

Miami-Dade County Public Schools

# CORAL REEF SENIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 5
  - D. Demographic Data ..... 6
  - E. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 10
  - A. ESSA School, District, State Comparison ..... 11
  - B. ESSA School-Level Data Review ..... 12
  - C. ESSA Subgroup Data Review ..... 13
  - D. Accountability Components by Subgroup ..... 16
  - E. Grade Level Data Review ..... 19
- III. Planning for Improvement ..... 20
- IV. Positive Culture and Environment ..... 27
- V. Title I Requirements (optional) ..... 32
- VI. ATSI, TSI and CSI Resource Review ..... 34
- VII. Budget to Support Areas of Focus ..... 35

## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

---

## A. 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 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.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Nicole Berge-MacInnes

##### Position Title

Principal

##### Job Duties and Responsibilities

---

Instructional Leader and operational manager of the school. She seeks to engage all stakeholders and foster a positive school climate.

#### Leadership Team Member #2

##### Employee's Name

Genesse Watkins

##### Position Title

Assistant Principal

### **Job Duties and Responsibilities**

---

Ms. Genessee Watkins assists the Principal as needed. She manages two academies in addition to the mathematics department, activities, testing, textbook inventories, and other school wide administrative duties.

### **Leadership Team Member #3**

#### **Employee's Name**

Alvaro Mejia

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

---

Mr. Mejia is the Assistant Principal of Curriculum and also the Principal's designee. He assists the Principal as needed. He oversees the English/Language Arts department, ESOL Program, ESE Department, school property, and other school wide administrative duties.

### **Leadership Team Member #4**

#### **Employee's Name**

Cesar Martinez

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

---

Mr. Martinez assists the Principal as needed. He oversees technology, Legal Academy, Business Academy, Facilities, Keys, Food Service Staff, and other school wide administrative duties. He helps with the daily operations of the school.

### **Leadership Team Member #5**

#### **Employee's Name**

Kelvin Smith

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

---

Mr. Smith assists the principal as needed. He oversees the Athletic program, school attendance, AgriScience and Engineering Academy, Medical Academy, Security Monitors, Clerical Staff, and other school wide administrative duties.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

---

The SIP is created by the literacy team at Synergy in the summer. It is then presented to the faculty during department meetings in the opening of school meetings. Department members provide feedback as to whether they would like add or change any of the action steps. The SIP is then presented to the EESAC which is comprised of instructional and non-instructional staff, business partners, parents, and students. The EESAC approves the SIP and it is then implemented.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

---

The Literacy Team will collect and review data from progress monitoring points and district provided information. Data chats will be held with the teachers and students to ascertain areas in need of improvement. The SIP will be reviewed at department meetings and updated information will be presented to the EESAC.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 8-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>89.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>55.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days						40	20	35	40	135
One or more suspensions						10	4	6	1	21
Course failure in ELA							9	3	1	13
Course failure in Math							2	5	4	11
Level 1 on statewide ELA assessment						66	30	28		124
Level 1 on statewide Math assessment						46	34	33	4	117
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										207

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators						22	14	16	2	54

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year									7	7
Students retained two or more times						1				1

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	85	81	61	93	320
One or more suspensions	27	27	24	69	147
Course failure in English Language Arts (ELA)	0	3	0	1	4
Course failure in Math	5	22	48	7	82
Level 1 on statewide ELA assessment	35	22	20	0	77
Level 1 on statewide Algebra assessment	26	22	14	2	64

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	67	3	21	7	98

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	4	4	2	8	18

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	85	60	55	83	55	50	85	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	68	58	57				73		
ELA Learning Gains Lowest 25%	71	55	55				69		
Math Achievement *	76	51	45	76	43	38	71	42	38
Math Learning Gains	60	50	47				74		
Math Learning Gains Lowest 25%	63	56	49				67		
Science Achievement *	89	68	68	86	62	64	78	41	40
Social Studies Achievement *	93	73	71	91	69	66	90	56	48
Graduation Rate	100	92	90	100	89	89	99	56	61
Middle School Acceleration								56	44
College and Career Readiness	82	74	67	81	70	65	83	67	67
ELP Progress	100	57	49	81	49	45			

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

**B. ESSA School-Level Data Review (pre-populated)**

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	81%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	887
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
81%	86%	79%	65%		78%	81%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	66%	No		
English Language Learners	70%	No		
Asian Students	91%	No		
Black/African American Students	77%	No		
Hispanic Students	80%	No		
Multiracial Students	81%	No		
White Students	82%	No		
Economically Disadvantaged Students	76%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	81%	No		
Asian Students	92%	No		
Black/African American Students	81%	No		
Hispanic Students	86%	No		
Multiracial Students	94%	No		
White Students	89%	No		
Economically Disadvantaged Students	83%	No		



## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	58%	No		
English Language Learners	73%	No		
Native American Students				
Asian Students	86%	No		
Black/African American Students	73%	No		
Hispanic Students	79%	No		
Multiracial Students	92%	No		
Pacific Islander Students				
White Students	87%	No		
Economically Disadvantaged Students	75%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	85%		68%	71%	76%	60%	63%	89%	93%		100%	82%	100%
Students With Disabilities	56%		58%	55%	56%	58%	69%	79%	75%		98%	52%	
English Language Learners	67%		69%	70%	54%	45%	44%	71%			94%	88%	100%
Asian Students	94%		86%		94%	82%		100%	88%		100%	82%	
Black/African American Students	79%		70%	77%	67%	59%	67%	81%	95%		100%	77%	
Hispanic Students	85%		66%	69%	76%	59%	63%	89%	92%		99%	82%	100%
Multiracial Students	93%		50%						100%				
White Students	90%		72%	79%	78%	66%	67%	92%	94%		100%	83%	
Economically Disadvantaged Students	82%		65%	67%	69%	56%	64%	85%	91%		99%	77%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	83%				76%			86%	91%		100%	81%	81%
Students With Disabilities	57%				54%			53%	61%		100%	40%	
English Language Learners	57%				76%			84%	80%		100%	88%	
Asian Students	85%				87%			90%	100%		100%	89%	
Black/African American Students	79%				66%			85%	90%		99%	66%	
Hispanic Students	83%				77%			85%	90%		100%	81%	
Multiracial Students	94%								100%		100%	82%	
White Students	89%				80%			86%	94%		99%	85%	
Economically Disadvantaged Students	79%				75%			81%	87%		99%	75%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	85%		73%	69%	71%	74%	67%	78%	90%		99%	83%	
Students With Disabilities	55%		60%	59%	50%	60%	41%	47%	68%		100%	44%	
English Language Learners	64%		70%	68%	68%	72%	86%	69%	59%		100%	76%	
Native American Students													
Asian Students	86%		64%						93%		100%	87%	
Black/African American Students	79%		70%	60%	62%	74%	69%	64%	84%		98%	67%	
Hispanic Students	85%		73%	70%	71%	72%	66%	78%	91%		99%	83%	
Multiracial Students	95%		82%								100%	90%	
Pacific Islander Students													
White Students	90%		77%	70%	83%	88%		91%	94%		100%	89%	
Economically Disadvantaged Students	81%		70%	67%	66%	70%	62%	72%	87%		99%	80%	

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	86%	56%	30%	53%	33%
Ela	9	84%	54%	30%	53%	31%
Biology		89%	70%	19%	67%	22%
Algebra		52%	55%	-3%	50%	2%
Geometry		83%	56%	27%	52%	31%
History		93%	70%	23%	67%	26%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		33%	17%	16%	16%	17%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		42%	18%	24%	17%	25%
Geometry		42%	24%	18%	16%	26%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

---

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

---

The component that showed the most improvement was the 10th Grade ELA proficiency, which increased by 6% from the 2023 score of 81% to the 2024 score of 87%. The action taken by the school was supporting teachers and listening to concerns. Additionally, sharing information that helped them target those L25%.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Mathematics proficiency experienced the largest decline, dropping by one percent from 76% in 2023 to 75% in 2024. A significant factor contributing to this decrease is the 18 percentage point drop in Algebra 1 proficiency, which fell from 72% in 2023 to 54% in 2024.

##### Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

Although learning gains were not tracked as a data component in 2023, math learning gains showed the greatest decline, dropping by 16 percentage points from 74% in 2022 to 58% in 2024. Additionally, the learning gains of the Lowest 25th percentile decreased by 10 percentage points, falling from 67% in 2022 to 57% in 2024.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

All of our data components showed positive gaps when compared to the state average. Among these, Math had the smallest positive gap. One contributing factor is that Algebra 1 is only two percentage points above the state average. Additionally, trend data reveals that while all other tested subjects have remained consistent, Algebra proficiency has fluctuated since 2022.

##### EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

One potential EWS area of concern is student attendance. Although overall school attendance improved from 94.00% in the 2022-2023 school year to 94.73% in the 2023-2024 school year, there is still room for further improvement.

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

Algebra 1, Geometry, School Culture, Minority Group Isolation

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The results of the 2024 Algebra 1 EOCs showed a decrease of 18 percentage points from 72% in 2023 to 54% in 2024. Additionally the learning gains of the Lowest 25% percentile decreased by 10% points, falling from 67% in 2022 to 57% in 2024. This decline calls for the teachers and support staff to focus on improving overall academic performance and learning gains by consistently implementing collaborative data chats, utilizing standards aligned instruction and committing to implementing district suggested instructional pacing guides, strategies, and practices.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of Data Chats between Administrator and Teachers and Teachers and Students with a focus on setting high expectations, students in Algebra 1 will achieve a 10% increase in proficiency for a total of 64%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Data Chats after PM1 and PM2 between Administrators and Teachers and Teachers and Students will facilitate understanding of current levels and student needs. Teachers will review the results of the Topic Tests and provide intervention as needed.

Learning walks will provide instructional support and monitor fidelity to the pacing guide.

#### Person responsible for monitoring outcome

Administration & T. Moscone

#### Evidence-based Intervention:



Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

During collaborative Data Chats, teachers and administration will analyze student performance data and to make decisions to drive future instruction. During these chats, Teachers and Administrators will discuss activities and strategies used to remediate and/or enrich students on the assessed standards. Students identified at risk of not making gains, will receive additional support. Teachers will receive additional support as needed.

**Rationale:**

Teachers need time to discuss their students, benchmarks, content and strategies. Collaborative Data Chats provide this opportunity so that teachers receive the support they need in order to make decisions, create lessons and provide remediation activities to those who need it.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Collaborative Meeting with Algebra 1 Teachers

**Person Monitoring:**

Administration and Tabatha Moscone

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The teachers, administration, and department chair will review student data, standards to be aligned to instruction, pacing guides, benchmarks and instructional strategies in order to develop collaborative quarterly and annual goals.

**Action Step #2**

Create Collaborative Planning

**Person Monitoring:**

G. Watkins & N. Berge-MacInnes

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create release time for teachers to collaborate and plan. Inform teachers of expectations. Administrator will review plans created and monitor fidelity.

**Action Step #3**

Learning Walks

**Person Monitoring:**

**By When/Frequency:**

T. Moscone

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Ms. Moscone will conduct Weekly Learning Walks of Algebra 1 teachers in order to provide instructional support where needed. Administrators will conduct Learning Walks and review the fidelity of standards aligned instruction and pacing guide use. Administration will provide support to teachers as needed.

**Action Step #4**

Develop Data Chats between teachers and administrator

**Person Monitoring:**

G. Watkins & N. Berge-MacInnes

**By When/Frequency:**

January 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrator will create a schedule where Algebra 1 teachers will review and discuss trends and weaknesses from the Algebra 1 Topic Test.

**Action Step #5**

Algebra 1 Teachers will conduct Data chats with students

**Person Monitoring:**

T. Moscone

**By When/Frequency:**

January 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Algebra 1 teachers will hold data chats with students to foster students ownership of their scores, review areas of weakness, and create action plans for improvement.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although the proficiency results of the Geometry EOC showed an increase of 5 percentage points from 78% in 2022-2023 to 83% on the 2023-2024, we expect a decline in our projected performance in 2024-2025 due to the proficiency levels of the incoming students as well as due to the fact that Geometry teachers are difficult to find and retain as well as having four new Geometry teachers this year. This expected decline calls for teachers and support staff to focus on improving overall academic performance and learning gains by consistently implementing collaborative data chats, utilizing standards aligned instruction and committing to implementing district suggested instructional pacing guides, strategies, and practices.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of Data Chats between Administrator and Teachers and Teachers and Students with a focus on setting high expectations, students in Geometry will achieve a 1.0% increase in proficiency for a total of 84%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Data Chats after PM1 and PM2 between Administrators and Teachers and Teachers and Students will facilitate understanding of current levels and needs. Teachers will review the results of the Topic Tests and provide intervention as needed.

Learning walks will provide instructional support and monitor fidelity to the pacing guide.

### **Person responsible for monitoring outcome**

G. Watkins & T. Moscone

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Teachers and Administration will analyze student performance data and make decisions to drive future instruction during Collaborative Data Chats. During these chats, Teachers and Administrators will discuss activities and strategies used to remediate and/or enrich students on the assessed standards. Students identified at risk of not making gains will receive additional support. Teachers will receive additional support as needed.

#### **Rationale:**

Teachers need time to discuss their students, benchmarks, content and strategies. Collaborative Data Chats provide this opportunity so that teachers receive the support they need in order to make decisions, create lessons and provide remediation activities to those who need it.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

### **Action Step #1**

Collaborative meeting with Geometry Teachers

#### **Person Monitoring:**

Administration , T. Moscone

#### **By When/Frequency:**

September 27, 2024

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The teachers, administration and department chair will review student data, standards to be aligned to instruction, pacing guides, benchmarks and instructional strategies in order to develop collaborative quarterly and annual goals.

### **Action Step #2**

Create Collaborative Planning

#### **Person Monitoring:**

G. Watkins, N. Berge-MacInnes

#### **By When/Frequency:**

September 27, 2024

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create release time for teachers to collaborate and plan. Inform teachers of expectations. Administrator will review plans created and monitor fidelity.

### **Action Step #3**

Learning Walks

#### **Person Monitoring:**

T. Moscone

#### **By When/Frequency:**

September 27, 2024

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Ms. Moscone will conduct Weekly Learning Walks of Geometry teachers in order to provide instructional support where needed. Administrators will conduct Learning Walks and review the fidelity of standards aligned instruction and pacing guide use. Administration will provide support to teachers as needed.

### **Action Step #4**

Develop Data Chats between teachers and administrator

#### **Person Monitoring:**

G. Watkins & N. Berge-MacInnes

#### **By When/Frequency:**

January 17, 2025

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrator will create a schedule where Algebra 1 teachers will review and discuss trends and weaknesses from the Geometry Topic test.

### **Action Step #5**

Geometry Teachers will conduct Data Chats with students

#### **Person Monitoring:**

T. Moscone

#### **By When/Frequency:**

January 17, 2025

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Geometry teachers will hold data chats with students to foster students ownership of their scores,

review areas of weakness, and create action plans for improvement.

## IV. Positive Culture and Environment

---

### Area of Focus #1

Other

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

In the 23-24 school year, the daily attendance rate averaged 94.73%. Lower attendance leads to lower learning outcomes. In order to increase attendance rates for both students and teachers, there will be increased focus on teacher and student morale to improve engagement and satisfaction.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

By the end of the school year, our student attendance rate will increase to 94.85% and we will see growth in the teacher attendance and satisfaction rate as evidenced by the results of the school climate survey and end of year staff survey.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The School Leadership Team will monitor the growth of attendance rates among students and staff on a quarterly basis. Rewards and recognition will be a part of the monitoring process.

#### Person responsible for monitoring outcome

K. Smith, G. Watkins, R. Santalo, A. Mendez, A. Mejia, N. Berge

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Strategic Attendance Initiatives involves closely monitoring and reporting of student absences, calls to parents, and more direct measures including counseling, home visits, and referrals to outside agencies as well as incentives for students with perfect attendance.

#### Rationale:

Students are more likely to fall behind academically and experience lower achievement levels when they are absent from school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Assembly for parents of students who had 15 or more absences in 2023-2024 school year

**Person Monitoring:**

K. Smith & N. Berge

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During an assembly, parents will be provided information about the importance of school attendance and the consequences of such repeated absences. To be monitored weekly after the initial assembly.

**Action Step #2**

Monitor attendance weekly and coordinate conferences for students with chronic absences

**Person Monitoring:**

K. Smith

**By When/Frequency:**

September 27, 2024 / Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Perfect attendance incentives for students include but not limited to a quarterly ice cream social for the grade level with the highest attendance rate.

**Action Step #3**

Perfect attendance incentives for teachers

**Person Monitoring:**

A. Mejia & N. Berge

**By When/Frequency:**

September 27, 2024 / Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Each quarter administration will identify the teachers with perfect attendance. These teachers will be recognized during a faculty meeting and will receive a sash and a gift.

**Action Step #4**

Grade level attendance contest

**Person Monitoring:**

K. Smith & N. Berge-MacInnes

**By When/Frequency:**

January 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A grade-level attendance poster will be displayed at the school entrance, showcasing each grade's attendance for each grading period.

**Action Step #5**

Perfect attendance incentive for teachers

**Person Monitoring:**

A. Mejia &amp; N. Berge-MacInnes

**By When/Frequency:**

January 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During a faculty meeting, teachers with perfect attendance for the first quarter will be recognized and rewarded with a certificate and flavored coffee.

**Area of Focus #2**

Other

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The percentage of students in the black demographic at Coral Reef is 9.8%. In order to reduce minority group isolation (MGI) and enhance diversity and a feeling of inclusivity, Coral Reef will focus on initiatives to attract and retain this underrepresented group.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

By the end of the school year, the enrollment rate data for the 25-26 school year will reflect an increase increase of 0.5% from 9.8% to 10.3%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This initiative will be monitored via the Magnet Application Platform (SchoolMint). By increasing the number of underrepresented applicants we will be able to increase the number of acceptance of incoming freshman from these groups, thereby improving the diversity of our student body.

**Person responsible for monitoring outcome**

M. Cabrera, A. Mejia, N. Berge-MacInnes

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Ensure that staff support the implementation of schoolwide programs that promote inclusivity and

diversity. Inclusivity establishes an environment where all students feel included.

**Rationale:**

To improve the percentage of underrepresented students at Coral Reef High School.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Create a targeted marketing and recruitment plan.

**Person Monitoring:**

A. Mejia, M. Cabrera, N. Berge-MacInnes

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Utilizing the district-provided STARS report, school leadership will review the demographics of the previous school year's enrollment to create a targeted marketing and recruitment plan for the upcoming application season. The goal is to increase the enrollment of underrepresented students and ensure the student body reflects the district's demographics. The magnet lead will collaborate closely with the school's leadership team to execute this marketing plan with fidelity, focusing on schools and regions with high populations of underrepresented students.

**Action Step #2**

Multicultural Education

**Person Monitoring:**

A. Mejia, N. Berge-MacInnes

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To retain and support diversity while mitigating minority group isolation, all teachers will incorporate multicultural education and diverse perspectives into their curricula. Teachers will prominently feature a diverse array of authority figures within their subject areas, ensuring that students see themselves represented and are exposed to a wide range of cultures across various educational fields.

**Action Step #3**

Community Outreach Planning

**Person Monitoring:**

A. Mejia, N. Berge-MacInnes

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Plan a program and invite 8th graders from Richmond Heights Middle School to become Barracudas For The Day by participating in a Pep Rally and experiencing the opportunities available to them at Coral Reef High School.

**Action Step #4**

Middle School Outreach Activity

**Person Monitoring:**

**By When/Frequency:**



M. Cabrera, R. Santalo, N. Berge-MacInnes      Januray 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coral Reef High School will invite 8th grade students from a neighboring school to take part in a side-by-side band event at a football game.

**Action Step #5**

Middle School Outreach Activity

**Person Monitoring:**

M. Cabrera, R. Santalo, N. Berge-MacInnes

**By When/Frequency:**

January 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coral Reef High School will invite 8th grade students from a neighboring school to take part in a side-by-side band event at a football game.

**Action Step #6**

Invitation to College Fair or Our Neighboring Schools

**Person Monitoring:**

G. Watkins, Dr. Perez, N. Berge-MacInnes

**By When/Frequency:**

January 17, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coral Reef High School will host a College Fair event and will invite our neighboring schools: Mays Middle School and Richmond Middle School.

## V. Title I Requirements (optional)

---

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

---

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

---

No Answer Entered

## **VI. ATSI, TSI and CSI Resource Review**

---

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

No Answer Entered

## VII. Budget to Support Areas of Focus

---

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00