
G1.B1.S1.A3	A cadre of instructional staff will meet to share implementation strategies and best practices aligned to the use of close reading strategies. Collegial support will be provided to assist in delivering the strategies as needed.	Berge-MacInnes, Nicole	9/9/2014	Focus Calendars, Meeting Agendas, Sign-in Sheets	11/26/2014 monthly
G1.B1.S2.A3	Teachers will model "reading like a historian" or similar reading skills in the classroom.	Cabrera-Sarduy, Jessica	9/9/2014	Teachers will share best practices of "reading like a historian" or similar reading skills.	11/26/2014 biweekly
G1.B1.S3.A3	Articles on various topics of scientific interest will be shared at department meetings, and ideas and plans for their use will also be discussed and shared. Collegial support will be provided to assist in delivering the strategies as needed.	O'Hair, Cynthia	9/9/2014	Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets,	11/26/2014 one-time
G1.B1.S4.A3	A cadre of instructional staff will meet to share implementation strategies and best practices aligned to problem solving protocols. Collegial support will be provided to assist in delivering the strategies as needed.	Gonzalez, Lissette	9/9/2014	Focus Calendars, Deliverables, Meeting Agendas, and Sign-in Sheets	11/26/2014 one-time
G2.B1.S1.A3	After conferences, appropriate services will be provided and/or an attendance contract may be required.	Gayton, Shari	9/9/2014	Documentation of provision of appropriate services, logs of conferences, attendance contracts	11/26/2014 one-time
G2.B2.S1.A3	Reading teachers will meet to share implementation strategies and best practices aligned to the use of close reading strategies and other evidence-based reading practices. Collegial support will be provided to assist in delivering the strategies as needed.	Lawrence, Yakeitha	9/9/2014	Meeting Agendas, Sign-in Sheets, Deliverables	11/26/2014 monthly
G2.B3.S1.A3	Behavioral referrals will be monitored, and students will be provided with counseling and services if they continue to have problems with non-compliance.	Mejia, Alvaro	9/9/2014	A Decrease in Behavioral Referrals and Suspensions	11/26/2014 weekly
G4.B1.S1.A3	Parents and stakeholders will be provided with access to the District's text-messaging service to receive important information released by the District. Parents and stakeholders will	Atherley, Mary	9/9/2014	Information for signing up to these services available on the website and in the main office.	11/26/2014 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	also be provided with access codes for Coral Reef's' emergency text-messaging service, Remind101, which will inform parents of any emergency or important information from the school site.				
G1.B1.S2.A4	A cadre of instructional staff will meet to share implementation strategies and best practices aligned to the use of close reading strategies. Collegial support will be provided to assist in delivering the strategies as needed.	Cabrera-Sarduy, Jessica	9/9/2014	Focus Calendars, Pacing Guides, Meeting Agendas, and Sign-in Sheets,	11/26/2014 monthly
G1.B1.S1.A4	Tutoring opportunities will be offered to students after school and on Saturday, beginning in late January, to provide supplemental assistance in order to improve student achievement.	Verga, Michelle	9/9/2014	Sign-In Sheets, Improved scores on Interim Assessments	11/26/2014 weekly
G1.B1.S3.A4	Tutoring opportunities will be offered to students after school and on Saturday, beginning in late January, to provide supplemental assistance in order to improve student achievement.	O'Hair, Cynthia	9/9/2014	Sign-In Sheets, Improved scores on Interim Assessments	11/26/2014 weekly
G1.B1.S4.A4	[no content entered]			once	
G1.B1.S2.A5	Tutoring opportunities will be offered to students after school and on Saturday, beginning in late January, to provide supplemental assistance in order to improve student achievement.	Cabrera-Sarduy, Jessica	9/9/2014	Sign-In Sheets, Improved scores on Interim Assessments	11/26/2014 weekly
G1.MA1	Data will be collected from the various Fall interim assessments.	Berge-MacInnes, Nicole	9/9/2014	Scores on the Interim Assessments	11/26/2014 one-time
G1.B1.S1.MA1	Review of samples of student work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.	Berge-MacInnes, Nicole	9/9/2014	Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.	11/26/2014 one-time
G1.B1.S1.MA1	The Administrative Team will monitor and observe evidence of implementation of the close reading strategies as well as provide support as needed.	Berge-MacInnes, Nicole	9/9/2014	Samples of student work, scores from the Interim Assessments	11/26/2014 one-time
G1.B1.S2.MA1	Review of samples of student work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.	Mejia, Alvaro	9/9/2014	Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.	11/26/2014 one-time
G1.B1.S2.MA1	The Administrative Team will monitor and observe evidence of implementation of the close reading strategies as well as provide support as needed.	Mejia, Alvaro	9/9/2014	Samples of Student Work, Scores from Interim Assessments	11/26/2014 one-time
G1.B1.S3.MA1	The Administrative Team will monitor and observe evidence of implementation of the strategies for analysis of text evidence as well as provide support as needed	Atherley, Mary	9/9/2014	Samples of student work, scores from the Interim Assessments	11/26/2014 one-time
G1.B1.S3.MA1	The Administrative Team will monitor and observe evidence of implementation of the strategies for analysis of text evidence as well as provide support as needed.	Atherley, Mary	9/9/2014	Samples of student work, scores from the Interim Assessments	11/26/2014 monthly
G1.B1.S4.MA1	The Administrative Team will monitor and observe evidence of	Burns, Anthony	9/9/2014	Samples of student work, scores from the Interim Assessments	11/26/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of these action steps as well as provide support as needed.				
G1.B1.S4.MA1	The Administrative Team will monitor and observe evidence of implementation of these action steps as well as provide support as needed.	Burns, Anthony	9/9/2014	Samples of student work, scores from the Interim Assessments	11/26/2014 monthly
G2.MA1	Student absences, behavioral referrals and suspensions, and Interim Assessment (Fall) test cores will be monitored.	Ennis, Thomas	9/9/2014	Decreasing student absences, decreasing behavioral referrals and suspensions, and increasing Interim Assessment test cores	11/26/2014 one-time
G2.B1.S1.MA1	Students' attendance will be monitored, as will the documentation of the counseling and services provided.	Atherley, Mary	9/9/2014	Student and Parent Contact Logs, Weekly Spreadsheets, Decreasing Absences	11/26/2014 one-time
G2.B1.S1.MA1	Students' attendance will be monitored, as will the documentation of the counseling and services provided.	Gayton, Shari	9/9/2014	Student and Parent Contact Logs, Weekly Spreadsheets, Decreasing Absences	11/26/2014 one-time
G2.B2.S1.MA1	Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.	Berge-MacInnes, Nicole	9/9/2014	Samples of students work and scores on the Fall Interim Assessment will be used to determine the effectiveness of the strategy and action steps.	11/26/2014 one-time
G2.B2.S1.MA1	The Administrative Team will monitor and observe evidence of implementation of the close reading strategies and other research-based reading strategies as well as provide support as needed.	Berge-MacInnes, Nicole	9/9/2014	Focus Calendars, Meeting Agendas, Sign-in Sheets	11/26/2014 monthly
G2.B3.S1.MA1	Behavioral referrals will be monitored.	Mejia, Alvaro	9/9/2014	A decrease in the Behavioral Referrals and Suspensions	11/26/2014 one-time
G2.B3.S1.MA1	Behavioral referrals will be monitored and students will be provided with counseling and services if they continue to have problems with non-compliance.	Mejia, Alvaro	9/9/2014	A decrease in the Behavioral Referrals and Suspensions	11/26/2014 weekly
G3.MA1	The number of students requesting accelerated courses will be monitored by an administrator. Scores on Quizzes/ Tests, and attendance at tutoring sessions will also be used to assess progress toward meeting the goal.	Berge-MacInnes, Nicole	9/9/2014	Increased number of students choosing an accelerated course, test scores, and attendance rosters.	11/26/2014 one-time
G3.B1.S1.MA1	The number of students requesting accelerated courses will be monitored and efforts to recruit students for these courses will be increased as needed. Scores on Quizzes/Tests, and attendance at tutoring sessions will also be monitored.	Bolt, Michelle	9/9/2014	Increased number of students choosing an accelerated course, test scores, and attendance rosters	11/26/2014 one-time
G3.B1.S1.MA1	The number of students requesting accelerated courses will be monitored and efforts to recruit students for these courses will be increased as needed. Scores on Quizzes/Tests, and attendance at tutoring sessions will also be monitored.	Bolt, Michelle	9/9/2014	Increased number of students choosing accelerated courses, test scores, attendance rosters	11/26/2014 one-time
G3.B2.S1.MA1	The number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.	O'Hair, Cynthia	9/9/2014	Competition models, final scores and awards from competitions, and numbers of students participating.	11/26/2014 one-time
G3.B2.S1.MA1	The number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.	O'Hair, Cynthia	9/9/2014	Competition models, final scores and awards from competitions, and numbers of students participating.	11/26/2014 monthly
G4.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	The website and information sites in the Attendance Office and the Main Office will be monitored for the presence of the sign-up information.	Atherley, Mary	9/9/2014	Screen shots of website showing availability of sign-up information; sign-off sheets for checks of information availability in the school offices.	11/26/2014 one-time
G4.B1.S1.MA1	The website and information sites in the Attendance Office and the Main Office will be monitored for the presence of the sign-up information.	Atherley, Mary	9/9/2014	Screen shots of website showing availability of sign-up information; sign-off sheets for checks of information availability in the school offices.	11/26/2014 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To Increase student achievement by improving core instruction in all content areas.

G1.B1 Effective strategies are needed to read informational text, analyze it, and communicate the analysis using evidence-based citations. Analyses may include, but are not limited to, written arguments, procedures, and mathematical relationships.

G1.B1.S1 Implementation of close reading strategies

PD Opportunity 1

Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies and oral and written communication skills, as well as creating text-dependent questions.

Facilitator

Michelle Verga

Participants

Classroom Teachers

Schedule

Monthly, from 9/9/2014 to 11/26/2014

G1.B1.S2 Analysis of Text Evidence - Encourage the critical analysis of a diverse range of literary sources by using claim, evidence, and reasoning to draw conclusions about real life problems, research, questions and historical occurrences

PD Opportunity 1

Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies and oral and written communication skills, as well as creating text-dependent questions.

Facilitator

Jessica Cabera-Sarduy

Participants

Classroom Teachers

Schedule

On 11/26/2014

G1.B1.S3 Analysis of Text Evidence - Encourage the critical analysis of a diverse range of literary sources by using claim, evidence, and reasoning to draw conclusions about real life problems, research, questions and scientific phenomena.

PD Opportunity 1

Professional development will focus on presenting strategies to all instructional personnel to assist in the teaching of analytical skills, particularly the use of claim, evidence, and reasoning, to draw sound conclusions, to create text-dependent questions, and to use effective oral and written communication skills.

Facilitator

Cynthia O'Hair

Participants

Classroom Teachers

Schedule

On 11/26/2014

G1.B1.S4 Implementation of Problem Solving Skills - Engage students in effective problem-solving practice incorporating mathematical tasks and real world applications, and provide explicit instruction on a problem-solving protocol.

PD Opportunity 1

Professional development will focus on inclusion of more open-ended real-life application word problems and projects. These problems and projects will assist students in the development of reasoning, writing, and analysis skills while encouraging them to speak mathematically and with precision.

Facilitator

Lissette Gonzalez

Participants

Classroom Teachers

Schedule

On 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: To Increase student achievement by improving core instruction in all content areas.	36,000
Grand Total	36,000

Goal 1: To Increase student achievement by improving core instruction in all content areas.		
Description	Source	Total
B1.S1.A4	Other	9,000
B1.S2.A5	Other	9,000
B1.S3.A4	Other	9,000
B1.S4.A4	Other	9,000
Total Goal 1		36,000